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| 1. | According to the results of John Darley and Bibb Latané's work, if you are robbed at gunpoint while walking home from the grocery store, your best chance of receiving help from witnesses would be when:      |  |  | | --- | --- | | A. | the robber wears a mask and thinks he is not recognized by bystanders |  |  |  | | --- | --- | | B. | one person across the street witnesses the crime |  |  |  | | --- | --- | | C. | several people getting off of a bus across the street see what is happening |  |  |  | | --- | --- | | D. | it is broad daylight and the street is very crowded | |

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| 2. | What three key attitudes did John Darley and Bibb Latané display in their research on "bystander apathy"?      |  |  | | --- | --- | | A. | curiosity, skepticism, open-mindedness |  |  |  | | --- | --- | | B. | curiosity, optimism, open-mindedness |  |  |  | | --- | --- | | C. | creativity, optimism, curiosity |  |  |  | | --- | --- | | D. | rationality, curiosity, skepticism | |

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| 3. | Many people doubted Sigmund Freud and his psychodynamic theory. They wanted to know what evidence Freud was basing his conclusions on and wondered if there might be a better explanation for the causes of human behaviour. These people's doubts are most similar to which key scientific attitude?      |  |  | | --- | --- | | A. | curiosity |  |  |  | | --- | --- | | B. | skepticism |  |  |  | | --- | --- | | C. | liberalism |  |  |  | | --- | --- | | D. | creativity | |

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| 4. | Sitting in class one day, Ben wonders aloud to his friend James, why it is that multiple-choice exams seem harder than essay exams. James, whose older sister is a college professor, tells him that research shows that it is easier to trick students with multiple-choice questions so they are in fact harder. "Wow!" Ben thinks, "So that explains it." Ben would have been better off seeking another opinion, or at least asking James about the research he is talking about. If he had, Ben would be demonstrating a healthy scientific attitude of:      |  |  | | --- | --- | | A. | liberalism |  |  |  | | --- | --- | | B. | skepticism |  |  |  | | --- | --- | | C. | open-mindedness |  |  |  | | --- | --- | | D. | creativity | |

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| 5. | A researcher who is always willing to consider criticisms of his theory and to make theoretical revisions and adjustments when the evidence supports it is demonstrating behaviour most consistent with which key scientific attitude?      |  |  | | --- | --- | | A. | skepticism |  |  |  | | --- | --- | | B. | curiosity |  |  |  | | --- | --- | | C. | rationality |  |  |  | | --- | --- | | D. | open-mindedness | |

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| 6. | The first step in the scientific process is to:      |  |  | | --- | --- | | A. | create a hypothesis. |  |  |  | | --- | --- | | B. | form a question about something interesting. |  |  |  | | --- | --- | | C. | propose a prediction. |  |  |  | | --- | --- | | D. | test a theory. | |

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| 7. | Which of the following lists the steps of the scientific process in the proper order?      |  |  | | --- | --- | | A. | conduct research, ask question, create hypothesis, analyze data, build theory |  |  |  | | --- | --- | | B. | ask question, create hypothesis, conduct research, analyze data, build theory |  |  |  | | --- | --- | | C. | ask question, conduct research, create hypothesis, build theory, analyze data |  |  |  | | --- | --- | | D. | create hypothesis, ask question, conduct research, analyze data, build theory | |

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| 8. | John Darley's and Bibb Latané's statement, "IF an emergency occurs, THEN the greater the number of bystanders, the less likely any one bystander will be to intervene" is best considered an example of a(n):      |  |  | | --- | --- | | A. | specific prediction. |  |  |  | | --- | --- | | B. | proven theory. |  |  |  | | --- | --- | | C. | behavioural correlation. |  |  |  | | --- | --- | | D. | initial research question. | |

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| 9. | As part of their research on bystander apathy, John Darley and Bibb Latané created fake "emergencies" in their experimental laboratory and observed people's responses. When making these observations, what step of the scientific process were they engaged in?      |  |  | | --- | --- | | A. | creating a hypothesis |  |  |  | | --- | --- | | B. | creating a prediction |  |  |  | | --- | --- | | C. | generating a theory |  |  |  | | --- | --- | | D. | conducting research | |

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| 10. | A hypothesis is best considered as:      |  |  | | --- | --- | | A. | a tentative explanation about some phenomenon. |  |  |  | | --- | --- | | B. | a specific prediction, often in the form of an "if-then" statement. |  |  |  | | --- | --- | | C. | a set of formal statements that explain how certain events are related to one another. |  |  |  | | --- | --- | | D. | an empirical or correlational statement. | |

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| 11. | John Darley and Bibb Latané made the following assumption: diffusion of responsibility reduces the likelihood of any single bystander feeling responsible to intervene in an emergency. This assumption is an example of a(n):      |  |  | | --- | --- | | A. | dependent variable. |  |  |  | | --- | --- | | B. | operational definition. |  |  |  | | --- | --- | | C. | independent variable. |  |  |  | | --- | --- | | D. | hypothesis. | |

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| 12. | A psychodynamic psychologist assumes that people with unresolved childhood issues are more susceptible to stress and anxiety. This psychologist's assumption is best viewed as an example of:      |  |  | | --- | --- | | A. | a hypothesis. |  |  |  | | --- | --- | | B. | an experiment. |  |  |  | | --- | --- | | C. | correlational research. |  |  |  | | --- | --- | | D. | a dependent variable. | |

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| 13. | A humanistic psychologist believes that people who don't have a clear sense of meaning in their lives are more vulnerable to depression and physical illness. This psychologist's beliefs are best viewed as an example of:      |  |  | | --- | --- | | A. | scientific skepticism. |  |  |  | | --- | --- | | B. | a hypothesis. |  |  |  | | --- | --- | | C. | a control group. |  |  |  | | --- | --- | | D. | conducting research. | |

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| 14. | Bruce notices that on the days that he eats lunch at Archie's diner, people are less likely to ask him to join them for the afternoon coffee break. Bruce wonders why this is happening and thinks his co-workers must assume he doesn't want coffee after a hearty lunch. If Bruce were to use the scientific process now that he has a tentative explanation, he would translate this into a(n):      |  |  | | --- | --- | | A. | specific prediction |  |  |  | | --- | --- | | B. | trial |  |  |  | | --- | --- | | C. | theory |  |  |  | | --- | --- | | D. | experiment | |

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| 15. | On the first day of school, Ted's grade 5 teacher asks her students to introduce themselves and tell the class what they did on their summer vacation. Ted notes that all of the smart kids had gone on great trips; so travel, he reasons, must make you smart. Ted gathers information from the students in his school and analyzes it. Ted is testing this \_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | theory |  |  |  | | --- | --- | | B. | fact |  |  |  | | --- | --- | | C. | hypothesis |  |  |  | | --- | --- | | D. | formal explanation | |

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| 16. | A formal set of statements that explains why and how certain events are related to one another is called a (n) \_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | hypothesis |  |  |  | | --- | --- | | B. | specific prediction |  |  |  | | --- | --- | | C. | theory |  |  |  | | --- | --- | | D. | operational definition | |

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| 17. | A theory is best defined as:      |  |  | | --- | --- | | A. | a tentative explanation or prediction about some phenomenon. |  |  |  | | --- | --- | | B. | a specific prediction, often in the form of an "if-then" statement. |  |  |  | | --- | --- | | C. | conducting research to test a prediction. |  |  |  | | --- | --- | | D. | a set of statements that explains the relationship between various events. | |

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| 18. | A distinction between theories and hypotheses is that:      |  |  | | --- | --- | | A. | theories tend to be broader than hypotheses. |  |  |  | | --- | --- | | B. | hypotheses tend to be broader and more externally valid than theories. |  |  |  | | --- | --- | | C. | theories tend to be externally valid while hypotheses tend to be internally valid. |  |  |  | | --- | --- | | D. | theories use operational definitions while hypotheses do not. | |

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| 19. | One of the problems of after-the-fact or "hindsight" explanations is that:      |  |  | | --- | --- | | A. | there are many ways of explaining past events and there is usually no way to know which of these ways is correct. |  |  |  | | --- | --- | | B. | they fail to provide a foundation on which further scientific study can occur. |  |  |  | | --- | --- | | C. | they are usually too theoretically complex and sophisticated. |  |  |  | | --- | --- | | D. | there are many ways of explaining past events, without overemphasizing external validity. | |

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| 20. | When presented with the findings of psychological research, it is not uncommon for people to comment that the results are trivial and obvious. This tendency is an illustration of the limitations of:      |  |  | | --- | --- | | A. | hypotheses. |  |  |  | | --- | --- | | B. | hindsight understanding. |  |  |  | | --- | --- | | C. | theories. |  |  |  | | --- | --- | | D. | independent variables. | |

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| 21. | After a visit to her doctor, Kristen is told she has a rare disease and needs surgery immediately. When Kristen seeks a second opinion, she avoids a hindsight understanding from her second doctor. What did Kristen do to avoid the second doctor's hindsight understanding?      |  |  | | --- | --- | | A. | She told the second doctor the first doctor's diagnosis so that she has all of the information necessary to make her own diagnosis. |  |  |  | | --- | --- | | B. | She told the second doctor the first doctor's diagnosis because it is rare and the symptoms might be easily missed. |  |  |  | | --- | --- | | C. | She did not tell the second doctor the first doctor's diagnosis, as the second opinion is costing her just as much as the first. |  |  |  | | --- | --- | | D. | She did not tell the second doctor the first doctor's diagnosis so he/she is not influenced by the first doctor's explanation. | |

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| 22. | If a research study found that career motivation was higher among recent immigrants to Canada than long-standing Canadian residents, most people might readily offer several reasonable explanations for this finding. However, if a study found that career motivation was higher among long-standing Canadian residents than recent immigrants to Canada, most people might generate an equally convincing set of explanations. This example demonstrates the problems associated with:      |  |  | | --- | --- | | A. | operational definitions. |  |  |  | | --- | --- | | B. | hypotheses. |  |  |  | | --- | --- | | C. | after-the-fact explanations. |  |  |  | | --- | --- | | D. | theoretical predictions. | |

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| 23. | Scientists typically test their understanding through:      |  |  | | --- | --- | | A. | prediction and control. |  |  |  | | --- | --- | | B. | the use of narrative research. |  |  |  | | --- | --- | | C. | examining existing variables. |  |  |  | | --- | --- | | D. | the use of survey research. | |

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| 24. | Which of the following is a characteristic of a good theory?      |  |  | | --- | --- | | A. | A good theory is complex and sophisticated. |  |  |  | | --- | --- | | B. | A good theory is difficult to test through empirical science. |  |  |  | | --- | --- | | C. | A good theory organizes information in a meaningful way. |  |  |  | | --- | --- | | D. | A good theory uses operational definitions. | |

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| 25. | Professor Smith has developed a theory that is rather straightforward compared to the complex theory of Professor Jones. Both theories generate a number of new hypotheses from other researchers. Even though both theories predict the same phenomena well, the preferred theory is: \_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Professor Smith's because it conforms to the law of parsimony. |  |  |  | | --- | --- | | B. | Professor Smith's because it will be easiest to prove. |  |  |  | | --- | --- | | C. | Professor Jones' because it is complex and will generate more hypotheses. |  |  |  | | --- | --- | | D. | Professor Jones' because its complexity allows for more testability. | |

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| 26. | Which of the following was mentioned as a characteristic of a good theory?      |  |  | | --- | --- | | A. | Good theories are simple theories. |  |  |  | | --- | --- | | B. | Good theories are long and explicative theories. |  |  |  | | --- | --- | | C. | Good theories confirm pre-existing hypotheses. |  |  |  | | --- | --- | | D. | Good theories focus on independent variables. | |

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| 27. | The notion that if two theories can equally explain and predict the same phenomenon, then the simpler one is the preferred theory is the law of \_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | least complexity |  |  |  | | --- | --- | | B. | parsimony |  |  |  | | --- | --- | | C. | consistency |  |  |  | | --- | --- | | D. | simplicity | |

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| 28. | Imagine a research area in psychology where there are several seemingly conflicting findings and theories. You develop a new theory that resolves these conflicts and explains the findings of this area within a single broad framework. Your theory best demonstrates which characteristic of a good theory?      |  |  | | --- | --- | | A. | Your theory conforms to the law of parsimony. |  |  |  | | --- | --- | | B. | Your theory's predictions are supported by previous research. |  |  |  | | --- | --- | | C. | Your theory conforms to the law of simplicity. |  |  |  | | --- | --- | | D. | Your theory organizes information in a meaningful way. | |

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| 29. | A psychologist during the time of Freud creates a new and different theory designed to explain human behaviour. Using this new theory, it is relatively easy to design studies and experiments to evaluate its validity. This is in contrast to the concepts of Freud's theory, which were very difficult to measure. This new theory best illustrates which characteristic of good theory?      |  |  | | --- | --- | | A. | The theory is testable. |  |  |  | | --- | --- | | B. | The theory is parsimonious. |  |  |  | | --- | --- | | C. | The theory is consistent with previous research findings. |  |  |  | | --- | --- | | D. | The theory organizes information in a meaningful way. | |

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| 30. | This is a type of definition that defines a variable in terms of the specific procedures used to measure it:      |  |  | | --- | --- | | A. | dependent definition |  |  |  | | --- | --- | | B. | independent definition |  |  |  | | --- | --- | | C. | operational definition |  |  |  | | --- | --- | | D. | representative definition | |

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| 31. | Shireen thinks people learn better when they enjoy the course for which they are studying. In order to test her prediction, she must operationalize her variables. Which of the following best represents valid operational definitions of the variables contained within her prediction?      |  |  | | --- | --- | | A. | test score; attitude towards the course |  |  |  | | --- | --- | | B. | number of hours studying; attitude towards the course |  |  |  | | --- | --- | | C. | test score; attendance at lectures |  |  |  | | --- | --- | | D. | attendance at lectures; attitude towards the course | |

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| 32. | In research, any characteristic that can vary is called a(n) \_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | operational definition |  |  |  | | --- | --- | | B. | hypothesis |  |  |  | | --- | --- | | C. | variable |  |  |  | | --- | --- | | D. | theory | |

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| 33. | The essential function of an operational definition is that it translates something:      |  |  | | --- | --- | | A. | observable into something abstract and measurable. |  |  |  | | --- | --- | | B. | measurable into something abstract and observable. |  |  |  | | --- | --- | | C. | observable into something abstract and measurable. |  |  |  | | --- | --- | | D. | abstract into something observable and measurable. | |

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| 34. | A psychologist is interested in studying stress. Since stress can mean different things to different people, she decides that she would like to assess stress by measuring people's blood pressure. This psychologist has just created:      |  |  | | --- | --- | | A. | a control group. |  |  |  | | --- | --- | | B. | an operational definition. |  |  |  | | --- | --- | | C. | an independent variable. |  |  |  | | --- | --- | | D. | a case study. | |

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| 35. | A researcher is interested in studying what factors influence interpersonal attraction. In a study designed to explore this variable, the researcher uses a very attractive person for an assistant. Interpersonal attraction is then assessed by whether the people participating in the study call up the attractive assistant to ask the person on a date. In this example, the means used to assess interpersonal attraction would be considered a(n):      |  |  | | --- | --- | | A. | correlational study |  |  |  | | --- | --- | | B. | hypothesis |  |  |  | | --- | --- | | C. | case study |  |  |  | | --- | --- | | D. | operational definition | |

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| 36. | An advantage of using operational definitions is that:      |  |  | | --- | --- | | A. | they allow other researchers to agree with these definitions. |  |  |  | | --- | --- | | B. | they let other researchers know exactly what is meant by the various terms. |  |  |  | | --- | --- | | C. | they automatically generate the relevant dependent and independent variables. |  |  |  | | --- | --- | | D. | they are consistent with the law of parsimony. | |

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| 37. | The social desirability bias exists as a limitation of which of the ways of measuring behaviour?      |  |  | | --- | --- | | A. | physiological measures |  |  |  | | --- | --- | | B. | behavioural observations |  |  |  | | --- | --- | | C. | reports by others |  |  |  | | --- | --- | | D. | self-report measures | |

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| 38. | The tendency to respond in a socially appropriate manner rather than according to how a person actually thinks, feels, or behaves is called the:      |  |  | | --- | --- | | A. | social acceptability bias. |  |  |  | | --- | --- | | B. | social desirability bias. |  |  |  | | --- | --- | | C. | social adequacy bias. |  |  |  | | --- | --- | | D. | social worth bias. | |

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| 39. | A child psychologist is working with a young child named Sally. In order to get more information, the psychologist interviews Sally's parents and asks them about Sally's childhood experiences. This would best be considered an example of which of the major ways of measuring behaviour?      |  |  | | --- | --- | | A. | self-report measures |  |  |  | | --- | --- | | B. | physiological measures |  |  |  | | --- | --- | | C. | reports by others |  |  |  | | --- | --- | | D. | behavioural observations | |

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| 40. | A researcher is interested in studying the frequency of aggression in school-aged children. Which would be the best method to use to measure aggression?      |  |  | | --- | --- | | A. | self-report measures |  |  |  | | --- | --- | | B. | behavioural observations |  |  |  | | --- | --- | | C. | physiological measures |  |  |  | | --- | --- | | D. | archival records | |

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| 41. | In a study designed to investigate the causes of stress, a psychological researcher measures stress by monitoring people's heart rate and blood pressure. In this study, the researcher has utilized which method of measuring behaviour?      |  |  | | --- | --- | | A. | self-report measures |  |  |  | | --- | --- | | B. | archival records |  |  |  | | --- | --- | | C. | physiological measures |  |  |  | | --- | --- | | D. | behavioural observations | |

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| 42. | A limitation of physiological measures of behaviour is that:      |  |  | | --- | --- | | A. | they are subject to the social desirability bias of physiological measurement. |  |  |  | | --- | --- | | B. | they are subject to random sampling of physiological measures. |  |  |  | | --- | --- | | C. | they fail to use operational definitions for physiological measures. |  |  |  | | --- | --- | | D. | they fail to convey what a given physiological response means. | |

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| 43. | A social psychologist is interested in studying aggression in sports fans. He goes to various sporting events and keeps track of the number of aggressive acts that occur between fans using a well-defined coding system. This psychologist is using which of the following ways of measuring behaviour?      |  |  | | --- | --- | | A. | self-report measures |  |  |  | | --- | --- | | B. | physiological measures |  |  |  | | --- | --- | | C. | behavioural observations |  |  |  | | --- | --- | | D. | scientific measures | |

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| 44. | One of the major limitations of behavioural observations is that:      |  |  | | --- | --- | | A. | researchers know that people may behave differently when they know they are being watched. |  |  |  | | --- | --- | | B. | researchers know that people may not behave differently when they know they are being watched. |  |  |  | | --- | --- | | C. | researchers do not know whether people's behaviours are internally valid. |  |  |  | | --- | --- | | D. | researchers do not know what a given physiological response really means. | |

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| 45. | If a measure of behaviour is reliable, we know that it is:      |  |  | | --- | --- | | A. | valid. |  |  |  | | --- | --- | | B. | operationally defined. |  |  |  | | --- | --- | | C. | based on a theory. |  |  |  | | --- | --- | | D. | consistent. | |

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| 46. | Two research assistants trained to code the type of interactions observed between siblings, repeatedly disagree on how to code siblings' sarcastic comments toward one another. The resulting data may then be:      |  |  | | --- | --- | | A. | useful, as there is diversity in the observation |  |  |  | | --- | --- | | B. | useful, the consistent disagreement can be further studied |  |  |  | | --- | --- | | C. | useless, the coding system may be faulty |  |  |  | | --- | --- | | D. | useless, the information learned may be unreliable | |

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| 47. | Pre-existing documents that researchers use to gather information about people's overt behaviours are called \_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | archival records |  |  |  | | --- | --- | | B. | physiological reports |  |  |  | | --- | --- | | C. | self-report measures |  |  |  | | --- | --- | | D. | random samples | |

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| 48. | In order to assess the effectiveness of a new province-wide seatbelt law, researchers collect data from the department of transportation regarding the number of traffic fatalities in the last year. This type of measurement of behaviour is called a(n):      |  |  | | --- | --- | | A. | chronological record. |  |  |  | | --- | --- | | B. | archival record. |  |  |  | | --- | --- | | C. | historical record. |  |  |  | | --- | --- | | D. | sequential record. | |

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| 49. | People sometimes change their behaviour when they know that they are being observed. To counter this problem, psychologists monitor behaviours in a way that people are unaware that they are being observed. These measures are called \_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | hidden measures |  |  |  | | --- | --- | | B. | unintentional measures |  |  |  | | --- | --- | | C. | unobtrusive measures |  |  |  | | --- | --- | | D. | subtle measures | |

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| 50. | A researcher wants to know how much TV students in a dorm are watching, but she has noticed that students tend to leave the TV room when she comes into see who is watching. To get around this problem, she decides to observe wear-and-tear on the TV remote control as a measure of how much TV is being watched. Like many psychologists, this researcher is using a(n):      |  |  | | --- | --- | | A. | unobtrusive measure. |  |  |  | | --- | --- | | B. | hypothetical measure. |  |  |  | | --- | --- | | C. | double-blind measure. |  |  |  | | --- | --- | | D. | placebo measure. | |

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| 51. | Case study is considered which kind of method of research?      |  |  | | --- | --- | | A. | descriptive research |  |  |  | | --- | --- | | B. | correlational research |  |  |  | | --- | --- | | C. | experimental research |  |  |  | | --- | --- | | D. | hypothetical research | |

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| 52. | An fMRI study confirmed that the visual cortex independently processes object perception and object \_\_\_.      |  |  | | --- | --- | | A. | shape |  |  |  | | --- | --- | | B. | action |  |  |  | | --- | --- | | C. | size. |  |  |  | | --- | --- | | D. | colour | |

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| 53. | Brain imaging technology is generally used to explore the following:      |  |  | | --- | --- | | A. | physical disabilities |  |  |  | | --- | --- | | B. | motivation |  |  |  | | --- | --- | | C. | drug efficacy |  |  |  | | --- | --- | | D. | social skills acquisition | |

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| 54. | Despite having excellent vision, Kris was unable to grasp or pick up objects properly. It is likely that he has damaged his:      |  |  | | --- | --- | | A. | visual cortex: ventral stream. |  |  |  | | --- | --- | | B. | visual cortex: dorsal stream. |  |  |  | | --- | --- | | C. | motor cortex. |  |  |  | | --- | --- | | D. | cerebellum. | |

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| 55. | An in-depth study of an individual, group, or event is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | naturalistic observation |  |  |  | | --- | --- | | B. | survey |  |  |  | | --- | --- | | C. | case study |  |  |  | | --- | --- | | D. | correlational study | |

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| 56. | Which of the following is an advantage of the case study method of research?      |  |  | | --- | --- | | A. | Case studies are generalizable to the population at large. |  |  |  | | --- | --- | | B. | Case studies are a good method for studying rare events. |  |  |  | | --- | --- | | C. | Case studies are very useful for determining cause-effect relationships. |  |  |  | | --- | --- | | D. | Case studies are a good method for studying a large number of participants. | |

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| 57. | At the University of Western Ontario, Mel Goodale and his colleagues' studied a patient who had suffered from carbon monoxide poisoning and had suffered damage to several parts of her brain. The research on this patient provided evidence that perception and action can be processed independently, by different parts of the human brain. The research method used was:      |  |  | | --- | --- | | A. | case study. |  |  |  | | --- | --- | | B. | correlational study. |  |  |  | | --- | --- | | C. | experimental. |  |  |  | | --- | --- | | D. | naturalistic observation. | |

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| 58. | Case study method was used to study the program to train mothers of failure-to-thrive infants in nutrition and feeding techniques at Surrey Place Centre in Toronto. Case study method helped researchers to:      |  |  | | --- | --- | | A. | study the phenomenon and determine the cause of infant weight gain due to the program. |  |  |  | | --- | --- | | B. | illustrate effective interventions developed by clinical psychologists to treat special populations. |  |  |  | | --- | --- | | C. | generalize the findings to other training programs. |  |  |  | | --- | --- | | D. | access and use archival methods. | |

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| 59. | Imagine that someone has developed an absurd theory that asserts that every child with blond hair will be over 6 feet tall when they are adults. An adult friend of yours is blond but happens to only be 5'6". This example best demonstrates which of the following advantages of the case study method?      |  |  | | --- | --- | | A. | Case studies are useful for studying rare events. |  |  |  | | --- | --- | | B. | A single case study can challenge the validity of a theory. |  |  |  | | --- | --- | | C. | A single case study can be a rich source for new ideas and hypotheses. |  |  |  | | --- | --- | | D. | Case studies tend to have variables with stronger operational definitions than do other methods. | |

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| 60. | An important limitation of the case study research method is that it:      |  |  | | --- | --- | | A. | is a poor method for determining cause-effect relationships. |  |  |  | | --- | --- | | B. | is a poor source for new ideas and hypotheses. |  |  |  | | --- | --- | | C. | is a poor method for studying rare events. |  |  |  | | --- | --- | | D. | is a poor source for studying people. | |

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| 61. | Which of the following is a disadvantage of the case study research method?      |  |  | | --- | --- | | A. | A single case study cannot be used to refute or challenge a theory. |  |  |  | | --- | --- | | B. | Case studies often have high internal validity. |  |  |  | | --- | --- | | C. | Case studies often have questionable generalizability. |  |  |  | | --- | --- | | D. | A case study is a poor method for studying rare events or people. | |

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| 62. | A researcher who observes behaviour as it occurs in a normal or typical setting is doing \_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | survey research |  |  |  | | --- | --- | | B. | a case study |  |  |  | | --- | --- | | C. | correlational research |  |  |  | | --- | --- | | D. | naturalistic observation | |

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| 63. | As part of a class on animal learning, students are sent to a local park and are asked to watch and record the feeding behaviour of the crows there. These students are engaged in which method of research?      |  |  | | --- | --- | | A. | a case study |  |  |  | | --- | --- | | B. | naturalistic observation |  |  |  | | --- | --- | | C. | a survey |  |  |  | | --- | --- | | D. | an experiment | |

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| 64. | In order to learn about the social behaviour of children, a developmental psychologist goes to an elementary school, finds a seat near one of the windows in a classroom, and watches the children playing on the playground outside during recess. This psychologist is engaged in which method of research?      |  |  | | --- | --- | | A. | naturalistic observation |  |  |  | | --- | --- | | B. | correlational research |  |  |  | | --- | --- | | C. | a case study |  |  |  | | --- | --- | | D. | experimental research | |

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| 65. | An important advantage of the method of naturalistic observation is that:      |  |  | | --- | --- | | A. | it can provide important information on cause-effect relationships. |  |  |  | | --- | --- | | B. | it can more easily be incorporated into meta-analyses. |  |  |  | | --- | --- | | C. | it can provide detailed information on naturally occurring behaviour. |  |  |  | | --- | --- | | D. | it can more easily be matched to correlational research. | |

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| 66. | Which of the following statements about naturalistic observations is true?      |  |  | | --- | --- | | A. | Naturalistic observations often make use of the double-blind procedure. |  |  |  | | --- | --- | | B. | Naturalistic observations do not contribute to making causal conclusions. |  |  |  | | --- | --- | | C. | Naturalistic observations tend to have low external validity. |  |  |  | | --- | --- | | D. | Naturalistic observations tend to have more independent than dependent variables. | |

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| 67. | Some psychologists studied bullying behaviour by elementary-aged children as it occurred during school recess. They found that:      |  |  | | --- | --- | | A. | the observations made during the research permitted causal conclusions about bullying behaviour. |  |  |  | | --- | --- | | B. | the research methods did not influence the children's behaviours. |  |  |  | | --- | --- | | C. | that schoolmates were frequently present during bullying episodes but rarely intervened. |  |  |  | | --- | --- | | D. | naturalistic observation was not an effective research method for studying children's bullying behaviour. | |

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| 68. | Which of the following was discussed as a potential limitation of naturalistic observation?      |  |  | | --- | --- | | A. | The observer's presence may disrupt or influence the behaviour of the person or animal he/she is watching. |  |  |  | | --- | --- | | B. | The settings in which naturalistic observations typically occur tend to have low external validity. |  |  |  | | --- | --- | | C. | Naturalistic observation often makes improper use of random assignment. |  |  |  | | --- | --- | | D. | Naturalistic observation relies too heavily on the use of archival data about the person or animal being observed. | |

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| 69. | What type of research gathers information about an area of interest by administering questionnaires or interviews to many people?      |  |  | | --- | --- | | A. | case studies |  |  |  | | --- | --- | | B. | naturalistic observations |  |  |  | | --- | --- | | C. | survey research |  |  |  | | --- | --- | | D. | experimental research | |

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| 70. | In order to estimate the results in a local election, a pollster contacts a select group of people and asks them how they voted. The pollster is using which of the following research methods?      |  |  | | --- | --- | | A. | correlational research |  |  |  | | --- | --- | | B. | survey research |  |  |  | | --- | --- | | C. | a case study |  |  |  | | --- | --- | | D. | naturalistic observation | |

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| 71. | In survey research, a population is defined as:      |  |  | | --- | --- | | A. | the people selected to be in a survey. |  |  |  | | --- | --- | | B. | the people who actually complete a survey. |  |  |  | | --- | --- | | C. | the individuals who responded in a survey with a particular response (e.g., 53 percent "yes", 47 percent "no"). |  |  |  | | --- | --- | | D. | all the individuals about whom we are interested in drawing conclusions. | |

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| 72. | In survey research, a sample is defined as:      |  |  | | --- | --- | | A. | a subset of individuals drawn from the entire group in which we are interested. |  |  |  | | --- | --- | | B. | all the individuals about whom we are interested in drawing conclusions. |  |  |  | | --- | --- | | C. | a specific percentage of the individuals we are interested in drawing conclusions about. |  |  |  | | --- | --- | | D. | a pilot survey designed to determine whether there are any problems with the instrument. | |

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| 73. | Dr. Jones is interested in conducting a survey of all the college students at her university. She is careful when conducting her research to make sure that each student on campus has an equal opportunity to participate in her survey. To create her survey sample, Dr. Jones will use:      |  |  | | --- | --- | | A. | random sampling. |  |  |  | | --- | --- | | B. | random assignment. |  |  |  | | --- | --- | | C. | random preference. |  |  |  | | --- | --- | | D. | random appointment. | |

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| 74. | Sally wants to know what percentage of Canadian university students are receiving financial aid their first year in university. Sally attends a small university with a large percentage of students who commute to campus every day. Sally stands outside of the residence dining hall one weekday evening and hands out surveys to every third person entering the hall for dinner. Sally's data will be invalid because \_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | she did not use a representative sample. |  |  |  | | --- | --- | | B. | she did not define her population. |  |  |  | | --- | --- | | C. | she did not use random sampling. |  |  |  | | --- | --- | | D. | she did not pilot test her survey. | |

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| 75. | A sample in a survey should accurately reflect the important characteristics of the population from which it is drawn. For example, if a certain population has 53% women and the sample has 53% women, then the sample is said to be a:      |  |  | | --- | --- | | A. | random sample. |  |  |  | | --- | --- | | B. | representative sample. |  |  |  | | --- | --- | | C. | random assignment. |  |  |  | | --- | --- | | D. | select sample. | |

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| 76. | An advantage of survey research is that it:      |  |  | | --- | --- | | A. | allows us to make inferences regarding cause-effect relations. |  |  |  | | --- | --- | | B. | is an efficient way to gather information about people's opinions and lifestyles. |  |  |  | | --- | --- | | C. | is usually conducted without people knowing what they are being asked. |  |  |  | | --- | --- | | D. | is very effective at reducing the placebo effect. | |

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| 77. | Which of the following statements regarding survey research is true?      |  |  | | --- | --- | | A. | It is better to have a smaller sample than a larger sample. |  |  |  | | --- | --- | | B. | It is better to have a larger unrepresentative sample than a smaller representative sample. |  |  |  | | --- | --- | | C. | It is better to have a smaller representative sample than a larger unrepresentative sample. |  |  |  | | --- | --- | | D. | It does not matter whether the sample size is small or large. | |

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| 78. | While conducting a research interview, a participant becomes slightly embarrassed and decides to answer the questions in such a way as to make himself look more friendly and acceptable to the interviewer. This example most clearly demonstrates which limitation of interview methods in research?      |  |  | | --- | --- | | A. | experimenter effects |  |  |  | | --- | --- | | B. | placebo effect |  |  |  | | --- | --- | | C. | social desirability bias |  |  |  | | --- | --- | | D. | random sampling | |

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| 79. | While conducting a phone survey, the interviewer asks questions in such a way that it influences and affects the answers of the people she is interviewing. This example most clearly demonstrates which limitation of survey research?      |  |  | | --- | --- | | A. | social desirability bias |  |  |  | | --- | --- | | B. | random assignment |  |  |  | | --- | --- | | C. | interviewer bias |  |  |  | | --- | --- | | D. | placebo effect | |

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| 80. | A researcher is examining the relation between two variables: variable X and variable Y. If she is conducting a correlational study, the researcher measures variable X and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ variable Y.      |  |  | | --- | --- | | A. | manipulates |  |  |  | | --- | --- | | B. | discounts |  |  |  | | --- | --- | | C. | maintains |  |  |  | | --- | --- | | D. | measures | |

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| 81. | The main goal of correlational research is to:      |  |  | | --- | --- | | A. | determine cause-effect relationships. |  |  |  | | --- | --- | | B. | gather detailed information about a single variable. |  |  |  | | --- | --- | | C. | examine associations among several variables. |  |  |  | | --- | --- | | D. | observe behaviour in natural settings. | |

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| 82. | Dr. Little has heard that people tend to become more politically conservative as they get older. She decides to conduct a study to see if this is true. She conducts a telephone survey where she asks participants their age and political affiliation. She then uses statistics to see whether there is a relationship between these two variables. Which of the following research designs best describes Dr. Little's research?      |  |  | | --- | --- | | A. | experimental research |  |  |  | | --- | --- | | B. | correlational research |  |  |  | | --- | --- | | C. | naturalistic observation |  |  |  | | --- | --- | | D. | narrative inquiry | |

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| 83. | It is difficult to draw causal inferences in correlational research because:      |  |  | | --- | --- | | A. | in correlational research variables are manipulated. |  |  |  | | --- | --- | | B. | of the placebo effect. |  |  |  | | --- | --- | | C. | of the social desirability bias. |  |  |  | | --- | --- | | D. | it is difficult to tell which variable causes the other. | |

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| 84. | A researcher conducted a study relating the time parents spent with their children to their children's happiness. From a correlational analysis of the data, the researcher concluded that happier children are a result of parents spending more time with them. The possibility that the parents spent more time with their children *in* *response* *to* the fact that their children were happier is an example of:      |  |  | | --- | --- | | A. | the generalizability problem in correlational research. |  |  |  | | --- | --- | | B. | the bidirectionality problem in correlational research. |  |  |  | | --- | --- | | C. | the spurious relationship problem in correlational research. |  |  |  | | --- | --- | | D. | the third-variable problem in correlational research. | |

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| 85. | A psychologist notes that there is a correlation between physical health and the number of vacations that a person takes. People who take more vacations tend to have better physical health. After thinking about this result, you realize that this association may be due to a third factor: income. People with more income can afford more vacations and can afford better health care. Your explanation for this is most consistent with which limitation of correlational research?      |  |  | | --- | --- | | A. | the bidirectional causality problem |  |  |  | | --- | --- | | B. | the third variable problem |  |  |  | | --- | --- | | C. | the placebo effect |  |  |  | | --- | --- | | D. | experimenter expectancy effects | |

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| 86. | Dr. Gonzalez has just completed a correlational study where he found a strong association between parental expectations and child academic achievement. In other words, children who perform well in school tend to have parents who have high expectations of them. However, Dr. Gonzalez can't tell which variable causes the other. It may be that high expectations cause children to perform better, but it may be that children who perform better in school cause their parents to have higher expectations. This particular problem is known as:      |  |  | | --- | --- | | A. | the bidirectional causality problem. |  |  |  | | --- | --- | | B. | the third variable problem. |  |  |  | | --- | --- | | C. | poor external validity. |  |  |  | | --- | --- | | D. | the experimenter expectancy effect. | |

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| 87. | In a positive correlation, high scores on one variable are associated with \_\_\_\_\_\_\_\_\_\_\_\_ scores on a second variable.      |  |  | | --- | --- | | A. | below average |  |  |  | | --- | --- | | B. | low |  |  |  | | --- | --- | | C. | average |  |  |  | | --- | --- | | D. | high | |

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| 88. | In a negative correlation, high scores on one variable are associated with \_\_\_\_\_\_\_\_\_\_\_\_ scores on a second variable.      |  |  | | --- | --- | | A. | above average |  |  |  | | --- | --- | | B. | low |  |  |  | | --- | --- | | C. | average |  |  |  | | --- | --- | | D. | high | |

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| 89. | Dr. Lahore is a psychologist who is investigating the relation between stress and illness. In her research, she has observed that as stress increases, the occurrence of physical illness also tends to increase. The association between these two variables is an example of:      |  |  | | --- | --- | | A. | positive correlation. |  |  |  | | --- | --- | | B. | negative correlation. |  |  |  | | --- | --- | | C. | causal correlation. |  |  |  | | --- | --- | | D. | random correlation. | |

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| 90. | A clinical psychologist has observed that there appears to be an association between parental anger and childhood self-esteem. In particular, parents who score higher on ratings of anger and hostility tend to have children who have lower self-esteem. If this psychologist's impressions are correct, the relation between parental anger and childhood self-esteem would be an example of:      |  |  | | --- | --- | | A. | positive correlation. |  |  |  | | --- | --- | | B. | causal correlation. |  |  |  | | --- | --- | | C. | negative correlation. |  |  |  | | --- | --- | | D. | random correlation. | |

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| 91. | A statistic that indicates the strength and direction of a relation between two variables is a \_\_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | relation coefficient |  |  |  | | --- | --- | | B. | association coefficient |  |  |  | | --- | --- | | C. | correlation coefficient |  |  |  | | --- | --- | | D. | causality coefficient | |

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| 92. | The plus or minus sign (+/-) on the correlation coefficient reflects:      |  |  | | --- | --- | | A. | the strength of the association. |  |  |  | | --- | --- | | B. | the direction of the association. |  |  |  | | --- | --- | | C. | the magnitude of the association. |  |  |  | | --- | --- | | D. | the validity of the association. | |

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| 93. | The size or absolute value of the correlation coefficient tells us:      |  |  | | --- | --- | | A. | the strength of the association. |  |  |  | | --- | --- | | B. | the validity of the association. |  |  |  | | --- | --- | | C. | the direction of the association. |  |  |  | | --- | --- | | D. | the randomness of the association. | |

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| 94. | Which of the following statements regarding correlation coefficients is false?      |  |  | | --- | --- | | A. | A correlation of +0.75 indicates a stronger association than a correlation of +0.50. |  |  |  | | --- | --- | | B. | A correlation of -0.75 indicates a stronger association than a correlation of +0.50. |  |  |  | | --- | --- | | C. | A correlation of -0.75 indicates a stronger association than a correlation of -0.50. |  |  |  | | --- | --- | | D. | A correlation of +0.50 indicates a stronger association than a correlation of -0.75. | |

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| 95. | When Dr. Pressley examines the study habits of his students he finds that as the number of hours they spend studying increases, so do their grades. He finds an even stronger correlation between partying and grades in that as their grades improve the number of hours they spend partying decreases. When he runs the statistics on these data he finds which of the following correlation coefficients for hours studying with grades and hours partying with grades respectively:      |  |  | | --- | --- | | A. | +0.34; -0.63 |  |  |  | | --- | --- | | B. | -0.34; +0.63 |  |  |  | | --- | --- | | C. | +0.63; -0.34 |  |  |  | | --- | --- | | D. | -0.63; +0.34 | |

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| 96. | A graph used to represent a correlation between two variables is called a \_\_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | scattergram |  |  |  | | --- | --- | | B. | scatterplot |  |  |  | | --- | --- | | C. | correlation map |  |  |  | | --- | --- | | D. | association chart | |

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| 97. | One of the significant advantages of correlational research is that:      |  |  | | --- | --- | | A. | it can be used to infer causal relations. |  |  |  | | --- | --- | | B. | it is not susceptible to the social desirability bias. |  |  |  | | --- | --- | | C. | it can be used to make predictions. |  |  |  | | --- | --- | | D. | it tends to have higher internal validity than do other research methods. | |

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| 98. | Assume that there is a strong negative correlation between two variables: variable 1 and variable 2. If you know that a person's score on variable 1 is low, what would be your best prediction for the person's score on variable 2?      |  |  | | --- | --- | | A. | The person's score on variable 2 should also be low. |  |  |  | | --- | --- | | B. | The person's score on variable 2 should be high. |  |  |  | | --- | --- | | C. | The person's score on variable 2 should be average. |  |  |  | | --- | --- | | D. | The person's score on variable 2 should be above average. | |

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| 99. | Danny owns an ice cream stand near the beach. He knows that he sells more ice cream on sunny days than on days when it is cloudy. Danny has some researchers collect data for him so that he can be more efficient when he orders his ice cream. This example illustrates which of the primary functions of correlational research?      |  |  | | --- | --- | | A. | efficiency |  |  |  | | --- | --- | | B. | prediction |  |  |  | | --- | --- | | C. | causality |  |  |  | | --- | --- | | D. | directionality | |

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| 100. | Assume that there is a strong positive correlation between two variables: variable A and variable B. If you know that a person's score on variable A is low, what would be your best prediction for the person's score on variable B?      |  |  | | --- | --- | | A. | The person's score on variable B should also be low. |  |  |  | | --- | --- | | B. | The person's score on variable B should be high. |  |  |  | | --- | --- | | C. | The person's score on variable B should be average. |  |  |  | | --- | --- | | D. | The person's score on variable B should be below average. | |

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| 101. | We can best predict the value of one variable from the value of another variable if the two variables have a correlation coefficient of:      |  |  | | --- | --- | | A. | +0.00 |  |  |  | | --- | --- | | B. | -0.50 |  |  |  | | --- | --- | | C. | -0.75 |  |  |  | | --- | --- | | D. | +0.60 | |

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| 102. | In experimental research, the researcher manipulates the independent variable and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the dependent variable.      |  |  | | --- | --- | | A. | manipulates |  |  |  | | --- | --- | | B. | measures |  |  |  | | --- | --- | | C. | maintains |  |  |  | | --- | --- | | D. | discounts | |

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| 103. | Experimental research contains three essential steps: manipulate one variable, measure whether this manipulation affects another variable, and:      |  |  | | --- | --- | | A. | calculate the correlation between the two variables. |  |  |  | | --- | --- | | B. | attempt to manipulate other factors. |  |  |  | | --- | --- | | C. | attempt to control or hold constant other factors. |  |  |  | | --- | --- | | D. | use random sampling. | |

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| 104. | What are the three essential characteristics of experimentation?      |  |  | | --- | --- | | A. | measure one variable, measure another variable, examine correlation between the two variables |  |  |  | | --- | --- | | B. | manipulate one variable, measure another variable, attempt to control other factors |  |  |  | | --- | --- | | C. | manipulate one variable, manipulate another variable, examine correlation between the two |  |  |  | | --- | --- | | D. | manipulate one variable, manipulate another variable, attempt to control all other factors | |

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| 105. | In experimental research, one variable is manipulated by the experimenter. This is called the \_\_\_\_\_\_\_\_\_\_ variable.      |  |  | | --- | --- | | A. | independent |  |  |  | | --- | --- | | B. | dependent |  |  |  | | --- | --- | | C. | operational |  |  |  | | --- | --- | | D. | random | |

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| 106. | Which of following most accurately describes the distinction between independent and dependent variables?      |  |  | | --- | --- | | A. | The dependent a variable is correlated with the independent variable. |  |  |  | | --- | --- | | B. | The independent variable is correlated with the dependent variable. |  |  |  | | --- | --- | | C. | The dependent variable "depends upon" the independent variable. |  |  |  | | --- | --- | | D. | The independent variable "depends upon" the dependent variable. | |

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| 107. | An educational psychologist wants to study the effectiveness of using the Internet as an instructional method used during academic courses. She designs a study in which one group of students is assigned to take a course in a standard classroom with a live instructor. Another group of students is assigned to take the same course over the Internet. The psychologist then compares the course grades for students in each of the two groups. In this case, the instruction group (regular class vs. Internet class) would be considered the:      |  |  | | --- | --- | | A. | dependent variable. |  |  |  | | --- | --- | | B. | correlational variable. |  |  |  | | --- | --- | | C. | confounding variable. |  |  |  | | --- | --- | | D. | independent variable. | |

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| 108. | Dr. White wants to look at the impact of failure on self-esteem. He designs an experiment where half of the participants are led to believe that they have failed on an ambiguous task, while the other half of the participants are told that they have succeeded. Dr. White then has the people in his study complete a questionnaire measuring self-esteem and he looks to see if there are any differences in self-esteem between the success and failure groups. In this example, self-esteem would be considered the:      |  |  | | --- | --- | | A. | dependent variable. |  |  |  | | --- | --- | | B. | independent variable. |  |  |  | | --- | --- | | C. | placebo variable. |  |  |  | | --- | --- | | D. | confounding variable. | |

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| 109. | A stress researcher wants to look at the effect of meditation on anxiety. To do this, she creates two groups of subjects: one group receives instruction in meditation, while the other receives no training at all. One month later, she has subjects complete a questionnaire designed to measure anxiety and she looks to see whether there are any differences in anxiety between the two groups. In this experiment, the meditation condition (meditation vs. no meditation) is the independent variable and anxiety is the \_\_\_\_\_\_\_\_\_\_\_\_\_ variable.      |  |  | | --- | --- | | A. | independent |  |  |  | | --- | --- | | B. | dependent |  |  |  | | --- | --- | | C. | correlational |  |  |  | | --- | --- | | D. | confounding | |

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| 110. | Amy conducts an experiment in which she discovers that brunettes have more fun. She has three brunette females and three blond females go to the same party and record how many times they were asked to dance. In her experiment, Amy has defined the dependent variable as the number of times they were asked to dance, and her \_\_\_\_\_\_\_\_\_\_\_ as hair colour.      |  |  | | --- | --- | | A. | correlational variable |  |  |  | | --- | --- | | B. | extraneous variable |  |  |  | | --- | --- | | C. | confounding variable. |  |  |  | | --- | --- | | D. | independent variable. | |

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| 111. | In an experiment, a group that is not exposed to the treatment or that receives a zero-level of the independent variable is called the \_\_\_.      |  |  | | --- | --- | | A. | comparison group |  |  |  | | --- | --- | | B. | experimental group |  |  |  | | --- | --- | | C. | independent group |  |  |  | | --- | --- | | D. | control group | |

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| 112. | Control groups are important in experiments because:      |  |  | | --- | --- | | A. | they make calculations of the correlation coefficient possible. |  |  |  | | --- | --- | | B. | they provide a standard of comparison for the experimental group. |  |  |  | | --- | --- | | C. | they provide a needed comparison of the confounding variables. |  |  |  | | --- | --- | | D. | they decrease internal validity and external validity. | |

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| 113. | An animal researcher is studying the effect of a new drug on the memory of mice. One group of mice receives the drug while a second group does not. The memory of the mice is then tested by how quickly they can negotiate a previously learned maze. In this example, the group of mice that does not receive the drug would be considered the:      |  |  | | --- | --- | | A. | experimental group. |  |  |  | | --- | --- | | B. | correlational group. |  |  |  | | --- | --- | | C. | control group. |  |  |  | | --- | --- | | D. | independent group. | |

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| 114. | A clinical psychologist has developed a new form of psychotherapy to treat a particular personality disorder. In order to test its effectiveness, a group of people with the personality disorder is selected to receive the therapy for 8 weeks. A second group of people with the disorder is also created, but this group receives no therapy at all. At the end of the 8 weeks, the mental health of people in both groups is assessed to evaluate the new psychotherapy. In this study, the people who did not receive any therapy would be in the:      |  |  | | --- | --- | | A. | experimental group. |  |  |  | | --- | --- | | B. | control group. |  |  |  | | --- | --- | | C. | random group. |  |  |  | | --- | --- | | D. | sample group. | |

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| 115. | The experimental group is to the control group as:      |  |  | | --- | --- | | A. | the treatment of the independent variable is to the zero-level of the dependent variable. |  |  |  | | --- | --- | | B. | the treatment of the independent variable is to the active level of the independent variable. |  |  |  | | --- | --- | | C. | the active level of the independent variable is to the zero-level of the independent variable. |  |  |  | | --- | --- | | D. | the active level of the independent variable is to the treatment of the dependent variable. | |

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| 116. | If you are a participant in an experimental study, the procedure that insures that you have an equal chance of being in any group or condition within the experiment is called:      |  |  | | --- | --- | | A. | random sampling. |  |  |  | | --- | --- | | B. | random choice. |  |  |  | | --- | --- | | C. | random assortment. |  |  |  | | --- | --- | | D. | random assignment. | |

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| 117. | In survey research, random sampling is typically used to insure that a sample is representative, while in experiments, a different method is used to balance differences between subjects across the various experimental groups. The method used in experiments is called:      |  |  | | --- | --- | | A. | random assignment |  |  |  | | --- | --- | | B. | random choice |  |  |  | | --- | --- | | C. | random appointment |  |  |  | | --- | --- | | D. | random assortment | |

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| 118. | Dr. Jun is conducting an experiment that has two experimental groups. In order to control for differences among her subjects, she flips a coin and uses chance to determine which subjects belong in which group. The procedure that Dr. Jun is using to place participants in the various groups is called:      |  |  | | --- | --- | | A. | random sampling. |  |  |  | | --- | --- | | B. | random assignment. |  |  |  | | --- | --- | | C. | random grouping. |  |  |  | | --- | --- | | D. | random choice. | |

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| 119. | Random assignment is important in experiments because:      |  |  | | --- | --- | | A. | it eliminates experimenter expectancy effects. |  |  |  | | --- | --- | | B. | it insures that the samples are representative of the population. |  |  |  | | --- | --- | | C. | it holds differences among participants constant. |  |  |  | | --- | --- | | D. | it balances differences among participants across conditions of the experiment. | |

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| 120. | In experiments, researchers often use random assignment to place participants in various groups or conditions in their experiments. An alternative to random assignment is to design the study in such a way that each participant:      |  |  | | --- | --- | | A. | is exposed to all conditions in the experiment. |  |  |  | | --- | --- | | B. | is equally likely to end up in any one of the experimental conditions. |  |  |  | | --- | --- | | C. | may be randomly sampled. |  |  |  | | --- | --- | | D. | may receive both the independent and dependent variables. | |

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| 121. | Dr. Williams is conducting an experiment and decides to use a design in which each participant will be exposed to all of the conditions in her study. In designing her study, Dr. Williams is:      |  |  | | --- | --- | | A. | making use of random assignment. |  |  |  | | --- | --- | | B. | making use of an alternative to random assignment. |  |  |  | | --- | --- | | C. | using the double-blind procedure. |  |  |  | | --- | --- | | D. | controlling the placebo effect. | |

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| 122. | As an alternative to random assignment, researchers will sometimes design experiments where each participant is exposed to all conditions or groups in an experiment. This second procedure controls for differences between individual participants by:      |  |  | | --- | --- | | A. | balancing these differences between the conditions or groups. |  |  |  | | --- | --- | | B. | holding these differences constant. |  |  |  | | --- | --- | | C. | making use of the double-blind procedure. |  |  |  | | --- | --- | | D. | increasing external validity. | |

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| 123. | Random assignment controls for important differences among individual participants by balancing them. This is in contrast to designs in which each participant is exposed to each condition or group in an experiment. This latter design controls for individual differences by \_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | randomly sampling them |  |  |  | | --- | --- | | B. | controlling the placebo effect |  |  |  | | --- | --- | | C. | holding them constant |  |  |  | | --- | --- | | D. | balancing these differences between the conditions or groups | |

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| 124. | In a memory experiment, participants are asked to learn a list of words and then are tested on the list and the number of words they recall is recorded. In total, participants will be learning three word lists. Each of the word lists is of equivalent difficulty, the first list contains proper nouns, the second list contains breeds of dogs, and the third is a list of kitchen appliances. After working with 20 participants, the researchers notice that participants are better at recalling the proper nouns, the first list of the three that they learn. How can the researchers be certain that proper nouns are actually easier to recall and are not recalled better because they are the first words participants learn?      |  |  | | --- | --- | | A. | vary the dependent variable between conditions. |  |  |  | | --- | --- | | B. | take a random sample of the participants' answers. |  |  |  | | --- | --- | | C. | add a control group that only learns proper nouns. |  |  |  | | --- | --- | | D. | counterbalance the order of the word lists. | |

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| 125. | Strayer and colleagues wanted to establish if there was a causal relationship between cell phone use while driving and increased risk of vehicular collision. The independent and dependent variables in that experiment were, respectively:      |  |  | | --- | --- | | A. | whether or not the person was talking on a cell phone, and their braking reaction time. |  |  |  | | --- | --- | | B. | the undergraduate students with a range of driving experience and visual acuity, and whether or not the person was talking on a cell phone. |  |  |  | | --- | --- | | C. | braking reaction time and whether or not the person was talking on a cell phone. |  |  |  | | --- | --- | | D. | whether or not the person was talking on a cell phone, and the undergraduate students with a range of driving experience and visual acuity. | |

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| 126. | Strayer and colleagues wanted to establish if there was a causal relationship between cell phone use while driving, traffic density and increased risk of vehicular collision. They found evidence of an interaction because:      |  |  | | --- | --- | | A. | cell phone use lead to an increase in braking reaction time in both the low and high traffic conditions. |  |  |  | | --- | --- | | B. | cell phone use lead to an increase in braking reaction time in the low traffic density condition. |  |  |  | | --- | --- | | C. | cell phone use lead to increase in braking reaction time only in the high traffic density condition. |  |  |  | | --- | --- | | D. | cell phone use did not affect reaction time in regardless of traffic density. | |

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| 127. | Often, psychological researchers will manipulate more than one variable in an experiment. The main reason for this is that:      |  |  | | --- | --- | | A. | it reduces demand characteristics. |  |  |  | | --- | --- | | B. | it better captures the complexity of human behaviour. |  |  |  | | --- | --- | | C. | it allows variables to be both independent variables and dependent variables at the same time. |  |  |  | | --- | --- | | D. | it reduces experimenter expectancy effects. | |

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| 128. | A researcher conducted an experiment assessing the effect of alcohol and expectation on sexual arousal. How many independent variables are there in this experiment?      |  |  | | --- | --- | | A. | 0 |  |  |  | | --- | --- | | B. | 1 |  |  |  | | --- | --- | | C. | 2 |  |  |  | | --- | --- | | D. | 3 | |

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| 129. | The text discussed research to establish if there was a causal relationship between cell phone use while driving, traffic density and increased risk of vehicular collision. Which of the following accurately describes the independent and dependent variables in this research?      |  |  | | --- | --- | | A. | Traffic density is the independent variable, and cell phone use and risk of vehicular collision are the dependent variables. |  |  |  | | --- | --- | | B. | Cell phone use and risk of vehicular collision are the independent variables, and traffic density is the dependent variable. |  |  |  | | --- | --- | | C. | Cell phone use and traffic density are the independent variables, and risk of vehicular collision is the dependent variable. |  |  |  | | --- | --- | | D. | Risk of vehicular collision is the independent variable, and cell phone use and traffic density are the dependent variables. | |

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| 130. | One of the differences between experimental research and correlational research is that:      |  |  | | --- | --- | | A. | in experimental research all variables are measured, while in correlational research at least one variable is manipulated. |  |  |  | | --- | --- | | B. | in correlational research all variables are measured, while in experimental research at least one variable is manipulated. |  |  |  | | --- | --- | | C. | experimental research tends to use random sampling, while correlational research tends to use random assignment. |  |  |  | | --- | --- | | D. | experimental research tends to have higher external validity than correlational research. | |

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| 131. | The type of method that allows for examining cause and effect relations is:      |  |  | | --- | --- | | A. | a case study. |  |  |  | | --- | --- | | B. | a survey. |  |  |  | | --- | --- | | C. | a correlational study. |  |  |  | | --- | --- | | D. | an experiment. | |

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| 132. | Which of the following statements regarding the differences between experimental and correlational research is true?      |  |  | | --- | --- | | A. | Correlational research tends to take place in the laboratory, while experimental research usually studies behaviours in more natural contexts. |  |  |  | | --- | --- | | B. | Correlational research is better suited for examining cause-effect relations than is experimental research. |  |  |  | | --- | --- | | C. | Experimental research is better suited for examining cause-effect relations than is correlational research. |  |  |  | | --- | --- | | D. | Experimental research only measures variables, while correlational research manipulates at least one variable. | |

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| 133. | Which of the following statements regarding the differences between experimental and correlational research is **FALSE**?      |  |  | | --- | --- | | A. | Correlational research makes more use of random assignment than does experimental research. |  |  |  | | --- | --- | | B. | Most experimental research takes place in the laboratory, while correlational research tends to use more natural contexts. |  |  |  | | --- | --- | | C. | In experimental research, at least one variable is measured, while in correlational research, all variables are measured. |  |  |  | | --- | --- | | D. | Correlational researchers are not able to keep extraneous factors constant the way that experimental researchers can. | |

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| 134. | Jake and Jack are both interesting in the effect of the loud music from the dorm room next door on their grades. Jake records the days and hours the music is loud and compares that information to the grades he received on exams taken the days following the loud music. Jack plays his own music loud before his first psychology exam and quietly before his second exam. He then compares his exam scores. The primary difference in the way Jake and Jack conducted their research is:      |  |  | | --- | --- | | A. | Jack only looked at psychology exams and Jake used several courses. |  |  |  | | --- | --- | | B. | Jack had fewer types of data than did Jake. |  |  |  | | --- | --- | | C. | Jake took more accurate measurements than Jack. |  |  |  | | --- | --- | | D. | Jake used correlational data and Jack manipulated a variable. | |

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| 135. | Internal validity represents the degree to which:      |  |  | | --- | --- | | A. | the results from an experiment are generalizable to other situations. |  |  |  | | --- | --- | | B. | an experiment supports clear causal conclusions. |  |  |  | | --- | --- | | C. | a sample is representative of the population from which it is drawn. |  |  |  | | --- | --- | | D. | it effectively utilizes random sampling. | |

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| 136. | If an experiment allows for clear causal conclusions to be drawn, it is said to have strong:      |  |  | | --- | --- | | A. | operational definitions. |  |  |  | | --- | --- | | B. | external validity. |  |  |  | | --- | --- | | C. | internal validity. |  |  |  | | --- | --- | | D. | hypotheses. | |

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| 137. | All of the following decrease internal validity **EXCEPT**:      |  |  | | --- | --- | | A. | random assignment. |  |  |  | | --- | --- | | B. | confounding variables. |  |  |  | | --- | --- | | C. | demand characteristics. |  |  |  | | --- | --- | | D. | the placebo effect. | |

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| 138. | A psychologist is interested looking at the effectiveness of a new computer program in helping students learn math. She decides to test this new program with a group of middle school students. At this particular school, the boys and girls tend to be disruptive when they are in the same classroom, so she decides to run them in separate groups in the experiment. She creates a group of boys who each use the computer program four times per week. She creates a group of girls to serve as a comparison group and they not get the computer program. This experimental design is flawed because gender is a confounding variable and as a result the following has been lowered:      |  |  | | --- | --- | | A. | internal validity |  |  |  | | --- | --- | | B. | external validity |  |  |  | | --- | --- | | C. | internal reliability |  |  |  | | --- | --- | | D. | external reliability | |

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| 139. | Canadian researchers Thompson, Schellenberg, and Husain conducted an experiment in which they assigned university students to either a group that listened to a Mozart Sonata (happy music) or a group that listened to an Albinoni Adagio (sad music). Thompson et al. concluded that what previous researchers had called the "Mozart effect" was really an artifact of the participants' arousal and positive mood. Thompson et al. were claiming that:      |  |  | | --- | --- | | A. | listening to the Mozart Sonata created demand characteristics for the participants. |  |  |  | | --- | --- | | B. | the Mozart Sonata acted as a placebo in their experiment. |  |  |  | | --- | --- | | C. | the "Mozart effect" resulted from an experimenter expectancy effect. |  |  |  | | --- | --- | | D. | arousal and positive mood were confounds of the "Mozart effect". | |

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| 140. | Which of the following methods can be used to study rare phenomena in-depth?      |  |  | | --- | --- | | A. | Case studies |  |  |  | | --- | --- | | B. | Naturalistic observations |  |  |  | | --- | --- | | C. | Correlational studies |  |  |  | | --- | --- | | D. | Experiments | |

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| 141. | A researcher is interested in studying the Canadian women's beliefs about the pros and cons of sending a child to daycare. She recruits ten women from a major city in each province and territory and asks them to fill in a survey and mail it back to her. The population for this study would be:      |  |  | | --- | --- | | A. | all women in Canada |  |  |  | | --- | --- | | B. | all of the women in the major cities were recruitment occurred. |  |  |  | | --- | --- | | C. | the ten women from each major city that were recruited. |  |  |  | | --- | --- | | D. | the women who actually returned the survey. | |

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| 142. | One of the problems with collecting data over the internet is:      |  |  | | --- | --- | | A. | cost. |  |  |  | | --- | --- | | B. | random assignment. |  |  |  | | --- | --- | | C. | experimenter expectancy effects. |  |  |  | | --- | --- | | D. | sampling bias. | |

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| 143. | The placebo effect refers to:      |  |  | | --- | --- | | A. | how participants can change their behaviour based on what they think the hypotheses of an experiment are. |  |  |  | | --- | --- | | B. | how participant's behaviour can change because of their expectations rather than the treatments they receive. |  |  |  | | --- | --- | | C. | the problems associated with drawing causal conclusions in correlational research. |  |  |  | | --- | --- | | D. | how researcher's can accidentally or unintentionally manipulate other dependent variables. | |

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| 144. | A researcher conducting a study on the effectiveness of a new prescription medication gives the actual medication to a group of people. A second group of participants are told they are receiving the medication but instead are given an inert sugar pill. Though the drug is found to be effective for the people who actually took it, a sizeable percentage of the people given the sugar pill also improve. The improvement of this second group is most likely due to:      |  |  | | --- | --- | | A. | experimenter expectancy effects. |  |  |  | | --- | --- | | B. | the placebo effect. |  |  |  | | --- | --- | | C. | social desirability bias. |  |  |  | | --- | --- | | D. | random sampling | |

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| 145. | Sally has been suffering from depression and finally decides to seek help from a clinical psychologist. After a couple of months of therapy, Sally's depression starts to lift. However, her improvement really isn't due to any of the therapy she has received from her therapist but instead is a product of Sally's expectation that psychotherapy is supposed to be effective and therefore she should be getting better. This example is best considered as an example of:      |  |  | | --- | --- | | A. | an experimenter expectancy effect. |  |  |  | | --- | --- | | B. | the double-blind effect. |  |  |  | | --- | --- | | C. | the placebo effect. |  |  |  | | --- | --- | | D. | social desirability. | |

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| 146. | Placebo effects make it difficult to draw causal conclusions because we can't tell whether:      |  |  | | --- | --- | | A. | it is the treatment or participants' expectations that are responsible for the results. |  |  |  | | --- | --- | | B. | it is the treatment or the experimenters' behaviours that are responsible for the results. |  |  |  | | --- | --- | | C. | it is a function of whether random sampling or random assignment is the appropriate procedure. |  |  |  | | --- | --- | | D. | it is the independent variable or the dependent variable that is responsible for the results. | |

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| 147. | Experimenter expectancy effects are:      |  |  | | --- | --- | | A. | subtle and unintentional cues that participants pick up about the hypotheses of an experiment. |  |  |  | | --- | --- | | B. | subtle and unintentional ways that experimenters can influence their participants to respond in ways consistent with experimental hypotheses. |  |  |  | | --- | --- | | C. | instances where participants improve because of their expectations rather than the actual treatments they receive. |  |  |  | | --- | --- | | D. | instances where experimenters mistakenly use random selection instead of random assignment. | |

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| 148. | The internal validity of an experiment is lowered by experimenter expectancy effects because:      |  |  | | --- | --- | | A. | the behaviour of the experimenter may have caused the participants to respond the way they did. |  |  |  | | --- | --- | | B. | there is a confounding effect and you can't tell whether the independent variable or the dependent variable caused the results. |  |  |  | | --- | --- | | C. | the results of the experiment may have been due to participants' expectations about the treatment they thought they were receiving. |  |  |  | | --- | --- | | D. | the experimenter made a mistake in using a correlational design instead of an experimental design. | |

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| 149. | Dr. Treadwell is designing a study to test the effectiveness of a new memory enhancement technique. He has two research assistants who will be carrying out the research for him and because he is curious, he tells one of the research assistants to expect the technique to significantly improve memory while he tells the other assistant to expect only a moderate improvement. Neither research assistant mentions their expectations to the participants. After the study has been completed, Dr. Treadwell notices that each research assistant obtained results consistent with what they had been led to expect. Participants who had the first research assistant actually showed a significant improvement in memory while participants who had the second research assistant only showed a moderate improvement. This result is most likely an example of:      |  |  | | --- | --- | | A. | the placebo effect. |  |  |  | | --- | --- | | B. | social desirability bias. |  |  |  | | --- | --- | | C. | experimenter expectancy effects. |  |  |  | | --- | --- | | D. | the double-blind procedure. | |

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| 150. | In a famous experiment by Robert Rosenthal and Lenore Jacobson (1966), teachers at an elementary school were told at the beginning of the year that certain students were "late bloomers" and most likely these particular students were going to become strong students during the school year ahead. Sure enough, by the end of the year, the identified students were doing much better in school. Interestingly, the researchers had selected these children randomly at the beginning of the year and they had no real evidence on which to base their predictions. The findings in this study are most similar or analogous to the problem of:      |  |  | | --- | --- | | A. | social desirability bias. |  |  |  | | --- | --- | | B. | experimenter expectancy effects. |  |  |  | | --- | --- | | C. | the placebo effect. |  |  |  | | --- | --- | | D. | the double-blind procedure | |

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| 151. | The problem of participant placebo effects and experimenter expectancy effects are both minimized by:      |  |  | | --- | --- | | A. | operational definitions. |  |  |  | | --- | --- | | B. | random assignment. |  |  |  | | --- | --- | | C. | random sampling. |  |  |  | | --- | --- | | D. | the double-blind procedure. | |

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| 152. | A researcher is concerned that his expectations about the effectiveness of a new drug are influencing the reports of participants in his studies. Specifically, he believes that this new drug is effective and has shared this information with participants in his research. In order to better control the effect of his own expectations on participants, this researcher should:      |  |  | | --- | --- | | A. | operationally define his independent variable. |  |  |  | | --- | --- | | B. | use the double-blind procedure. |  |  |  | | --- | --- | | C. | operationally define his dependent variable |  |  |  | | --- | --- | | D. | use random sampling. | |

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| 153. | Dr. Mentor is conducting an experiment examining the effects of cell phone conversations on reaction times while driving a car. Each participant, either conversing on a cell phone or not, manoeuvres a driving course on a simulator. This simulated drive is videotaped. The research assistant hired to do the coding of the video tapes does not believe cell phone use should be banned while driving a motor vehicle and tends to err in the coding of the reaction times in a way that favours this belief. This experimenter expectancy effect could be controlled for with:      |  |  | | --- | --- | | A. | the double-blind procedure |  |  |  | | --- | --- | | B. | counterbalancing |  |  |  | | --- | --- | | C. | the placebo effect |  |  |  | | --- | --- | | D. | improved external validity | |

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| 154. | Dr. Kiel is designing a study to test the effectiveness of a new anxiety medication. The study includes a placebo control group and neither the participants nor the research assistants who give out the medications know whether a participant is receiving the actual drug or a placebo. This study is a good example of:      |  |  | | --- | --- | | A. | the placebo procedure. |  |  |  | | --- | --- | | B. | operational definitions. |  |  |  | | --- | --- | | C. | random sampling. |  |  |  | | --- | --- | | D. | the double-blind procedure. | |

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| 155. | The double-blind procedure strengthens the internal validity of a study because:      |  |  | | --- | --- | | A. | it minimizes the effect of experimenter or participant expectations on the outcome of an experiment. |  |  |  | | --- | --- | | B. | it creates more confounding variables in the experiment so the experimenter can be assured of validity. |  |  |  | | --- | --- | | C. | it eliminates the problem of the participants' social desirability bias. |  |  |  | | --- | --- | | D. | it insures that a given sample is representative of the population from which it is drawn. | |

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| 156. | The process of repeating an experiment to determine whether the same results can be obtained is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:      |  |  | | --- | --- | | A. | replication |  |  |  | | --- | --- | | B. | repetition |  |  |  | | --- | --- | | C. | duplication |  |  |  | | --- | --- | | D. | reiteration | |

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| 157. | Dr. Davis is planning a study on the effect of rewards on the academic achievement of young children. For his study, Dr. Davis decides to use white, male children from an upper-class neighbourhood. Having taken an introductory psychology course, you can see that Dr. Davis is going to have some problems because he won't necessarily be able to apply his results to girls or to students of other demographics. This particular problem substantially weakens the \_\_\_\_\_\_\_\_\_\_\_ of Dr. Davis's study.      |  |  | | --- | --- | | A. | external validity |  |  |  | | --- | --- | | B. | control validity |  |  |  | | --- | --- | | C. | internal validity |  |  |  | | --- | --- | | D. | survey validity | |

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| 158. | The main difference between internal validity and external validity is that:      |  |  | | --- | --- | | A. | external validity concerns the degree to which the experiment supports clear causal conclusions, while internal validity concerns the generalizability of the results. |  |  |  | | --- | --- | | B. | internal validity concerns the degree to which an experiment supports clear causal conclusions, while external validity concerns the generalizability of the results. |  |  |  | | --- | --- | | C. | internal validity is based on random sampling, while external validity is based on random selection. |  |  |  | | --- | --- | | D. | internal validity is based on dependent variables, while external validity is based on independent variables. | |

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| 159. | Dr. Sussman conducts a study on the effect of various motivational factors on job performance. In her study, she does an excellent job of controlling extraneous factors and as a result, there is high confidence in the causal conclusions she draws. However, the participants in her study were from a select group of the population and, therefore, Dr. Sussman will be rather limited in terms of her ability to apply her results to other people and situations. Taken as a whole, this study would be said to have poor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:      |  |  | | --- | --- | | A. | internal validity |  |  |  | | --- | --- | | B. | internal reliability |  |  |  | | --- | --- | | C. | external validity |  |  |  | | --- | --- | | D. | external reliability | |

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| 160. | The Canadian Psychological Association's "Canadian Code of Ethics for Psychologists" does **NOT** require psychologists to:      |  |  | | --- | --- | | A. | assure participants that they can withdraw from the study without penalty. |  |  |  | | --- | --- | | B. | insure that all aspects of the research procedure are understood by participants. |  |  |  | | --- | --- | | C. | ensure that research participants are compensated for their time and effort. |  |  |  | | --- | --- | | D. | insure privacy and confidentiality. | |

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| 161. | An ethical guideline that refers to how participants should be given full descriptions about the procedures involved in a study and told that they are free to withdraw from a study at any time is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:      |  |  | | --- | --- | | A. | informed consent |  |  |  | | --- | --- | | B. | right to privacy |  |  |  | | --- | --- | | C. | debriefing |  |  |  | | --- | --- | | D. | social risk | |

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| 162. | The ethical guideline of informed consent specifically asserts that:      |  |  | | --- | --- | | A. | participants can be deceived when it is ethically justified and no other alternatives are feasible. |  |  |  | | --- | --- | | B. | participants should be told of the key procedures in a study and told about any risks that may be involved. |  |  |  | | --- | --- | | C. | deception is always ethically justified and is a part of most experiments. |  |  |  | | --- | --- | | D. | experimenters need to be informed about significant research that has already been done in their research areas. | |

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| 163. | Considerations about whether the setting of an experiment is public or private and the manner in which information gained in an experiment will be recorded and distributed are most relevant to which ethical consideration?      |  |  | | --- | --- | | A. | informed consent |  |  |  | | --- | --- | | B. | social risk |  |  |  | | --- | --- | | C. | the right to privacy |  |  |  | | --- | --- | | D. | deception | |

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| 164. | The ethical area of a participant's right to privacy is most concerned with which of the following?      |  |  | | --- | --- | | A. | whether the setting of an experiment is public or private |  |  |  | | --- | --- | | B. | the degree to which research procedures will place a participant at risk |  |  |  | | --- | --- | | C. | the negative consequences that could happen to a participant if other people learned of information provided by a participant in a study |  |  |  | | --- | --- | | D. | whether there are alternatives to using deception in a research study or not | |

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| 165. | A statistical procedure for combining the results of different studies that examine the same topic to examine the overall significance to the findings is known as \_\_\_\_\_\_\_\_\_:      |  |  | | --- | --- | | A. | replication analysis |  |  |  | | --- | --- | | B. | meta-analysis |  |  |  | | --- | --- | | C. | additive analysis |  |  |  | | --- | --- | | D. | factor analysis | |

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| 166. | If a finding is generalized in a cross-cultural replication, this is strong evidence for the \_\_\_\_\_\_\_ of the phenomena:      |  |  | | --- | --- | | A. | applicability |  |  |  | | --- | --- | | B. | low internal validity |  |  |  | | --- | --- | | C. | confounding |  |  |  | | --- | --- | | D. | external validity | |

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| 167. | One of the problems with experiments that have found evidence for paranormal phenomena is that they have:      |  |  | | --- | --- | | A. | low external validity. |  |  |  | | --- | --- | | B. | not used meta-analysis |  |  |  | | --- | --- | | C. | not been replicated. |  |  |  | | --- | --- | | D. | not published their findings. | |

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| 168. | Dr. Ross is conducting an experiment in which the information being collected from participants is highly sensitive. If anyone outside the study gained access to this information, it could be damaging for any of the participants in that they would be treated differently by other people. This particular aspect of this study is most relevant to which ethical consideration?      |  |  | | --- | --- | | A. | informed consent |  |  |  | | --- | --- | | B. | avoid doing harm to participants |  |  |  | | --- | --- | | C. | protecting and promoting the welfare of participants |  |  |  | | --- | --- | | D. | right to privacy | |

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| 169. | When participants are misled about the nature of an experiment, researchers refer to this as:      |  |  | | --- | --- | | A. | fabrication. |  |  |  | | --- | --- | | B. | falsification. |  |  |  | | --- | --- | | C. | concealment. |  |  |  | | --- | --- | | D. | deception. | |

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| 170. | The primary reason for using deception in psychological research is that sometimes it is the only way to obtain:      |  |  | | --- | --- | | A. | a representative sample of participants. |  |  |  | | --- | --- | | B. | a random sample of participants. |  |  |  | | --- | --- | | C. | natural responses from participants. |  |  |  | | --- | --- | | D. | random assignment of participants. | |

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| 171. | Susan is interested in whether or not college students are prejudiced against elderly people. She had students come into the lab and view faces of people, making judgments about the emotion displayed by each face. Susan tells participants they are working on an emotion recognition experiment; however she is actually measuring the number of negative emotions assigned to the elderly faces. Susan's proposed research involves which of the following violations of the ethical standards in human research?      |  |  | | --- | --- | | A. | use of deception |  |  |  | | --- | --- | | B. | discrimination against the elderly |  |  |  | | --- | --- | | C. | lack of privacy |  |  |  | | --- | --- | | D. | use of psychological risk | |

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| 172. | Which of the following statements about deception is true?      |  |  | | --- | --- | | A. | The use of deception in research has increased in recent years. |  |  |  | | --- | --- | | B. | The vast majority of psychological experiments utilize deception. |  |  |  | | --- | --- | | C. | The vast majority of psychological experiments do not utilize deception. |  |  |  | | --- | --- | | D. | Psychological researchers generally agree about the value of deception. | |

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| 173. | Which ethical principle does deception violate?      |  |  | | --- | --- | | A. | informed consent |  |  |  | | --- | --- | | B. | the right to privacy |  |  |  | | --- | --- | | C. | debriefing |  |  |  | | --- | --- | | D. | psychological risk | |

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| 174. | Deception is justified in psychological research:      |  |  | | --- | --- | | A. | as long as the researcher debriefs with the participants. |  |  |  | | --- | --- | | B. | only when there are no other alternatives available. |  |  |  | | --- | --- | | C. | other alternatives may be available, but the study has benefits that clearly outweigh the costs of using deception. |  |  |  | | --- | --- | | D. | when there are no other alternatives available and the study has benefits that clearly outweigh the costs of using deception. | |

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| 175. | A researcher is designing a study and is debating the potential use of deception. After discussing the issue with her colleagues, it is decided that there really is no alternative methodology that she could use to test her idea. Having said this, all of her colleagues agree that the cost of using deception in her study would strongly outweigh any positive benefits that would be gained from the study. Given this information, which of the following statements is true?      |  |  | | --- | --- | | A. | The use of deception in this study is not ethically justified. |  |  |  | | --- | --- | | B. | The use of deception in this study is ethically justified. |  |  |  | | --- | --- | | C. | The use of deception is this study is ethically justified, only if she does not tell her participants about the deception after the study is over. |  |  |  | | --- | --- | | D. | The use of deception in this study is ethically justified, only if she uses the double-blind procedure. | |

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| 176. | Which of the following statements regarding animal research is true?      |  |  | | --- | --- | | A. | Animal research has significantly increased in recent years. |  |  |  | | --- | --- | | B. | Animal research has declined slightly in recent years. |  |  |  | | --- | --- | | C. | According to American Psychological Association standards, all animal research is unethical. |  |  |  | | --- | --- | | D. | Most psychologists and college psychology researchers oppose animal research. | |

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| 177. | Which of the following is a Canadian Psychological Association guideline on animal research?      |  |  | | --- | --- | | A. | the majority of psychologists feel that animal research is unethical and unnecessary. |  |  |  | | --- | --- | | B. | the risks to which animals are exposed must be justified by the potential importance of the research. |  |  |  | | --- | --- | | C. | animals cannot be used in a procedure that subjects them to pain, stress, or privation. |  |  |  | | --- | --- | | D. | the majority of research done with animals has no benefit for humans | |

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| 178. | All of the following were mentioned as questions to ask yourself in order to become a better critical thinker except which of the following?      |  |  | | --- | --- | | A. | What claim is being made? |  |  |  | | --- | --- | | B. | What evidence is being presented to support this claim? |  |  |  | | --- | --- | | C. | What is the reputation of the person presenting the evidence? |  |  |  | | --- | --- | | D. | What is the quality of the evidence? | |

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| 179. | Kyle could feel himself coming down with a nasty cold. His roommate, Dave, had been bragging about a new cold remedy he had discovered, guaranteeing that the remedy cured the common cold. Kyle went to Dave's room and asked him some questions about this new cure. Kyle was demonstrating critical thinking skills by asking:      |  |  | | --- | --- | | A. | what advertising the manufacturers had done to support their claim of a cure. |  |  |  | | --- | --- | | B. | to try a sample of the remedy. |  |  |  | | --- | --- | | C. | whether there was another plausible explanation for the remedy curing the common cold. |  |  |  | | --- | --- | | D. | how much of the remedy needs to be taken and how often it needs to be taken. | |

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| 180. | The three key scientific attitudes displayed by John Darley and Bibb Latané were curiosity, skepticism, and reason.    True    False |

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| 181. | A hypothesis is a tentative explanation or prediction about some phenomenon.    True    False |

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| 182. | Hypotheses typically specify lawful relations between certain behaviours and their causes, and tend to be broader than theories.    True    False |

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| 183. | All other things being equal, a simpler theory is considered to be better than a more complex theory.    True    False |

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| 184. | An operational definition defines a variable in terms of the specific procedures used to measure it.    True    False |

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| 185. | The optimum operational definition for exam stress would be to focus the psychological variable of self reported anxiety    True    False |

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| 186. | Self-report measures inform us about the behaviour of an individual, by asking for information from the people around him/her.    True    False |

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| 187. | An unobtrusive measure assesses behaviour without participants being aware that they are being observed.    True    False |

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| 188. | Case studies enable us to make better generalizations than do naturalistic observations.    True    False |

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| 189. | The research method in which the researcher observes behaviour occurring in a natural setting is called a case study.    True    False |

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| 190. | Random sampling occurs when every member of a target population has an equal chance of being in a survey.    True    False |

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| 191. | In correlational research, the experimenter measures all of the variables and statistically determines whether there is an association between them.    True    False |

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| 192. | The problem in which we can't tell which of two variables causes the other (e.g., does A cause B or does B cause A is called the third-variable problem.    True    False |

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| 193. | A major disadvantage of correlational research is that the correlation coefficient tells you the direction of a correlation (that is, whether X and Y are negatively or positively correlated) but not how strongly the two variables are related.    True    False |

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| 194. | A correlation of.53 is considered to be stronger than a correlation of -.78.    True    False |

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| 195. | In an experiment, the independent variable is the one that it manipulated by the researcher.    True    False |

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| 196. | The independent variable is the variable administered to the experimental group and the dependent variable is the variable administered to the control group.    True    False |

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| 197. | Random assignment is used to insure that a sample is representative of the population from which it is drawn.    True    False |

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| 198. | Researchers often manipulate more than one independent variable in experiments because it better captures the complexity of human behaviour.    True    False |

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| 199. | In both correlational research and experimental research, the experimenter manipulates a variable.    True    False |

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| 200. | If an experiment has a confounding variable, this significantly lowers its internal validity.    True    False |

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| 201. | When the experimenter's subtle or unintentional behaviours influence the behaviour of participants in his/her experiment, these are called the placebo effect.    True    False |

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| 202. | One of the primary techniques for reducing both the placebo effect and experimenter expectancy effects is random selection.    True    False |

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| 203. | External validity is concerned with how generalizable the results of a study are to other people and settings.    True    False |

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| 204. | According to ethical guidelines, deception is justified when there are no other alternatives and the potential benefits of a study outweigh the risks.    True    False |

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| 205. | The three key scientific attitudes displayed by John Darley and Bibb Latané are \_\_\_\_\_\_\_, skepticism, and open-mindedness.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 206. | John Darley and Bibb Latané made the assumption that a diffusion of responsibility reduces the likelihood that any one bystander would feel responsible for helping in an emergency. This assumption is an example of a(n) \_\_\_\_\_\_\_\_.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 207. | A \_\_\_\_\_\_\_\_\_\_\_ is a collection of formal statements that explains why and how certain events are related.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 208. | The major drawback of \_\_\_\_\_\_\_\_\_\_\_\_ understanding is that there are many different ways to explain the causes of events and we can never be sure which explanation is correct.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 209. | Instead of hindsight understanding, scientists prefer to use \_\_\_\_\_\_\_\_\_\_\_\_ and control in order to gain knowledge.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 210. | The law of \_\_\_\_\_\_\_\_\_\_\_ states that if two theories can equally explain and predict the same phenomena, then the simpler theory is preferred.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 211. | Number of kicks and/or hits in a 2 minute interval is an example of a(n) \_\_\_\_\_\_\_\_\_\_\_\_ of aggression.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 212. | One disadvantage to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as a method of measuring variables is that individuals often act differently when they know they are being observed.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 213. | Of the four ways of defining and measuring variables, \_\_\_\_\_\_\_\_\_\_\_ are the most vulnerable to the social desirability bias.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 214. | The ability to study rare phenomenon is an advantage of the \_\_\_\_\_\_\_\_ method of research.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 215. | Researcher Jane Goodall frequently uses \_\_\_\_\_\_\_\_\_\_\_\_ in her research on the behaviour of chimpanzees.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 216. | When a sample accurately reflects the important characteristics of the population from which it is drawn, it is said to be a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ sample.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 217. | A major drawback of \_\_\_\_\_\_\_\_\_\_\_\_ is that unrepresentative samples can lead to inaccurate projections about how an entire population of people would respond.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 218. | The primary goal of \_\_\_\_\_\_\_\_\_\_\_\_\_ research is to examine the associations between naturally occurring events or variables.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 219. | Dr. Johns found that as the temperature increased, his dogs romped around the yard less and less. This is an example of a \_\_\_\_\_\_\_\_\_\_\_\_\_ correlation.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 220. | In correlational research, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ refers to the fact that variable x could cause variable y, or variable y could cause variable x.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 221. | In \_\_\_\_\_\_\_\_\_\_\_\_\_\_ research, the experimenter measures whether the manipulation of one variable causes a change in a second variable.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 222. | A researcher alters the number of hours of sleep people have, and then measures their ability to remember a list of words. In this example, memory performance is the \_\_\_\_\_\_\_\_ variable.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 223. | In experimental research, a \_\_\_\_\_\_\_\_\_\_ provides a standard of behaviour to which the experimental group is compared.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 224. | Random \_\_\_\_\_\_\_\_\_\_\_\_ is the primary technique used in experimental research to balance out differences between participants.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 225. | In a meta-analysis, the ‘participants' are different \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 226. | With a \_\_\_\_\_\_\_\_\_\_\_\_\_ design, each participant is exposed to all of the conditions of the independent variable.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 227. | When two variables are \_\_\_\_\_\_\_\_\_\_\_\_\_\_ it means that they have been combined in such a way that we can't determine which one had an effect on the dependent variable.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 228. | When participants pick up cues about the hypothesis of a study and alter their behaviour accordingly, this threatens the \_\_\_\_\_\_\_\_ validity of the study.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 229. | The \_\_\_\_\_\_\_\_\_\_\_\_ refers to when participants in a study show a change in behaviour not because of the treatment they have received, but because of their expectations about that treatment.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 230. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ refers to the unintentional and subtle ways that experimenters can influence and affect their participants to behave in a manner consistent with the experimental hypotheses.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 231. | The \_\_\_\_\_\_\_\_\_\_\_ procedure strengthens the internal validity of a study because it minimizes the effect of experimenter or participant expectations on the outcome of an experiment.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 232. | The \_\_\_\_\_\_\_\_\_\_\_ of a study is judged by how well the results of the study can be generalized to other populations, settings and conditions.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 233. | The use of deception in experimental research violates the ethical guideline of \_\_\_\_\_\_\_\_.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 234. | What key scientific attitudes did Darley and Latané display? |

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| 235. | How does Darley and Latané's research illustrate the basic steps of the scientific process? |

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| 236. | What is a hypothesis? |

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| 237. | What is a theory? How does it differ from a hypothesis? |

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| 238. | Explain the major drawback of hindsight understanding. |

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| 239. | What approach to understanding do scientists prefer? Why? |

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| 240. | Describe the characteristics of a good theory. |

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| 241. | Why are operational definitions important? |

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| 242. | Describe the major ways psychologists measure behaviour, and the limitations of each. |

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| 243. | If you were designing a research study, what measures would you choose to operationally define stress? |

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| 244. | What is unobtrusive measurement? |

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| 245. | What is a case study? Identify its advantages. |

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| 246. | What are the major limitations of case studies? |

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| 247. | What is naturalistic observation, and what is its major advantage? |

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| 248. | What problems can occur when conducting naturalistic observations? |

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| 249. | Explain what representative sampling is and why survey researchers use it. |

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| 250. | What are some advantages and disadvantages of survey research? |

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| 251. | Explain the main goal of correlational research, and how this is achieved. |

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| 252. | Why are we unable to draw causal conclusions from correlational findings? |

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| 253. | How do positive and negative correlations differ? |

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| 254. | How is a correlation coefficient interpreted? |

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| 255. | Explain how correlational research can be used to predict behaviour. |

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| 256. | Describe the logic of experimentation. |

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| 257. | What are independent and dependent variables? How are they related? |

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| 258. | Why are control groups important? |

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| 259. | Why do researchers randomly assign participants to the conditions in an experiment? |

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| 260. | Identify an alternative to using random assignment in experiments. |

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| 261. | Why do researchers manipulate two independent variables in the same experiment? |

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| 262. | Explain why confounding decreases the internal validity of experiments. |

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| 263. | Explain how the "placebo effect" can cloud the interpretation of research results. |

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| 264. | Why do experimenter expectancy effects lower the internal validity of experiments? |

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| 265. | How do researchers minimize experimenter expectancy effects? |

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| 266. | How does external validity differ from internal validity? |

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| 267. | Identify the major ethical issues in human research and how participants' rights are protected. |

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| 268. | Why does some research involve deception? What ethical principle does deception violate? |

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| 269. | What are the justifications for, and criticisms of, research in which animals are harmed? |

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| 270. | As a critical thinker, what questions should you ask when someone makes a claim or assertion? |

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| 271. | List the four ways of defining and measuring variables. For each method, give an example of how it could be applied in a study examining stress, and list a limitation. |

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| 272. | Think of an example of an operational definition for academic performance using a 1) self-report, 2) report by others, and 3) measure of overt behaviour. Explain a limitation of each type of measure using the example to illustrate. |

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| 273. | List the five steps involved in the scientific process of gathering evidence. Discuss how each of these steps was applied in the research of John Darley and Bibb Latané. |

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| 274. | Describe and define the three methods of descriptive research: case studies, naturalistic observations, and survey research. For each method, list at least one limitation and give an example of how the method could be used to study marriage. |

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| 275. | A hypothetical study has found a correlation of -.47 between women's income and the incidents of sexual harassment. What can the researcher conclude from these findings? What is the researcher not able to conclude since a correlational design was used and why? |

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| 276. | Your textbook describes the research by Diener and Seligman exploring factors related happiness. They found that happier students spent more time socializing with people and had more satisfying relationships compared to unhappy undergraduates. They did not find a relationship between levels of happiness and amount of money individuals had or their GPA. Explain how this is a correlational study. Using this study to illustrate, also explain why cause and effect cannot be determined from correlational designs due to: 1) the bidirectionality problem, and 2) the third variable problem. |

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| 277. | What is the correlation coefficient and what is it used to assess? In your answer, be sure to address the following points: 1) What range of values can the correlation coefficient have? 2) What is the difference between a positive and negative correlation? and 3) What is the difference between the strength and direction of the correlation coefficient? |

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| 278. | What is the double-blind procedure and what two types of threats to internal validity is it designed to minimize? In your answer, briefly define these two threats. Give a detailed example of how the double-blind procedure would work within the context of a study investigating the effectiveness of a new medication. |

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| 279. | Describe the key elements of experimental research. Your answer should address the following areas: 1) What is the difference between an independent and a dependent variable and how are they related? 2) What is the difference between an experimental group and a control group? 3) What are the two basic ways that participants can be assigned to experimental conditions? |

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| 280. | What is internal validity and how is it related to confounding variables and experimenter expectancies? In your discussion, define each of these concepts. What is the difference between internal validity and external validity? Give a hypothetical example of 1) a study with poor internal validity and 2) a study with poor external validity. |

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| 281. | Compare and contrast features, advantages, and disadvantages of correlational research and experimental research. |

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| 282. | What is informed consent and what are the key aspects of this ethical guideline? What ethical principle conflicts with informed consent? Define what this second guideline is and mention the factors that determine whether this ethical principle is justified? |

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| 283. | Discuss the advantages and disadvantages of animal research. In your opinion, is research with animals justified? Give the specific reasons for your conclusion. |

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| 284. | Using the research conducted by Strayer and his colleagues on cell phone use and driving as an example discuss the major aspects of an experiment. |

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| 285. | What is a spurious correlation? Using an original example (i.e., one not covered in lecture or included in the text) describe how a spurious correlation might arise. |

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| 286. | Discuss the concepts of population and sample as they relate to survey research. In your answer be sure to refer to random and representative samples. |

2 Key

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| 1. *(p. 39)* | According to the results of John Darley and Bibb Latané's work, if you are robbed at gunpoint while walking home from the grocery store, your best chance of receiving help from witnesses would be when:      |  |  | | --- | --- | | A. | the robber wears a mask and thinks he is not recognized by bystanders |  |  |  | | --- | --- | | **B.** | one person across the street witnesses the crime |  |  |  | | --- | --- | | C. | several people getting off of a bus across the street see what is happening |  |  |  | | --- | --- | | D. | it is broad daylight and the street is very crowded | |

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| *CL: AP Learning Objective: 02-01 Passer - Chapter 02 #1* |

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| 2. *(p. 38)* | What three key attitudes did John Darley and Bibb Latané display in their research on "bystander apathy"?      |  |  | | --- | --- | | **A.** | curiosity, skepticism, open-mindedness |  |  |  | | --- | --- | | B. | curiosity, optimism, open-mindedness |  |  |  | | --- | --- | | C. | creativity, optimism, curiosity |  |  |  | | --- | --- | | D. | rationality, curiosity, skepticism | |

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| *CL: K Learning Objective: 02-01 Passer - Chapter 02 #2* |

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| 3. *(p. 38)* | Many people doubted Sigmund Freud and his psychodynamic theory. They wanted to know what evidence Freud was basing his conclusions on and wondered if there might be a better explanation for the causes of human behaviour. These people's doubts are most similar to which key scientific attitude?      |  |  | | --- | --- | | A. | curiosity |  |  |  | | --- | --- | | **B.** | skepticism |  |  |  | | --- | --- | | C. | liberalism |  |  |  | | --- | --- | | D. | creativity | |

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| *CL: AP Learning Objective: 02-01 Passer - Chapter 02 #3* |

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| 4. *(p. 38)* | Sitting in class one day, Ben wonders aloud to his friend James, why it is that multiple-choice exams seem harder than essay exams. James, whose older sister is a college professor, tells him that research shows that it is easier to trick students with multiple-choice questions so they are in fact harder. "Wow!" Ben thinks, "So that explains it." Ben would have been better off seeking another opinion, or at least asking James about the research he is talking about. If he had, Ben would be demonstrating a healthy scientific attitude of:      |  |  | | --- | --- | | A. | liberalism |  |  |  | | --- | --- | | **B.** | skepticism |  |  |  | | --- | --- | | C. | open-mindedness |  |  |  | | --- | --- | | D. | creativity | |

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| *CL: AP Learning Objective: 02-01 Passer - Chapter 02 #4* |

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| 5. *(p. 38)* | A researcher who is always willing to consider criticisms of his theory and to make theoretical revisions and adjustments when the evidence supports it is demonstrating behaviour most consistent with which key scientific attitude?      |  |  | | --- | --- | | A. | skepticism |  |  |  | | --- | --- | | B. | curiosity |  |  |  | | --- | --- | | C. | rationality |  |  |  | | --- | --- | | **D.** | open-mindedness | |

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| *CL: C Learning Objective: 02-01 Passer - Chapter 02 #5* |

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| 6. *(p. 38)* | The first step in the scientific process is to:      |  |  | | --- | --- | | A. | create a hypothesis. |  |  |  | | --- | --- | | **B.** | form a question about something interesting. |  |  |  | | --- | --- | | C. | propose a prediction. |  |  |  | | --- | --- | | D. | test a theory. | |

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| *CL: K Learning Objective: 02-01 Passer - Chapter 02 #6* |

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| 7. *(p. 38-39)* | Which of the following lists the steps of the scientific process in the proper order?      |  |  | | --- | --- | | A. | conduct research, ask question, create hypothesis, analyze data, build theory |  |  |  | | --- | --- | | **B.** | ask question, create hypothesis, conduct research, analyze data, build theory |  |  |  | | --- | --- | | C. | ask question, conduct research, create hypothesis, build theory, analyze data |  |  |  | | --- | --- | | D. | create hypothesis, ask question, conduct research, analyze data, build theory | |

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| *CL: K Learning Objective: 02-01 Passer - Chapter 02 #7* |

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| 8. *(p. 38)* | John Darley's and Bibb Latané's statement, "IF an emergency occurs, THEN the greater the number of bystanders, the less likely any one bystander will be to intervene" is best considered an example of a(n):      |  |  | | --- | --- | | **A.** | specific prediction. |  |  |  | | --- | --- | | B. | proven theory. |  |  |  | | --- | --- | | C. | behavioural correlation. |  |  |  | | --- | --- | | D. | initial research question. | |

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| *CL: K Learning Objective: 02-01 Passer - Chapter 02 #8* |

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| 9. *(p. 39)* | As part of their research on bystander apathy, John Darley and Bibb Latané created fake "emergencies" in their experimental laboratory and observed people's responses. When making these observations, what step of the scientific process were they engaged in?      |  |  | | --- | --- | | A. | creating a hypothesis |  |  |  | | --- | --- | | B. | creating a prediction |  |  |  | | --- | --- | | C. | generating a theory |  |  |  | | --- | --- | | **D.** | conducting research | |

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| *CL: K Learning Objective: 02-01 Passer - Chapter 02 #9* |

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| 10. *(p. 38)* | A hypothesis is best considered as:      |  |  | | --- | --- | | **A.** | a tentative explanation about some phenomenon. |  |  |  | | --- | --- | | B. | a specific prediction, often in the form of an "if-then" statement. |  |  |  | | --- | --- | | C. | a set of formal statements that explain how certain events are related to one another. |  |  |  | | --- | --- | | D. | an empirical or correlational statement. | |

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| *CL: K Item Difficulty: 0.79 Learning Objective: 02-01 Passer - Chapter 02 #10* |

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| 11. *(p. 38)* | John Darley and Bibb Latané made the following assumption: diffusion of responsibility reduces the likelihood of any single bystander feeling responsible to intervene in an emergency. This assumption is an example of a(n):      |  |  | | --- | --- | | A. | dependent variable. |  |  |  | | --- | --- | | B. | operational definition. |  |  |  | | --- | --- | | C. | independent variable. |  |  |  | | --- | --- | | **D.** | hypothesis. | |

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| *CL: K Item Difficulty: 0.80 Item Discrimination: 0.40 Learning Objective: 02-01 Passer - Chapter 02 #11* |

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| 12. *(p. 38)* | A psychodynamic psychologist assumes that people with unresolved childhood issues are more susceptible to stress and anxiety. This psychologist's assumption is best viewed as an example of:      |  |  | | --- | --- | | **A.** | a hypothesis. |  |  |  | | --- | --- | | B. | an experiment. |  |  |  | | --- | --- | | C. | correlational research. |  |  |  | | --- | --- | | D. | a dependent variable. | |

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| *CL: AP Learning Objective: 02-01 Passer - Chapter 02 #12* |

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| 13. *(p. 38)* | A humanistic psychologist believes that people who don't have a clear sense of meaning in their lives are more vulnerable to depression and physical illness. This psychologist's beliefs are best viewed as an example of:      |  |  | | --- | --- | | A. | scientific skepticism. |  |  |  | | --- | --- | | **B.** | a hypothesis. |  |  |  | | --- | --- | | C. | a control group. |  |  |  | | --- | --- | | D. | conducting research. | |

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| *CL: AP Learning Objective: 02-01 Passer - Chapter 02 #13* |

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| 14. *(p. 38)* | Bruce notices that on the days that he eats lunch at Archie's diner, people are less likely to ask him to join them for the afternoon coffee break. Bruce wonders why this is happening and thinks his co-workers must assume he doesn't want coffee after a hearty lunch. If Bruce were to use the scientific process now that he has a tentative explanation, he would translate this into a(n):      |  |  | | --- | --- | | **A.** | specific prediction |  |  |  | | --- | --- | | B. | trial |  |  |  | | --- | --- | | C. | theory |  |  |  | | --- | --- | | D. | experiment | |

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| *CL: AP Learning Objective: 02-01 Passer - Chapter 02 #14* |

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| 15. *(p. 38)* | On the first day of school, Ted's grade 5 teacher asks her students to introduce themselves and tell the class what they did on their summer vacation. Ted notes that all of the smart kids had gone on great trips; so travel, he reasons, must make you smart. Ted gathers information from the students in his school and analyzes it. Ted is testing this \_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | theory |  |  |  | | --- | --- | | B. | fact |  |  |  | | --- | --- | | **C.** | hypothesis |  |  |  | | --- | --- | | D. | formal explanation | |

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| *CL: AP Item Difficulty: 0.78 Item Discrimination: 0.30 Learning Objective: 02-01 Passer - Chapter 02 #15* |

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| 16. *(p. 40)* | A formal set of statements that explains why and how certain events are related to one another is called a (n) \_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | hypothesis |  |  |  | | --- | --- | | B. | specific prediction |  |  |  | | --- | --- | | **C.** | theory |  |  |  | | --- | --- | | D. | operational definition | |

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| *CL: K Item Difficulty: 0.78 Item Discrimination: 0.20 Learning Objective: 02-01 Passer - Chapter 02 #16* |

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| 17. *(p. 40)* | A theory is best defined as:      |  |  | | --- | --- | | A. | a tentative explanation or prediction about some phenomenon. |  |  |  | | --- | --- | | B. | a specific prediction, often in the form of an "if-then" statement. |  |  |  | | --- | --- | | C. | conducting research to test a prediction. |  |  |  | | --- | --- | | **D.** | a set of statements that explains the relationship between various events. | |

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| *CL: K Learning Objective: 02-01 Passer - Chapter 02 #17* |

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| 18. *(p. 40)* | A distinction between theories and hypotheses is that:      |  |  | | --- | --- | | **A.** | theories tend to be broader than hypotheses. |  |  |  | | --- | --- | | B. | hypotheses tend to be broader and more externally valid than theories. |  |  |  | | --- | --- | | C. | theories tend to be externally valid while hypotheses tend to be internally valid. |  |  |  | | --- | --- | | D. | theories use operational definitions while hypotheses do not. | |

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| *CL: K Learning Objective: 02-01 Passer - Chapter 02 #18* |

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| 19. *(p. 40)* | One of the problems of after-the-fact or "hindsight" explanations is that:      |  |  | | --- | --- | | **A.** | there are many ways of explaining past events and there is usually no way to know which of these ways is correct. |  |  |  | | --- | --- | | B. | they fail to provide a foundation on which further scientific study can occur. |  |  |  | | --- | --- | | C. | they are usually too theoretically complex and sophisticated. |  |  |  | | --- | --- | | D. | there are many ways of explaining past events, without overemphasizing external validity. | |

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| *CL: K Learning Objective: 02-01 Passer - Chapter 02 #19* |

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| 20. *(p. 40)* | When presented with the findings of psychological research, it is not uncommon for people to comment that the results are trivial and obvious. This tendency is an illustration of the limitations of:      |  |  | | --- | --- | | A. | hypotheses. |  |  |  | | --- | --- | | **B.** | hindsight understanding. |  |  |  | | --- | --- | | C. | theories. |  |  |  | | --- | --- | | D. | independent variables. | |

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| *CL: C Learning Objective: 02-01 Passer - Chapter 02 #20* |

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| 21. *(p. 40-41)* | After a visit to her doctor, Kristen is told she has a rare disease and needs surgery immediately. When Kristen seeks a second opinion, she avoids a hindsight understanding from her second doctor. What did Kristen do to avoid the second doctor's hindsight understanding?      |  |  | | --- | --- | | A. | She told the second doctor the first doctor's diagnosis so that she has all of the information necessary to make her own diagnosis. |  |  |  | | --- | --- | | B. | She told the second doctor the first doctor's diagnosis because it is rare and the symptoms might be easily missed. |  |  |  | | --- | --- | | C. | She did not tell the second doctor the first doctor's diagnosis, as the second opinion is costing her just as much as the first. |  |  |  | | --- | --- | | **D.** | She did not tell the second doctor the first doctor's diagnosis so he/she is not influenced by the first doctor's explanation. | |

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| *CL: AN Learning Objective: 02-01 Passer - Chapter 02 #21* |

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| 22. *(p. 40)* | If a research study found that career motivation was higher among recent immigrants to Canada than long-standing Canadian residents, most people might readily offer several reasonable explanations for this finding. However, if a study found that career motivation was higher among long-standing Canadian residents than recent immigrants to Canada, most people might generate an equally convincing set of explanations. This example demonstrates the problems associated with:      |  |  | | --- | --- | | A. | operational definitions. |  |  |  | | --- | --- | | B. | hypotheses. |  |  |  | | --- | --- | | **C.** | after-the-fact explanations. |  |  |  | | --- | --- | | D. | theoretical predictions. | |

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| *CL: AP Learning Objective: 02-01 Passer - Chapter 02 #22* |

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| 23. *(p. 40-41)* | Scientists typically test their understanding through:      |  |  | | --- | --- | | **A.** | prediction and control. |  |  |  | | --- | --- | | B. | the use of narrative research. |  |  |  | | --- | --- | | C. | examining existing variables. |  |  |  | | --- | --- | | D. | the use of survey research. | |

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| *CL: K Learning Objective: 02-01 Passer - Chapter 02 #23* |

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| 24. *(p. 41)* | Which of the following is a characteristic of a good theory?      |  |  | | --- | --- | | A. | A good theory is complex and sophisticated. |  |  |  | | --- | --- | | B. | A good theory is difficult to test through empirical science. |  |  |  | | --- | --- | | **C.** | A good theory organizes information in a meaningful way. |  |  |  | | --- | --- | | D. | A good theory uses operational definitions. | |

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| *CL: K Learning Objective: 02-01 Passer - Chapter 02 #24* |

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| 25. *(p. 41)* | Professor Smith has developed a theory that is rather straightforward compared to the complex theory of Professor Jones. Both theories generate a number of new hypotheses from other researchers. Even though both theories predict the same phenomena well, the preferred theory is: \_\_\_\_\_\_\_.      |  |  | | --- | --- | | **A.** | Professor Smith's because it conforms to the law of parsimony. |  |  |  | | --- | --- | | B. | Professor Smith's because it will be easiest to prove. |  |  |  | | --- | --- | | C. | Professor Jones' because it is complex and will generate more hypotheses. |  |  |  | | --- | --- | | D. | Professor Jones' because its complexity allows for more testability. | |

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| *CL: C Item Difficulty: 0.77 Learning Objective: 02-01 Passer - Chapter 02 #25* |

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| 26. *(p. 41)* | Which of the following was mentioned as a characteristic of a good theory?      |  |  | | --- | --- | | **A.** | Good theories are simple theories. |  |  |  | | --- | --- | | B. | Good theories are long and explicative theories. |  |  |  | | --- | --- | | C. | Good theories confirm pre-existing hypotheses. |  |  |  | | --- | --- | | D. | Good theories focus on independent variables. | |

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| *CL: K Learning Objective: 02-01 Passer - Chapter 02 #26* |

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| 27. *(p. 41)* | The notion that if two theories can equally explain and predict the same phenomenon, then the simpler one is the preferred theory is the law of \_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | least complexity |  |  |  | | --- | --- | | **B.** | parsimony |  |  |  | | --- | --- | | C. | consistency |  |  |  | | --- | --- | | D. | simplicity | |

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| *CL: K Learning Objective: 02-01 Passer - Chapter 02 #27* |

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| 28. *(p. 41)* | Imagine a research area in psychology where there are several seemingly conflicting findings and theories. You develop a new theory that resolves these conflicts and explains the findings of this area within a single broad framework. Your theory best demonstrates which characteristic of a good theory?      |  |  | | --- | --- | | A. | Your theory conforms to the law of parsimony. |  |  |  | | --- | --- | | B. | Your theory's predictions are supported by previous research. |  |  |  | | --- | --- | | C. | Your theory conforms to the law of simplicity. |  |  |  | | --- | --- | | **D.** | Your theory organizes information in a meaningful way. | |

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| *CL: AP Learning Objective: 02-01 Passer - Chapter 02 #28* |

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| 29. *(p. 41)* | A psychologist during the time of Freud creates a new and different theory designed to explain human behaviour. Using this new theory, it is relatively easy to design studies and experiments to evaluate its validity. This is in contrast to the concepts of Freud's theory, which were very difficult to measure. This new theory best illustrates which characteristic of good theory?      |  |  | | --- | --- | | **A.** | The theory is testable. |  |  |  | | --- | --- | | B. | The theory is parsimonious. |  |  |  | | --- | --- | | C. | The theory is consistent with previous research findings. |  |  |  | | --- | --- | | D. | The theory organizes information in a meaningful way. | |

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| *CL: AP Item Difficulty: 0.67 Learning Objective: 02-01 Passer - Chapter 02 #29* |

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| 30. *(p. 41)* | This is a type of definition that defines a variable in terms of the specific procedures used to measure it:      |  |  | | --- | --- | | A. | dependent definition |  |  |  | | --- | --- | | B. | independent definition |  |  |  | | --- | --- | | **C.** | operational definition |  |  |  | | --- | --- | | D. | representative definition | |

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| *CL: K Item Difficulty: 0.56 Item Discrimination: 0.50 Learning Objective: 02-02 Passer - Chapter 02 #30* |

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| 31. *(p. 41)* | Shireen thinks people learn better when they enjoy the course for which they are studying. In order to test her prediction, she must operationalize her variables. Which of the following best represents valid operational definitions of the variables contained within her prediction?      |  |  | | --- | --- | | **A.** | test score; attitude towards the course |  |  |  | | --- | --- | | B. | number of hours studying; attitude towards the course |  |  |  | | --- | --- | | C. | test score; attendance at lectures |  |  |  | | --- | --- | | D. | attendance at lectures; attitude towards the course | |

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| *CL: AN Item Difficulty: 0.00 Learning Objective: 02-02 Passer - Chapter 02 #31* |

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| 32. *(p. 41)* | In research, any characteristic that can vary is called a(n) \_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | operational definition |  |  |  | | --- | --- | | B. | hypothesis |  |  |  | | --- | --- | | **C.** | variable |  |  |  | | --- | --- | | D. | theory | |

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| 33. *(p. 41)* | The essential function of an operational definition is that it translates something:      |  |  | | --- | --- | | A. | observable into something abstract and measurable. |  |  |  | | --- | --- | | B. | measurable into something abstract and observable. |  |  |  | | --- | --- | | C. | observable into something abstract and measurable. |  |  |  | | --- | --- | | **D.** | abstract into something observable and measurable. | |

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| *CL: K Learning Objective: 02-02 Passer - Chapter 02 #33* |

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| 34. *(p. 41)* | A psychologist is interested in studying stress. Since stress can mean different things to different people, she decides that she would like to assess stress by measuring people's blood pressure. This psychologist has just created:      |  |  | | --- | --- | | A. | a control group. |  |  |  | | --- | --- | | **B.** | an operational definition. |  |  |  | | --- | --- | | C. | an independent variable. |  |  |  | | --- | --- | | D. | a case study. | |

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| *CL: AP Item Difficulty: 0.40 Item Discrimination: 0.60 Learning Objective: 02-02 Passer - Chapter 02 #34* |

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| 35. *(p. 41)* | A researcher is interested in studying what factors influence interpersonal attraction. In a study designed to explore this variable, the researcher uses a very attractive person for an assistant. Interpersonal attraction is then assessed by whether the people participating in the study call up the attractive assistant to ask the person on a date. In this example, the means used to assess interpersonal attraction would be considered a(n):      |  |  | | --- | --- | | A. | correlational study |  |  |  | | --- | --- | | B. | hypothesis |  |  |  | | --- | --- | | C. | case study |  |  |  | | --- | --- | | **D.** | operational definition | |

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| 36. *(p. 41)* | An advantage of using operational definitions is that:      |  |  | | --- | --- | | A. | they allow other researchers to agree with these definitions. |  |  |  | | --- | --- | | **B.** | they let other researchers know exactly what is meant by the various terms. |  |  |  | | --- | --- | | C. | they automatically generate the relevant dependent and independent variables. |  |  |  | | --- | --- | | D. | they are consistent with the law of parsimony. | |

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| *CL: K Learning Objective: 02-02 Passer - Chapter 02 #36* |

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| 37. *(p. 42)* | The social desirability bias exists as a limitation of which of the ways of measuring behaviour?      |  |  | | --- | --- | | A. | physiological measures |  |  |  | | --- | --- | | B. | behavioural observations |  |  |  | | --- | --- | | C. | reports by others |  |  |  | | --- | --- | | **D.** | self-report measures | |

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| *CL: C Item Difficulty: 0.86 Learning Objective: 02-02 Passer - Chapter 02 #37* |

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| 38. *(p. 42)* | The tendency to respond in a socially appropriate manner rather than according to how a person actually thinks, feels, or behaves is called the:      |  |  | | --- | --- | | A. | social acceptability bias. |  |  |  | | --- | --- | | **B.** | social desirability bias. |  |  |  | | --- | --- | | C. | social adequacy bias. |  |  |  | | --- | --- | | D. | social worth bias. | |

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| *CL: K Learning Objective: 02-02 Passer - Chapter 02 #38* |

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| 39. *(p. 43)* | A child psychologist is working with a young child named Sally. In order to get more information, the psychologist interviews Sally's parents and asks them about Sally's childhood experiences. This would best be considered an example of which of the major ways of measuring behaviour?      |  |  | | --- | --- | | A. | self-report measures |  |  |  | | --- | --- | | B. | physiological measures |  |  |  | | --- | --- | | **C.** | reports by others |  |  |  | | --- | --- | | D. | behavioural observations | |

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| *CL: AP Learning Objective: 02-02 Passer - Chapter 02 #39* |

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| 40. *(p. 43)* | A researcher is interested in studying the frequency of aggression in school-aged children. Which would be the best method to use to measure aggression?      |  |  | | --- | --- | | A. | self-report measures |  |  |  | | --- | --- | | **B.** | behavioural observations |  |  |  | | --- | --- | | C. | physiological measures |  |  |  | | --- | --- | | D. | archival records | |

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| *CL: AN Learning Objective: 02-02 Passer - Chapter 02 #40* |

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| 41. *(p. 44)* | In a study designed to investigate the causes of stress, a psychological researcher measures stress by monitoring people's heart rate and blood pressure. In this study, the researcher has utilized which method of measuring behaviour?      |  |  | | --- | --- | | A. | self-report measures |  |  |  | | --- | --- | | B. | archival records |  |  |  | | --- | --- | | **C.** | physiological measures |  |  |  | | --- | --- | | D. | behavioural observations | |

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| *CL: AP Learning Objective: 02-02 Passer - Chapter 02 #41* |

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| 42. *(p. 44)* | A limitation of physiological measures of behaviour is that:      |  |  | | --- | --- | | A. | they are subject to the social desirability bias of physiological measurement. |  |  |  | | --- | --- | | B. | they are subject to random sampling of physiological measures. |  |  |  | | --- | --- | | C. | they fail to use operational definitions for physiological measures. |  |  |  | | --- | --- | | **D.** | they fail to convey what a given physiological response means. | |

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| *CL: K Item Difficulty: 0.68 Learning Objective: 02-02 Passer - Chapter 02 #42* |

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| 43. *(p. 43)* | A social psychologist is interested in studying aggression in sports fans. He goes to various sporting events and keeps track of the number of aggressive acts that occur between fans using a well-defined coding system. This psychologist is using which of the following ways of measuring behaviour?      |  |  | | --- | --- | | A. | self-report measures |  |  |  | | --- | --- | | B. | physiological measures |  |  |  | | --- | --- | | **C.** | behavioural observations |  |  |  | | --- | --- | | D. | scientific measures | |

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| *CL: AP Learning Objective: 02-02 Passer - Chapter 02 #43* |

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| 44. *(p. 43)* | One of the major limitations of behavioural observations is that:      |  |  | | --- | --- | | **A.** | researchers know that people may behave differently when they know they are being watched. |  |  |  | | --- | --- | | B. | researchers know that people may not behave differently when they know they are being watched. |  |  |  | | --- | --- | | C. | researchers do not know whether people's behaviours are internally valid. |  |  |  | | --- | --- | | D. | researchers do not know what a given physiological response really means. | |

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| *CL: K Learning Objective: 02-02 Passer - Chapter 02 #44* |

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| 45. *(p. 43)* | If a measure of behaviour is reliable, we know that it is:      |  |  | | --- | --- | | A. | valid. |  |  |  | | --- | --- | | B. | operationally defined. |  |  |  | | --- | --- | | C. | based on a theory. |  |  |  | | --- | --- | | **D.** | consistent. | |

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| *CL: K Item Difficulty: 0.66 Learning Objective: 02-02 Passer - Chapter 02 #45* |

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| 46. *(p. 43)* | Two research assistants trained to code the type of interactions observed between siblings, repeatedly disagree on how to code siblings' sarcastic comments toward one another. The resulting data may then be:      |  |  | | --- | --- | | A. | useful, as there is diversity in the observation |  |  |  | | --- | --- | | B. | useful, the consistent disagreement can be further studied |  |  |  | | --- | --- | | C. | useless, the coding system may be faulty |  |  |  | | --- | --- | | **D.** | useless, the information learned may be unreliable | |

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| *CL: AP Learning Objective: 02-02 Passer - Chapter 02 #46* |

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| 47. *(p. 43-44)* | Pre-existing documents that researchers use to gather information about people's overt behaviours are called \_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | **A.** | archival records |  |  |  | | --- | --- | | B. | physiological reports |  |  |  | | --- | --- | | C. | self-report measures |  |  |  | | --- | --- | | D. | random samples | |

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| *CL: K Learning Objective: 02-02 Passer - Chapter 02 #47* |

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| 48. *(p. 43-44)* | In order to assess the effectiveness of a new province-wide seatbelt law, researchers collect data from the department of transportation regarding the number of traffic fatalities in the last year. This type of measurement of behaviour is called a(n):      |  |  | | --- | --- | | A. | chronological record. |  |  |  | | --- | --- | | **B.** | archival record. |  |  |  | | --- | --- | | C. | historical record. |  |  |  | | --- | --- | | D. | sequential record. | |

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| *CL: AP Item Difficulty: 0.78 Item Discrimination: 0.50 Learning Objective: 02-02 Passer - Chapter 02 #48* |

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| 49. *(p. 43)* | People sometimes change their behaviour when they know that they are being observed. To counter this problem, psychologists monitor behaviours in a way that people are unaware that they are being observed. These measures are called \_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | hidden measures |  |  |  | | --- | --- | | B. | unintentional measures |  |  |  | | --- | --- | | **C.** | unobtrusive measures |  |  |  | | --- | --- | | D. | subtle measures | |

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| *CL: K Learning Objective: 02-02 Passer - Chapter 02 #49* |

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| 50. *(p. 43)* | A researcher wants to know how much TV students in a dorm are watching, but she has noticed that students tend to leave the TV room when she comes into see who is watching. To get around this problem, she decides to observe wear-and-tear on the TV remote control as a measure of how much TV is being watched. Like many psychologists, this researcher is using a(n):      |  |  | | --- | --- | | **A.** | unobtrusive measure. |  |  |  | | --- | --- | | B. | hypothetical measure. |  |  |  | | --- | --- | | C. | double-blind measure. |  |  |  | | --- | --- | | D. | placebo measure. | |

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| *CL: AP Item Difficulty: 0.90 Learning Objective: 02-02 Passer - Chapter 02 #50* |

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| 51. *(p. 44-45)* | Case study is considered which kind of method of research?      |  |  | | --- | --- | | **A.** | descriptive research |  |  |  | | --- | --- | | B. | correlational research |  |  |  | | --- | --- | | C. | experimental research |  |  |  | | --- | --- | | D. | hypothetical research | |

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| *CL: K Learning Objective: 02-02 Passer - Chapter 02 #51* |

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| 52. *(p. 46)* | An fMRI study confirmed that the visual cortex independently processes object perception and object \_\_\_.      |  |  | | --- | --- | | A. | shape |  |  |  | | --- | --- | | **B.** | action |  |  |  | | --- | --- | | C. | size. |  |  |  | | --- | --- | | D. | colour | |

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| *CL: K Learning Objective: 02-02 Passer - Chapter 02 #52* |

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| 53. *(p. 46)* | Brain imaging technology is generally used to explore the following:      |  |  | | --- | --- | | **A.** | physical disabilities |  |  |  | | --- | --- | | B. | motivation |  |  |  | | --- | --- | | C. | drug efficacy |  |  |  | | --- | --- | | D. | social skills acquisition | |

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| *CL: K Learning Objective: 02-02 Passer - Chapter 02 #53* |

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| 54. *(p. 46)* | Despite having excellent vision, Kris was unable to grasp or pick up objects properly. It is likely that he has damaged his:      |  |  | | --- | --- | | A. | visual cortex: ventral stream. |  |  |  | | --- | --- | | **B.** | visual cortex: dorsal stream. |  |  |  | | --- | --- | | C. | motor cortex. |  |  |  | | --- | --- | | D. | cerebellum. | |

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| *CL: K Learning Objective: 02-02 Passer - Chapter 02 #54* |

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| 55. *(p. 44-45)* | An in-depth study of an individual, group, or event is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | naturalistic observation |  |  |  | | --- | --- | | B. | survey |  |  |  | | --- | --- | | **C.** | case study |  |  |  | | --- | --- | | D. | correlational study | |

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| *CL: K Learning Objective: 02-02 Passer - Chapter 02 #55* |

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| 56. *(p. 45)* | Which of the following is an advantage of the case study method of research?      |  |  | | --- | --- | | A. | Case studies are generalizable to the population at large. |  |  |  | | --- | --- | | **B.** | Case studies are a good method for studying rare events. |  |  |  | | --- | --- | | C. | Case studies are very useful for determining cause-effect relationships. |  |  |  | | --- | --- | | D. | Case studies are a good method for studying a large number of participants. | |

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| *CL: K Item Difficulty: 0.82 Learning Objective: 02-02 Passer - Chapter 02 #56* |

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| 57. *(p. 46)* | At the University of Western Ontario, Mel Goodale and his colleagues' studied a patient who had suffered from carbon monoxide poisoning and had suffered damage to several parts of her brain. The research on this patient provided evidence that perception and action can be processed independently, by different parts of the human brain. The research method used was:      |  |  | | --- | --- | | **A.** | case study. |  |  |  | | --- | --- | | B. | correlational study. |  |  |  | | --- | --- | | C. | experimental. |  |  |  | | --- | --- | | D. | naturalistic observation. | |

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| *CL: K Learning Objective: 02-02 Passer - Chapter 02 #57* |

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| 58. *(p. 45)* | Case study method was used to study the program to train mothers of failure-to-thrive infants in nutrition and feeding techniques at Surrey Place Centre in Toronto. Case study method helped researchers to:      |  |  | | --- | --- | | A. | study the phenomenon and determine the cause of infant weight gain due to the program. |  |  |  | | --- | --- | | **B.** | illustrate effective interventions developed by clinical psychologists to treat special populations. |  |  |  | | --- | --- | | C. | generalize the findings to other training programs. |  |  |  | | --- | --- | | D. | access and use archival methods. | |

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| *CL: C Learning Objective: 02-02 Passer - Chapter 02 #58* |

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| 59. *(p. 45)* | Imagine that someone has developed an absurd theory that asserts that every child with blond hair will be over 6 feet tall when they are adults. An adult friend of yours is blond but happens to only be 5'6". This example best demonstrates which of the following advantages of the case study method?      |  |  | | --- | --- | | A. | Case studies are useful for studying rare events. |  |  |  | | --- | --- | | **B.** | A single case study can challenge the validity of a theory. |  |  |  | | --- | --- | | C. | A single case study can be a rich source for new ideas and hypotheses. |  |  |  | | --- | --- | | D. | Case studies tend to have variables with stronger operational definitions than do other methods. | |

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| *CL: AN Learning Objective: 02-02 Passer - Chapter 02 #59* |

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| 60. *(p. 45)* | An important limitation of the case study research method is that it:      |  |  | | --- | --- | | **A.** | is a poor method for determining cause-effect relationships. |  |  |  | | --- | --- | | B. | is a poor source for new ideas and hypotheses. |  |  |  | | --- | --- | | C. | is a poor method for studying rare events. |  |  |  | | --- | --- | | D. | is a poor source for studying people. | |

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| *CL: K Learning Objective: 02-02 Passer - Chapter 02 #60* |

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| 61. *(p. 45)* | Which of the following is a disadvantage of the case study research method?      |  |  | | --- | --- | | A. | A single case study cannot be used to refute or challenge a theory. |  |  |  | | --- | --- | | B. | Case studies often have high internal validity. |  |  |  | | --- | --- | | **C.** | Case studies often have questionable generalizability. |  |  |  | | --- | --- | | D. | A case study is a poor method for studying rare events or people. | |

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| *CL: K Item Difficulty: 0.92 Learning Objective: 02-02 Passer - Chapter 02 #61* |

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| 62. *(p. 46)* | A researcher who observes behaviour as it occurs in a normal or typical setting is doing \_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | survey research |  |  |  | | --- | --- | | B. | a case study |  |  |  | | --- | --- | | C. | correlational research |  |  |  | | --- | --- | | **D.** | naturalistic observation | |

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| *CL: K Learning Objective: 02-02 Passer - Chapter 02 #62* |

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| 63. *(p. 46)* | As part of a class on animal learning, students are sent to a local park and are asked to watch and record the feeding behaviour of the crows there. These students are engaged in which method of research?      |  |  | | --- | --- | | A. | a case study |  |  |  | | --- | --- | | **B.** | naturalistic observation |  |  |  | | --- | --- | | C. | a survey |  |  |  | | --- | --- | | D. | an experiment | |

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| *CL: AP Learning Objective: 02-02 Passer - Chapter 02 #63* |

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| 64. *(p. 46)* | In order to learn about the social behaviour of children, a developmental psychologist goes to an elementary school, finds a seat near one of the windows in a classroom, and watches the children playing on the playground outside during recess. This psychologist is engaged in which method of research?      |  |  | | --- | --- | | **A.** | naturalistic observation |  |  |  | | --- | --- | | B. | correlational research |  |  |  | | --- | --- | | C. | a case study |  |  |  | | --- | --- | | D. | experimental research | |

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| *CL: AP Learning Objective: 02-02 Passer - Chapter 02 #64* |

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| 65. *(p. 46-47)* | An important advantage of the method of naturalistic observation is that:      |  |  | | --- | --- | | A. | it can provide important information on cause-effect relationships. |  |  |  | | --- | --- | | B. | it can more easily be incorporated into meta-analyses. |  |  |  | | --- | --- | | **C.** | it can provide detailed information on naturally occurring behaviour. |  |  |  | | --- | --- | | D. | it can more easily be matched to correlational research. | |

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| *CL: C Learning Objective: 02-02 Passer - Chapter 02 #65* |

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| 66. *(p. 47)* | Which of the following statements about naturalistic observations is true?      |  |  | | --- | --- | | A. | Naturalistic observations often make use of the double-blind procedure. |  |  |  | | --- | --- | | **B.** | Naturalistic observations do not contribute to making causal conclusions. |  |  |  | | --- | --- | | C. | Naturalistic observations tend to have low external validity. |  |  |  | | --- | --- | | D. | Naturalistic observations tend to have more independent than dependent variables. | |

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| *CL: K Item Difficulty: 0.73 Learning Objective: 02-02 Passer - Chapter 02 #66* |

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| 67. *(p. 46-47)* | Some psychologists studied bullying behaviour by elementary-aged children as it occurred during school recess. They found that:      |  |  | | --- | --- | | A. | the observations made during the research permitted causal conclusions about bullying behaviour. |  |  |  | | --- | --- | | B. | the research methods did not influence the children's behaviours. |  |  |  | | --- | --- | | **C.** | that schoolmates were frequently present during bullying episodes but rarely intervened. |  |  |  | | --- | --- | | D. | naturalistic observation was not an effective research method for studying children's bullying behaviour. | |

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| *CL: K Learning Objective: 02-02 Passer - Chapter 02 #67* |

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| 68. *(p. 47)* | Which of the following was discussed as a potential limitation of naturalistic observation?      |  |  | | --- | --- | | **A.** | The observer's presence may disrupt or influence the behaviour of the person or animal he/she is watching. |  |  |  | | --- | --- | | B. | The settings in which naturalistic observations typically occur tend to have low external validity. |  |  |  | | --- | --- | | C. | Naturalistic observation often makes improper use of random assignment. |  |  |  | | --- | --- | | D. | Naturalistic observation relies too heavily on the use of archival data about the person or animal being observed. | |

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| *CL: K Learning Objective: 02-02 Passer - Chapter 02 #68* |

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| 69. *(p. 47)* | What type of research gathers information about an area of interest by administering questionnaires or interviews to many people?      |  |  | | --- | --- | | A. | case studies |  |  |  | | --- | --- | | B. | naturalistic observations |  |  |  | | --- | --- | | **C.** | survey research |  |  |  | | --- | --- | | D. | experimental research | |

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| *CL: K Learning Objective: 02-02 Passer - Chapter 02 #69* |

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| 70. *(p. 47)* | In order to estimate the results in a local election, a pollster contacts a select group of people and asks them how they voted. The pollster is using which of the following research methods?      |  |  | | --- | --- | | A. | correlational research |  |  |  | | --- | --- | | **B.** | survey research |  |  |  | | --- | --- | | C. | a case study |  |  |  | | --- | --- | | D. | naturalistic observation | |

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| *CL: AP Item Difficulty: 0.94 Learning Objective: 02-02 Passer - Chapter 02 #70* |

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| 71. *(p. 47)* | In survey research, a population is defined as:      |  |  | | --- | --- | | A. | the people selected to be in a survey. |  |  |  | | --- | --- | | B. | the people who actually complete a survey. |  |  |  | | --- | --- | | C. | the individuals who responded in a survey with a particular response (e.g., 53 percent "yes", 47 percent "no"). |  |  |  | | --- | --- | | **D.** | all the individuals about whom we are interested in drawing conclusions. | |

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| *CL: K Learning Objective: 02-02 Passer - Chapter 02 #71* |

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| 72. *(p. 47)* | In survey research, a sample is defined as:      |  |  | | --- | --- | | **A.** | a subset of individuals drawn from the entire group in which we are interested. |  |  |  | | --- | --- | | B. | all the individuals about whom we are interested in drawing conclusions. |  |  |  | | --- | --- | | C. | a specific percentage of the individuals we are interested in drawing conclusions about. |  |  |  | | --- | --- | | D. | a pilot survey designed to determine whether there are any problems with the instrument. | |

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| *CL: K Learning Objective: 02-02 Passer - Chapter 02 #72* |

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| 73. *(p. 48)* | Dr. Jones is interested in conducting a survey of all the college students at her university. She is careful when conducting her research to make sure that each student on campus has an equal opportunity to participate in her survey. To create her survey sample, Dr. Jones will use:      |  |  | | --- | --- | | **A.** | random sampling. |  |  |  | | --- | --- | | B. | random assignment. |  |  |  | | --- | --- | | C. | random preference. |  |  |  | | --- | --- | | D. | random appointment. | |

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| *CL: C Learning Objective: 02-02 Passer - Chapter 02 #73* |

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| 74. *(p. 48)* | Sally wants to know what percentage of Canadian university students are receiving financial aid their first year in university. Sally attends a small university with a large percentage of students who commute to campus every day. Sally stands outside of the residence dining hall one weekday evening and hands out surveys to every third person entering the hall for dinner. Sally's data will be invalid because \_\_\_\_\_\_\_.      |  |  | | --- | --- | | **A.** | she did not use a representative sample. |  |  |  | | --- | --- | | B. | she did not define her population. |  |  |  | | --- | --- | | C. | she did not use random sampling. |  |  |  | | --- | --- | | D. | she did not pilot test her survey. | |

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| *CL: AP Item Difficulty: 0.86 Learning Objective: 02-02 Passer - Chapter 02 #74* |

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| 75. *(p. 48)* | A sample in a survey should accurately reflect the important characteristics of the population from which it is drawn. For example, if a certain population has 53% women and the sample has 53% women, then the sample is said to be a:      |  |  | | --- | --- | | A. | random sample. |  |  |  | | --- | --- | | **B.** | representative sample. |  |  |  | | --- | --- | | C. | random assignment. |  |  |  | | --- | --- | | D. | select sample. | |

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| *CL: C Item Difficulty: 0.96 Item Discrimination: 0.30 Learning Objective: 02-02 Passer - Chapter 02 #75* |

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| 76. *(p. 49)* | An advantage of survey research is that it:      |  |  | | --- | --- | | A. | allows us to make inferences regarding cause-effect relations. |  |  |  | | --- | --- | | **B.** | is an efficient way to gather information about people's opinions and lifestyles. |  |  |  | | --- | --- | | C. | is usually conducted without people knowing what they are being asked. |  |  |  | | --- | --- | | D. | is very effective at reducing the placebo effect. | |

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| *CL: C Learning Objective: 02-02 Passer - Chapter 02 #76* |

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| 77. *(p. 48-49)* | Which of the following statements regarding survey research is true?      |  |  | | --- | --- | | A. | It is better to have a smaller sample than a larger sample. |  |  |  | | --- | --- | | B. | It is better to have a larger unrepresentative sample than a smaller representative sample. |  |  |  | | --- | --- | | **C.** | It is better to have a smaller representative sample than a larger unrepresentative sample. |  |  |  | | --- | --- | | D. | It does not matter whether the sample size is small or large. | |

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| *CL: K Item Difficulty: 0.88 Learning Objective: 02-02 Passer - Chapter 02 #77* |

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| 78. *(p. 49)* | While conducting a research interview, a participant becomes slightly embarrassed and decides to answer the questions in such a way as to make himself look more friendly and acceptable to the interviewer. This example most clearly demonstrates which limitation of interview methods in research?      |  |  | | --- | --- | | A. | experimenter effects |  |  |  | | --- | --- | | B. | placebo effect |  |  |  | | --- | --- | | **C.** | social desirability bias |  |  |  | | --- | --- | | D. | random sampling | |

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| *CL: C Item Difficulty: 0.85 Learning Objective: 02-02 Passer - Chapter 02 #78* |

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| 79. *(p. 49)* | While conducting a phone survey, the interviewer asks questions in such a way that it influences and affects the answers of the people she is interviewing. This example most clearly demonstrates which limitation of survey research?      |  |  | | --- | --- | | A. | social desirability bias |  |  |  | | --- | --- | | B. | random assignment |  |  |  | | --- | --- | | **C.** | interviewer bias |  |  |  | | --- | --- | | D. | placebo effect | |

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| *CL: AN Learning Objective: 02-02 Passer - Chapter 02 #79* |

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| 80. *(p. 49)* | A researcher is examining the relation between two variables: variable X and variable Y. If she is conducting a correlational study, the researcher measures variable X and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ variable Y.      |  |  | | --- | --- | | A. | manipulates |  |  |  | | --- | --- | | B. | discounts |  |  |  | | --- | --- | | C. | maintains |  |  |  | | --- | --- | | **D.** | measures | |

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| *CL: K Learning Objective: 02-03 Passer - Chapter 02 #80* |

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| 81. *(p. 49)* | The main goal of correlational research is to:      |  |  | | --- | --- | | A. | determine cause-effect relationships. |  |  |  | | --- | --- | | B. | gather detailed information about a single variable. |  |  |  | | --- | --- | | **C.** | examine associations among several variables. |  |  |  | | --- | --- | | D. | observe behaviour in natural settings. | |

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| *CL: C Item Difficulty: 0.70 Item Discrimination: 0.70 Learning Objective: 02-03 Passer - Chapter 02 #81* |

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| 82. *(p. 58)* | Dr. Little has heard that people tend to become more politically conservative as they get older. She decides to conduct a study to see if this is true. She conducts a telephone survey where she asks participants their age and political affiliation. She then uses statistics to see whether there is a relationship between these two variables. Which of the following research designs best describes Dr. Little's research?      |  |  | | --- | --- | | A. | experimental research |  |  |  | | --- | --- | | **B.** | correlational research |  |  |  | | --- | --- | | C. | naturalistic observation |  |  |  | | --- | --- | | D. | narrative inquiry | |

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| *CL: AP Item Difficulty: 0.91 Item Discrimination: 0.10 Learning Objective: 02-01 Passer - Chapter 02 #82* |

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| 83. *(p. 51)* | It is difficult to draw causal inferences in correlational research because:      |  |  | | --- | --- | | A. | in correlational research variables are manipulated. |  |  |  | | --- | --- | | B. | of the placebo effect. |  |  |  | | --- | --- | | C. | of the social desirability bias. |  |  |  | | --- | --- | | **D.** | it is difficult to tell which variable causes the other. | |

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| *CL: C Learning Objective: 02-03 Passer - Chapter 02 #83* |

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| 84. *(p. 51)* | A researcher conducted a study relating the time parents spent with their children to their children's happiness. From a correlational analysis of the data, the researcher concluded that happier children are a result of parents spending more time with them. The possibility that the parents spent more time with their children *in* *response* *to* the fact that their children were happier is an example of:      |  |  | | --- | --- | | A. | the generalizability problem in correlational research. |  |  |  | | --- | --- | | **B.** | the bidirectionality problem in correlational research. |  |  |  | | --- | --- | | C. | the spurious relationship problem in correlational research. |  |  |  | | --- | --- | | D. | the third-variable problem in correlational research. | |

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| *CL: K Item Difficulty: 0.69 Learning Objective: 02-03 Passer - Chapter 02 #84* |

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| 85. *(p. 51)* | A psychologist notes that there is a correlation between physical health and the number of vacations that a person takes. People who take more vacations tend to have better physical health. After thinking about this result, you realize that this association may be due to a third factor: income. People with more income can afford more vacations and can afford better health care. Your explanation for this is most consistent with which limitation of correlational research?      |  |  | | --- | --- | | A. | the bidirectional causality problem |  |  |  | | --- | --- | | **B.** | the third variable problem |  |  |  | | --- | --- | | C. | the placebo effect |  |  |  | | --- | --- | | D. | experimenter expectancy effects | |

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| *CL: AP Learning Objective: 02-03 Passer - Chapter 02 #85* |

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| 86. *(p. 51)* | Dr. Gonzalez has just completed a correlational study where he found a strong association between parental expectations and child academic achievement. In other words, children who perform well in school tend to have parents who have high expectations of them. However, Dr. Gonzalez can't tell which variable causes the other. It may be that high expectations cause children to perform better, but it may be that children who perform better in school cause their parents to have higher expectations. This particular problem is known as:      |  |  | | --- | --- | | **A.** | the bidirectional causality problem. |  |  |  | | --- | --- | | B. | the third variable problem. |  |  |  | | --- | --- | | C. | poor external validity. |  |  |  | | --- | --- | | D. | the experimenter expectancy effect. | |

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| *CL: AP Learning Objective: 02-03 Passer - Chapter 02 #86* |

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| 87. *(p. 51)* | In a positive correlation, high scores on one variable are associated with \_\_\_\_\_\_\_\_\_\_\_\_ scores on a second variable.      |  |  | | --- | --- | | A. | below average |  |  |  | | --- | --- | | B. | low |  |  |  | | --- | --- | | C. | average |  |  |  | | --- | --- | | **D.** | high | |

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| *CL: K Learning Objective: 02-03 Passer - Chapter 02 #87* |

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| 88. *(p. 51)* | In a negative correlation, high scores on one variable are associated with \_\_\_\_\_\_\_\_\_\_\_\_ scores on a second variable.      |  |  | | --- | --- | | A. | above average |  |  |  | | --- | --- | | **B.** | low |  |  |  | | --- | --- | | C. | average |  |  |  | | --- | --- | | D. | high | |

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| *CL: K Learning Objective: 02-03 Passer - Chapter 02 #88* |

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| 89. *(p. 51)* | Dr. Lahore is a psychologist who is investigating the relation between stress and illness. In her research, she has observed that as stress increases, the occurrence of physical illness also tends to increase. The association between these two variables is an example of:      |  |  | | --- | --- | | **A.** | positive correlation. |  |  |  | | --- | --- | | B. | negative correlation. |  |  |  | | --- | --- | | C. | causal correlation. |  |  |  | | --- | --- | | D. | random correlation. | |

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| *CL: C Learning Objective: 02-03 Passer - Chapter 02 #89* |

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| 90. *(p. 51)* | A clinical psychologist has observed that there appears to be an association between parental anger and childhood self-esteem. In particular, parents who score higher on ratings of anger and hostility tend to have children who have lower self-esteem. If this psychologist's impressions are correct, the relation between parental anger and childhood self-esteem would be an example of:      |  |  | | --- | --- | | A. | positive correlation. |  |  |  | | --- | --- | | B. | causal correlation. |  |  |  | | --- | --- | | **C.** | negative correlation. |  |  |  | | --- | --- | | D. | random correlation. | |

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| *CL: C Item Difficulty: 0.83 Learning Objective: 02-03 Passer - Chapter 02 #90* |

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| 91. *(p. 51)* | A statistic that indicates the strength and direction of a relation between two variables is a \_\_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | relation coefficient |  |  |  | | --- | --- | | B. | association coefficient |  |  |  | | --- | --- | | **C.** | correlation coefficient |  |  |  | | --- | --- | | D. | causality coefficient | |

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| *CL: K Learning Objective: 02-03 Passer - Chapter 02 #91* |

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| 92. *(p. 51)* | The plus or minus sign (+/-) on the correlation coefficient reflects:      |  |  | | --- | --- | | A. | the strength of the association. |  |  |  | | --- | --- | | **B.** | the direction of the association. |  |  |  | | --- | --- | | C. | the magnitude of the association. |  |  |  | | --- | --- | | D. | the validity of the association. | |

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| *CL: K Item Difficulty: 0.89 Learning Objective: 02-03 Passer - Chapter 02 #92* |

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| 93. *(p. 51-52)* | The size or absolute value of the correlation coefficient tells us:      |  |  | | --- | --- | | **A.** | the strength of the association. |  |  |  | | --- | --- | | B. | the validity of the association. |  |  |  | | --- | --- | | C. | the direction of the association. |  |  |  | | --- | --- | | D. | the randomness of the association. | |

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| *CL: K Learning Objective: 02-03 Passer - Chapter 02 #93* |

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| 94. *(p. 51-52)* | Which of the following statements regarding correlation coefficients is false?      |  |  | | --- | --- | | A. | A correlation of +0.75 indicates a stronger association than a correlation of +0.50. |  |  |  | | --- | --- | | B. | A correlation of -0.75 indicates a stronger association than a correlation of +0.50. |  |  |  | | --- | --- | | C. | A correlation of -0.75 indicates a stronger association than a correlation of -0.50. |  |  |  | | --- | --- | | **D.** | A correlation of +0.50 indicates a stronger association than a correlation of -0.75. | |

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| *CL: AN Learning Objective: 02-03 Passer - Chapter 02 #94* |

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| 95. *(p. 51-52)* | When Dr. Pressley examines the study habits of his students he finds that as the number of hours they spend studying increases, so do their grades. He finds an even stronger correlation between partying and grades in that as their grades improve the number of hours they spend partying decreases. When he runs the statistics on these data he finds which of the following correlation coefficients for hours studying with grades and hours partying with grades respectively:      |  |  | | --- | --- | | **A.** | +0.34; -0.63 |  |  |  | | --- | --- | | B. | -0.34; +0.63 |  |  |  | | --- | --- | | C. | +0.63; -0.34 |  |  |  | | --- | --- | | D. | -0.63; +0.34 | |

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| *CL: AN Item Difficulty: 0.72 Learning Objective: 02-03 Passer - Chapter 02 #95* |

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| 96. *(p. 52)* | A graph used to represent a correlation between two variables is called a \_\_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | scattergram |  |  |  | | --- | --- | | **B.** | scatterplot |  |  |  | | --- | --- | | C. | correlation map |  |  |  | | --- | --- | | D. | association chart | |

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| *CL: K Learning Objective: 02-03 Passer - Chapter 02 #96* |

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| 97. *(p. 52)* | One of the significant advantages of correlational research is that:      |  |  | | --- | --- | | A. | it can be used to infer causal relations. |  |  |  | | --- | --- | | B. | it is not susceptible to the social desirability bias. |  |  |  | | --- | --- | | **C.** | it can be used to make predictions. |  |  |  | | --- | --- | | D. | it tends to have higher internal validity than do other research methods. | |

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| *CL: K Learning Objective: 02-03 Passer - Chapter 02 #97* |

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| 98. *(p. 51)* | Assume that there is a strong negative correlation between two variables: variable 1 and variable 2. If you know that a person's score on variable 1 is low, what would be your best prediction for the person's score on variable 2?      |  |  | | --- | --- | | A. | The person's score on variable 2 should also be low. |  |  |  | | --- | --- | | **B.** | The person's score on variable 2 should be high. |  |  |  | | --- | --- | | C. | The person's score on variable 2 should be average. |  |  |  | | --- | --- | | D. | The person's score on variable 2 should be above average. | |

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| *CL: C Item Difficulty: 0.85 Item Discrimination: 0.30 Learning Objective: 02-03 Passer - Chapter 02 #98* |

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| 99. *(p. 52)* | Danny owns an ice cream stand near the beach. He knows that he sells more ice cream on sunny days than on days when it is cloudy. Danny has some researchers collect data for him so that he can be more efficient when he orders his ice cream. This example illustrates which of the primary functions of correlational research?      |  |  | | --- | --- | | A. | efficiency |  |  |  | | --- | --- | | **B.** | prediction |  |  |  | | --- | --- | | C. | causality |  |  |  | | --- | --- | | D. | directionality | |

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| *CL: AP Learning Objective: 02-03 Passer - Chapter 02 #99* |

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| 100. *(p. 51)* | Assume that there is a strong positive correlation between two variables: variable A and variable B. If you know that a person's score on variable A is low, what would be your best prediction for the person's score on variable B?      |  |  | | --- | --- | | **A.** | The person's score on variable B should also be low. |  |  |  | | --- | --- | | B. | The person's score on variable B should be high. |  |  |  | | --- | --- | | C. | The person's score on variable B should be average. |  |  |  | | --- | --- | | D. | The person's score on variable B should be below average. | |

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| *CL: C Item Difficulty: 0.91 Learning Objective: 02-03 Passer - Chapter 02 #100* |

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| 101. *(p. 52)* | We can best predict the value of one variable from the value of another variable if the two variables have a correlation coefficient of:      |  |  | | --- | --- | | A. | +0.00 |  |  |  | | --- | --- | | B. | -0.50 |  |  |  | | --- | --- | | **C.** | -0.75 |  |  |  | | --- | --- | | D. | +0.60 | |

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| *CL: AN Item Difficulty: 0.73 Learning Objective: 02-03 Passer - Chapter 02 #101* |

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| 102. *(p. 53)* | In experimental research, the researcher manipulates the independent variable and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the dependent variable.      |  |  | | --- | --- | | A. | manipulates |  |  |  | | --- | --- | | **B.** | measures |  |  |  | | --- | --- | | C. | maintains |  |  |  | | --- | --- | | D. | discounts | |

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| *CL: K Learning Objective: 02-03 Passer - Chapter 02 #102* |

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| 103. *(p. 53)* | Experimental research contains three essential steps: manipulate one variable, measure whether this manipulation affects another variable, and:      |  |  | | --- | --- | | A. | calculate the correlation between the two variables. |  |  |  | | --- | --- | | B. | attempt to manipulate other factors. |  |  |  | | --- | --- | | **C.** | attempt to control or hold constant other factors. |  |  |  | | --- | --- | | D. | use random sampling. | |

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| *CL: K Item Difficulty: 0.73 Learning Objective: 02-03 Passer - Chapter 02 #103* |

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| 104. *(p. 53)* | What are the three essential characteristics of experimentation?      |  |  | | --- | --- | | A. | measure one variable, measure another variable, examine correlation between the two variables |  |  |  | | --- | --- | | **B.** | manipulate one variable, measure another variable, attempt to control other factors |  |  |  | | --- | --- | | C. | manipulate one variable, manipulate another variable, examine correlation between the two |  |  |  | | --- | --- | | D. | manipulate one variable, manipulate another variable, attempt to control all other factors | |

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| *CL: K Learning Objective: 02-03 Passer - Chapter 02 #104* |

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| 105. *(p. 54)* | In experimental research, one variable is manipulated by the experimenter. This is called the \_\_\_\_\_\_\_\_\_\_ variable.      |  |  | | --- | --- | | **A.** | independent |  |  |  | | --- | --- | | B. | dependent |  |  |  | | --- | --- | | C. | operational |  |  |  | | --- | --- | | D. | random | |

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| *CL: K Item Difficulty: 0.88 Learning Objective: 02-03 Passer - Chapter 02 #105* |

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| 106. *(p. 54)* | Which of following most accurately describes the distinction between independent and dependent variables?      |  |  | | --- | --- | | A. | The dependent a variable is correlated with the independent variable. |  |  |  | | --- | --- | | B. | The independent variable is correlated with the dependent variable. |  |  |  | | --- | --- | | **C.** | The dependent variable "depends upon" the independent variable. |  |  |  | | --- | --- | | D. | The independent variable "depends upon" the dependent variable. | |

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| *CL: K Learning Objective: 02-03 Passer - Chapter 02 #106* |

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| 107. *(p. 54)* | An educational psychologist wants to study the effectiveness of using the Internet as an instructional method used during academic courses. She designs a study in which one group of students is assigned to take a course in a standard classroom with a live instructor. Another group of students is assigned to take the same course over the Internet. The psychologist then compares the course grades for students in each of the two groups. In this case, the instruction group (regular class vs. Internet class) would be considered the:      |  |  | | --- | --- | | A. | dependent variable. |  |  |  | | --- | --- | | B. | correlational variable. |  |  |  | | --- | --- | | C. | confounding variable. |  |  |  | | --- | --- | | **D.** | independent variable. | |

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| *CL: AN Learning Objective: 02-03 Passer - Chapter 02 #107* |

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| 108. *(p. 53)* | Dr. White wants to look at the impact of failure on self-esteem. He designs an experiment where half of the participants are led to believe that they have failed on an ambiguous task, while the other half of the participants are told that they have succeeded. Dr. White then has the people in his study complete a questionnaire measuring self-esteem and he looks to see if there are any differences in self-esteem between the success and failure groups. In this example, self-esteem would be considered the:      |  |  | | --- | --- | | **A.** | dependent variable. |  |  |  | | --- | --- | | B. | independent variable. |  |  |  | | --- | --- | | C. | placebo variable. |  |  |  | | --- | --- | | D. | confounding variable. | |

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| *CL: AN Item Difficulty: 0.73 Learning Objective: 02-03 Passer - Chapter 02 #108* |

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| 109. *(p. 54)* | A stress researcher wants to look at the effect of meditation on anxiety. To do this, she creates two groups of subjects: one group receives instruction in meditation, while the other receives no training at all. One month later, she has subjects complete a questionnaire designed to measure anxiety and she looks to see whether there are any differences in anxiety between the two groups. In this experiment, the meditation condition (meditation vs. no meditation) is the independent variable and anxiety is the \_\_\_\_\_\_\_\_\_\_\_\_\_ variable.      |  |  | | --- | --- | | A. | independent |  |  |  | | --- | --- | | **B.** | dependent |  |  |  | | --- | --- | | C. | correlational |  |  |  | | --- | --- | | D. | confounding | |

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| *CL: C Learning Objective: 02-03 Passer - Chapter 02 #109* |

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| 110. *(p. 54)* | Amy conducts an experiment in which she discovers that brunettes have more fun. She has three brunette females and three blond females go to the same party and record how many times they were asked to dance. In her experiment, Amy has defined the dependent variable as the number of times they were asked to dance, and her \_\_\_\_\_\_\_\_\_\_\_ as hair colour.      |  |  | | --- | --- | | A. | correlational variable |  |  |  | | --- | --- | | B. | extraneous variable |  |  |  | | --- | --- | | C. | confounding variable. |  |  |  | | --- | --- | | **D.** | independent variable. | |

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| *CL: C Learning Objective: 02-03 Passer - Chapter 02 #110* |

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| 111. *(p. 54)* | In an experiment, a group that is not exposed to the treatment or that receives a zero-level of the independent variable is called the \_\_\_.      |  |  | | --- | --- | | A. | comparison group |  |  |  | | --- | --- | | B. | experimental group |  |  |  | | --- | --- | | C. | independent group |  |  |  | | --- | --- | | **D.** | control group | |

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| *CL: K Learning Objective: 02-03 Passer - Chapter 02 #111* |

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| 112. *(p. 54)* | Control groups are important in experiments because:      |  |  | | --- | --- | | A. | they make calculations of the correlation coefficient possible. |  |  |  | | --- | --- | | **B.** | they provide a standard of comparison for the experimental group. |  |  |  | | --- | --- | | C. | they provide a needed comparison of the confounding variables. |  |  |  | | --- | --- | | D. | they decrease internal validity and external validity. | |

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| *CL: K Item Difficulty: 0.93 Learning Objective: 02-03 Passer - Chapter 02 #112* |

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| 113. *(p. 54)* | An animal researcher is studying the effect of a new drug on the memory of mice. One group of mice receives the drug while a second group does not. The memory of the mice is then tested by how quickly they can negotiate a previously learned maze. In this example, the group of mice that does not receive the drug would be considered the:      |  |  | | --- | --- | | A. | experimental group. |  |  |  | | --- | --- | | B. | correlational group. |  |  |  | | --- | --- | | **C.** | control group. |  |  |  | | --- | --- | | D. | independent group. | |

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| *CL: C Learning Objective: 02-03 Passer - Chapter 02 #113* |

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| 114. *(p. 54)* | A clinical psychologist has developed a new form of psychotherapy to treat a particular personality disorder. In order to test its effectiveness, a group of people with the personality disorder is selected to receive the therapy for 8 weeks. A second group of people with the disorder is also created, but this group receives no therapy at all. At the end of the 8 weeks, the mental health of people in both groups is assessed to evaluate the new psychotherapy. In this study, the people who did not receive any therapy would be in the:      |  |  | | --- | --- | | A. | experimental group. |  |  |  | | --- | --- | | **B.** | control group. |  |  |  | | --- | --- | | C. | random group. |  |  |  | | --- | --- | | D. | sample group. | |

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| *CL: C Learning Objective: 02-03 Passer - Chapter 02 #114* |

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| 115. *(p. 54)* | The experimental group is to the control group as:      |  |  | | --- | --- | | A. | the treatment of the independent variable is to the zero-level of the dependent variable. |  |  |  | | --- | --- | | B. | the treatment of the independent variable is to the active level of the independent variable. |  |  |  | | --- | --- | | **C.** | the active level of the independent variable is to the zero-level of the independent variable. |  |  |  | | --- | --- | | D. | the active level of the independent variable is to the treatment of the dependent variable. | |

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| *CL: K Item Difficulty: 0.60 Learning Objective: 02-03 Passer - Chapter 02 #115* |

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| 116. *(p. 55)* | If you are a participant in an experimental study, the procedure that insures that you have an equal chance of being in any group or condition within the experiment is called:      |  |  | | --- | --- | | A. | random sampling. |  |  |  | | --- | --- | | B. | random choice. |  |  |  | | --- | --- | | C. | random assortment. |  |  |  | | --- | --- | | **D.** | random assignment. | |

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| *CL: K Learning Objective: 02-03 Passer - Chapter 02 #116* |

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| 117. *(p. 55)* | In survey research, random sampling is typically used to insure that a sample is representative, while in experiments, a different method is used to balance differences between subjects across the various experimental groups. The method used in experiments is called:      |  |  | | --- | --- | | **A.** | random assignment |  |  |  | | --- | --- | | B. | random choice |  |  |  | | --- | --- | | C. | random appointment |  |  |  | | --- | --- | | D. | random assortment | |

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| *CL: K Learning Objective: 02-03 Passer - Chapter 02 #117* |

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| 118. *(p. 55)* | Dr. Jun is conducting an experiment that has two experimental groups. In order to control for differences among her subjects, she flips a coin and uses chance to determine which subjects belong in which group. The procedure that Dr. Jun is using to place participants in the various groups is called:      |  |  | | --- | --- | | A. | random sampling. |  |  |  | | --- | --- | | **B.** | random assignment. |  |  |  | | --- | --- | | C. | random grouping. |  |  |  | | --- | --- | | D. | random choice. | |

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| *CL: C Item Difficulty: 0.80 Learning Objective: 02-03 Passer - Chapter 02 #118* |

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| 119. *(p. 55)* | Random assignment is important in experiments because:      |  |  | | --- | --- | | A. | it eliminates experimenter expectancy effects. |  |  |  | | --- | --- | | B. | it insures that the samples are representative of the population. |  |  |  | | --- | --- | | C. | it holds differences among participants constant. |  |  |  | | --- | --- | | **D.** | it balances differences among participants across conditions of the experiment. | |

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| *CL: K Item Difficulty: 0.64 Learning Objective: 02-03 Passer - Chapter 02 #119* |

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| 120. *(p. 55)* | In experiments, researchers often use random assignment to place participants in various groups or conditions in their experiments. An alternative to random assignment is to design the study in such a way that each participant:      |  |  | | --- | --- | | **A.** | is exposed to all conditions in the experiment. |  |  |  | | --- | --- | | B. | is equally likely to end up in any one of the experimental conditions. |  |  |  | | --- | --- | | C. | may be randomly sampled. |  |  |  | | --- | --- | | D. | may receive both the independent and dependent variables. | |

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| *CL: K Learning Objective: 02-03 Passer - Chapter 02 #120* |

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| 121. *(p. 55)* | Dr. Williams is conducting an experiment and decides to use a design in which each participant will be exposed to all of the conditions in her study. In designing her study, Dr. Williams is:      |  |  | | --- | --- | | A. | making use of random assignment. |  |  |  | | --- | --- | | **B.** | making use of an alternative to random assignment. |  |  |  | | --- | --- | | C. | using the double-blind procedure. |  |  |  | | --- | --- | | D. | controlling the placebo effect. | |

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| *CL: K Item Difficulty: 0.64 Learning Objective: 02-03 Passer - Chapter 02 #121* |

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| 122. *(p. 55)* | As an alternative to random assignment, researchers will sometimes design experiments where each participant is exposed to all conditions or groups in an experiment. This second procedure controls for differences between individual participants by:      |  |  | | --- | --- | | A. | balancing these differences between the conditions or groups. |  |  |  | | --- | --- | | **B.** | holding these differences constant. |  |  |  | | --- | --- | | C. | making use of the double-blind procedure. |  |  |  | | --- | --- | | D. | increasing external validity. | |

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| *CL: K Learning Objective: 02-03 Passer - Chapter 02 #122* |

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| 123. *(p. 55)* | Random assignment controls for important differences among individual participants by balancing them. This is in contrast to designs in which each participant is exposed to each condition or group in an experiment. This latter design controls for individual differences by \_\_\_\_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | randomly sampling them |  |  |  | | --- | --- | | B. | controlling the placebo effect |  |  |  | | --- | --- | | **C.** | holding them constant |  |  |  | | --- | --- | | D. | balancing these differences between the conditions or groups | |

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| *CL: K Learning Objective: 02-03 Passer - Chapter 02 #123* |

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| 124. *(p. 55)* | In a memory experiment, participants are asked to learn a list of words and then are tested on the list and the number of words they recall is recorded. In total, participants will be learning three word lists. Each of the word lists is of equivalent difficulty, the first list contains proper nouns, the second list contains breeds of dogs, and the third is a list of kitchen appliances. After working with 20 participants, the researchers notice that participants are better at recalling the proper nouns, the first list of the three that they learn. How can the researchers be certain that proper nouns are actually easier to recall and are not recalled better because they are the first words participants learn?      |  |  | | --- | --- | | A. | vary the dependent variable between conditions. |  |  |  | | --- | --- | | B. | take a random sample of the participants' answers. |  |  |  | | --- | --- | | C. | add a control group that only learns proper nouns. |  |  |  | | --- | --- | | **D.** | counterbalance the order of the word lists. | |

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| *CL: AP Item Difficulty: 0.74 Learning Objective: 02-03 Passer - Chapter 02 #124* |

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| 125. *(p. 56)* | Strayer and colleagues wanted to establish if there was a causal relationship between cell phone use while driving and increased risk of vehicular collision. The independent and dependent variables in that experiment were, respectively:      |  |  | | --- | --- | | **A.** | whether or not the person was talking on a cell phone, and their braking reaction time. |  |  |  | | --- | --- | | B. | the undergraduate students with a range of driving experience and visual acuity, and whether or not the person was talking on a cell phone. |  |  |  | | --- | --- | | C. | braking reaction time and whether or not the person was talking on a cell phone. |  |  |  | | --- | --- | | D. | whether or not the person was talking on a cell phone, and the undergraduate students with a range of driving experience and visual acuity. | |

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| *CL: K Learning Objective: 02-03 Passer - Chapter 02 #125* |

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| 126. *(p. 55-56)* | Strayer and colleagues wanted to establish if there was a causal relationship between cell phone use while driving, traffic density and increased risk of vehicular collision. They found evidence of an interaction because:      |  |  | | --- | --- | | A. | cell phone use lead to an increase in braking reaction time in both the low and high traffic conditions. |  |  |  | | --- | --- | | B. | cell phone use lead to an increase in braking reaction time in the low traffic density condition. |  |  |  | | --- | --- | | **C.** | cell phone use lead to increase in braking reaction time only in the high traffic density condition. |  |  |  | | --- | --- | | D. | cell phone use did not affect reaction time in regardless of traffic density. | |

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| *CL: K Learning Objective: 02-03 Passer - Chapter 02 #126* |

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| 127. *(p. 55)* | Often, psychological researchers will manipulate more than one variable in an experiment. The main reason for this is that:      |  |  | | --- | --- | | A. | it reduces demand characteristics. |  |  |  | | --- | --- | | **B.** | it better captures the complexity of human behaviour. |  |  |  | | --- | --- | | C. | it allows variables to be both independent variables and dependent variables at the same time. |  |  |  | | --- | --- | | D. | it reduces experimenter expectancy effects. | |

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| *CL: K Item Difficulty: 0.38 Learning Objective: 02-03 Passer - Chapter 02 #127* |

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| 128. *(p. 54)* | A researcher conducted an experiment assessing the effect of alcohol and expectation on sexual arousal. How many independent variables are there in this experiment?      |  |  | | --- | --- | | A. | 0 |  |  |  | | --- | --- | | B. | 1 |  |  |  | | --- | --- | | **C.** | 2 |  |  |  | | --- | --- | | D. | 3 | |

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| *CL: AN Item Difficulty: 0.47 Item Discrimination: 0.10 Learning Objective: 02-03 Passer - Chapter 02 #128* |

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| 129. *(p. 56)* | The text discussed research to establish if there was a causal relationship between cell phone use while driving, traffic density and increased risk of vehicular collision. Which of the following accurately describes the independent and dependent variables in this research?      |  |  | | --- | --- | | A. | Traffic density is the independent variable, and cell phone use and risk of vehicular collision are the dependent variables. |  |  |  | | --- | --- | | B. | Cell phone use and risk of vehicular collision are the independent variables, and traffic density is the dependent variable. |  |  |  | | --- | --- | | **C.** | Cell phone use and traffic density are the independent variables, and risk of vehicular collision is the dependent variable. |  |  |  | | --- | --- | | D. | Risk of vehicular collision is the independent variable, and cell phone use and traffic density are the dependent variables. | |

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| *CL: AN Learning Objective: 02-03 Passer - Chapter 02 #129* |

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| 130. *(p. 49-55)* | One of the differences between experimental research and correlational research is that:      |  |  | | --- | --- | | A. | in experimental research all variables are measured, while in correlational research at least one variable is manipulated. |  |  |  | | --- | --- | | **B.** | in correlational research all variables are measured, while in experimental research at least one variable is manipulated. |  |  |  | | --- | --- | | C. | experimental research tends to use random sampling, while correlational research tends to use random assignment. |  |  |  | | --- | --- | | D. | experimental research tends to have higher external validity than correlational research. | |

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| *CL: AN Item Difficulty: 0.80 Learning Objective: 02-03 Passer - Chapter 02 #130* |

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| 131. *(p. 57)* | The type of method that allows for examining cause and effect relations is:      |  |  | | --- | --- | | A. | a case study. |  |  |  | | --- | --- | | B. | a survey. |  |  |  | | --- | --- | | C. | a correlational study. |  |  |  | | --- | --- | | **D.** | an experiment. | |

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| *CL: K Learning Objective: 02-02 Passer - Chapter 02 #131* |

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| 132. *(p. 49-55)* | Which of the following statements regarding the differences between experimental and correlational research is true?      |  |  | | --- | --- | | A. | Correlational research tends to take place in the laboratory, while experimental research usually studies behaviours in more natural contexts. |  |  |  | | --- | --- | | B. | Correlational research is better suited for examining cause-effect relations than is experimental research. |  |  |  | | --- | --- | | **C.** | Experimental research is better suited for examining cause-effect relations than is correlational research. |  |  |  | | --- | --- | | D. | Experimental research only measures variables, while correlational research manipulates at least one variable. | |

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| *CL: K Learning Objective: 02-03 Passer - Chapter 02 #132* |

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| 133. *(p. 49-55)* | Which of the following statements regarding the differences between experimental and correlational research is **FALSE**?      |  |  | | --- | --- | | **A.** | Correlational research makes more use of random assignment than does experimental research. |  |  |  | | --- | --- | | B. | Most experimental research takes place in the laboratory, while correlational research tends to use more natural contexts. |  |  |  | | --- | --- | | C. | In experimental research, at least one variable is measured, while in correlational research, all variables are measured. |  |  |  | | --- | --- | | D. | Correlational researchers are not able to keep extraneous factors constant the way that experimental researchers can. | |

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| *CL: AN Learning Objective: 02-03 Passer - Chapter 02 #133* |

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| 134. *(p. 57)* | Jake and Jack are both interesting in the effect of the loud music from the dorm room next door on their grades. Jake records the days and hours the music is loud and compares that information to the grades he received on exams taken the days following the loud music. Jack plays his own music loud before his first psychology exam and quietly before his second exam. He then compares his exam scores. The primary difference in the way Jake and Jack conducted their research is:      |  |  | | --- | --- | | A. | Jack only looked at psychology exams and Jake used several courses. |  |  |  | | --- | --- | | B. | Jack had fewer types of data than did Jake. |  |  |  | | --- | --- | | C. | Jake took more accurate measurements than Jack. |  |  |  | | --- | --- | | **D.** | Jake used correlational data and Jack manipulated a variable. | |

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| *CL: AN Learning Objective: 02-03 Passer - Chapter 02 #134* |

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| 135. *(p. 57)* | Internal validity represents the degree to which:      |  |  | | --- | --- | | A. | the results from an experiment are generalizable to other situations. |  |  |  | | --- | --- | | **B.** | an experiment supports clear causal conclusions. |  |  |  | | --- | --- | | C. | a sample is representative of the population from which it is drawn. |  |  |  | | --- | --- | | D. | it effectively utilizes random sampling. | |

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| *CL: K Learning Objective: 02-04 Passer - Chapter 02 #135* |

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| 136. *(p. 57)* | If an experiment allows for clear causal conclusions to be drawn, it is said to have strong:      |  |  | | --- | --- | | A. | operational definitions. |  |  |  | | --- | --- | | B. | external validity. |  |  |  | | --- | --- | | **C.** | internal validity. |  |  |  | | --- | --- | | D. | hypotheses. | |

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| *CL: K Item Difficulty: 0.86 Learning Objective: 02-04 Passer - Chapter 02 #136* |

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| 137. *(p. 69)* | All of the following decrease internal validity **EXCEPT**:      |  |  | | --- | --- | | **A.** | random assignment. |  |  |  | | --- | --- | | B. | confounding variables. |  |  |  | | --- | --- | | C. | demand characteristics. |  |  |  | | --- | --- | | D. | the placebo effect. | |

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| *CL: K Item Difficulty: 0.78 Learning Objective: 02-04 Passer - Chapter 02 #137* |

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| 138. *(p. 57-58)* | A psychologist is interested looking at the effectiveness of a new computer program in helping students learn math. She decides to test this new program with a group of middle school students. At this particular school, the boys and girls tend to be disruptive when they are in the same classroom, so she decides to run them in separate groups in the experiment. She creates a group of boys who each use the computer program four times per week. She creates a group of girls to serve as a comparison group and they not get the computer program. This experimental design is flawed because gender is a confounding variable and as a result the following has been lowered:      |  |  | | --- | --- | | **A.** | internal validity |  |  |  | | --- | --- | | B. | external validity |  |  |  | | --- | --- | | C. | internal reliability |  |  |  | | --- | --- | | D. | external reliability | |

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| *CL: AP Item Difficulty: 0.69 Item Discrimination: 0.30 Learning Objective: 02-04 Passer - Chapter 02 #138* |

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| 139. *(p. 57-58)* | Canadian researchers Thompson, Schellenberg, and Husain conducted an experiment in which they assigned university students to either a group that listened to a Mozart Sonata (happy music) or a group that listened to an Albinoni Adagio (sad music). Thompson et al. concluded that what previous researchers had called the "Mozart effect" was really an artifact of the participants' arousal and positive mood. Thompson et al. were claiming that:      |  |  | | --- | --- | | A. | listening to the Mozart Sonata created demand characteristics for the participants. |  |  |  | | --- | --- | | B. | the Mozart Sonata acted as a placebo in their experiment. |  |  |  | | --- | --- | | C. | the "Mozart effect" resulted from an experimenter expectancy effect. |  |  |  | | --- | --- | | **D.** | arousal and positive mood were confounds of the "Mozart effect". | |

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| *CL: K Item Difficulty: 0.79 Learning Objective: 02-04 Passer - Chapter 02 #139* |

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| 140. *(p. 44, 57)* | Which of the following methods can be used to study rare phenomena in-depth?      |  |  | | --- | --- | | **A.** | Case studies |  |  |  | | --- | --- | | B. | Naturalistic observations |  |  |  | | --- | --- | | C. | Correlational studies |  |  |  | | --- | --- | | D. | Experiments | |

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| *CL: K Learning Objective: 02-02 Passer - Chapter 02 #140* |

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| 141. *(p. 71)* | A researcher is interested in studying the Canadian women's beliefs about the pros and cons of sending a child to daycare. She recruits ten women from a major city in each province and territory and asks them to fill in a survey and mail it back to her. The population for this study would be:      |  |  | | --- | --- | | **A.** | all women in Canada |  |  |  | | --- | --- | | B. | all of the women in the major cities were recruitment occurred. |  |  |  | | --- | --- | | C. | the ten women from each major city that were recruited. |  |  |  | | --- | --- | | D. | the women who actually returned the survey. | |

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| *CL: AP Learning Objective: 02-02 Passer - Chapter 02 #141* |

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| 142. *(p. 48)* | One of the problems with collecting data over the internet is:      |  |  | | --- | --- | | A. | cost. |  |  |  | | --- | --- | | B. | random assignment. |  |  |  | | --- | --- | | C. | experimenter expectancy effects. |  |  |  | | --- | --- | | **D.** | sampling bias. | |

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| *CL: K Learning Objective: 02-02 Passer - Chapter 02 #142* |

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| 143. *(p. 58-59)* | The placebo effect refers to:      |  |  | | --- | --- | | A. | how participants can change their behaviour based on what they think the hypotheses of an experiment are. |  |  |  | | --- | --- | | **B.** | how participant's behaviour can change because of their expectations rather than the treatments they receive. |  |  |  | | --- | --- | | C. | the problems associated with drawing causal conclusions in correlational research. |  |  |  | | --- | --- | | D. | how researcher's can accidentally or unintentionally manipulate other dependent variables. | |

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| *CL: K Learning Objective: 02-04 Passer - Chapter 02 #143* |

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| 144. *(p. 58-59)* | A researcher conducting a study on the effectiveness of a new prescription medication gives the actual medication to a group of people. A second group of participants are told they are receiving the medication but instead are given an inert sugar pill. Though the drug is found to be effective for the people who actually took it, a sizeable percentage of the people given the sugar pill also improve. The improvement of this second group is most likely due to:      |  |  | | --- | --- | | A. | experimenter expectancy effects. |  |  |  | | --- | --- | | **B.** | the placebo effect. |  |  |  | | --- | --- | | C. | social desirability bias. |  |  |  | | --- | --- | | D. | random sampling | |

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| *CL: AP Item Difficulty: 0.97 Learning Objective: 02-04 Passer - Chapter 02 #144* |

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| 145. *(p. 58-59)* | Sally has been suffering from depression and finally decides to seek help from a clinical psychologist. After a couple of months of therapy, Sally's depression starts to lift. However, her improvement really isn't due to any of the therapy she has received from her therapist but instead is a product of Sally's expectation that psychotherapy is supposed to be effective and therefore she should be getting better. This example is best considered as an example of:      |  |  | | --- | --- | | A. | an experimenter expectancy effect. |  |  |  | | --- | --- | | B. | the double-blind effect. |  |  |  | | --- | --- | | **C.** | the placebo effect. |  |  |  | | --- | --- | | D. | social desirability. | |

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| *CL: AP Learning Objective: 02-04 Passer - Chapter 02 #145* |

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| 146. *(p. 58-59)* | Placebo effects make it difficult to draw causal conclusions because we can't tell whether:      |  |  | | --- | --- | | **A.** | it is the treatment or participants' expectations that are responsible for the results. |  |  |  | | --- | --- | | B. | it is the treatment or the experimenters' behaviours that are responsible for the results. |  |  |  | | --- | --- | | C. | it is a function of whether random sampling or random assignment is the appropriate procedure. |  |  |  | | --- | --- | | D. | it is the independent variable or the dependent variable that is responsible for the results. | |

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| *CL: C Item Difficulty: 0.83 Item Discrimination: 0.50 Learning Objective: 02-04 Passer - Chapter 02 #146* |

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| 147. *(p. 58-59)* | Experimenter expectancy effects are:      |  |  | | --- | --- | | A. | subtle and unintentional cues that participants pick up about the hypotheses of an experiment. |  |  |  | | --- | --- | | **B.** | subtle and unintentional ways that experimenters can influence their participants to respond in ways consistent with experimental hypotheses. |  |  |  | | --- | --- | | C. | instances where participants improve because of their expectations rather than the actual treatments they receive. |  |  |  | | --- | --- | | D. | instances where experimenters mistakenly use random selection instead of random assignment. | |

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| *CL: K Learning Objective: 02-04 Passer - Chapter 02 #147* |

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| 148. *(p. 59)* | The internal validity of an experiment is lowered by experimenter expectancy effects because:      |  |  | | --- | --- | | **A.** | the behaviour of the experimenter may have caused the participants to respond the way they did. |  |  |  | | --- | --- | | B. | there is a confounding effect and you can't tell whether the independent variable or the dependent variable caused the results. |  |  |  | | --- | --- | | C. | the results of the experiment may have been due to participants' expectations about the treatment they thought they were receiving. |  |  |  | | --- | --- | | D. | the experimenter made a mistake in using a correlational design instead of an experimental design. | |

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| *CL: C Learning Objective: 02-04 Passer - Chapter 02 #148* |

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| 149. *(p. 59)* | Dr. Treadwell is designing a study to test the effectiveness of a new memory enhancement technique. He has two research assistants who will be carrying out the research for him and because he is curious, he tells one of the research assistants to expect the technique to significantly improve memory while he tells the other assistant to expect only a moderate improvement. Neither research assistant mentions their expectations to the participants. After the study has been completed, Dr. Treadwell notices that each research assistant obtained results consistent with what they had been led to expect. Participants who had the first research assistant actually showed a significant improvement in memory while participants who had the second research assistant only showed a moderate improvement. This result is most likely an example of:      |  |  | | --- | --- | | A. | the placebo effect. |  |  |  | | --- | --- | | B. | social desirability bias. |  |  |  | | --- | --- | | **C.** | experimenter expectancy effects. |  |  |  | | --- | --- | | D. | the double-blind procedure. | |

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| *CL: AP Learning Objective: 02-04 Passer - Chapter 02 #149* |

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| 150. *(p. 59)* | In a famous experiment by Robert Rosenthal and Lenore Jacobson (1966), teachers at an elementary school were told at the beginning of the year that certain students were "late bloomers" and most likely these particular students were going to become strong students during the school year ahead. Sure enough, by the end of the year, the identified students were doing much better in school. Interestingly, the researchers had selected these children randomly at the beginning of the year and they had no real evidence on which to base their predictions. The findings in this study are most similar or analogous to the problem of:      |  |  | | --- | --- | | A. | social desirability bias. |  |  |  | | --- | --- | | **B.** | experimenter expectancy effects. |  |  |  | | --- | --- | | C. | the placebo effect. |  |  |  | | --- | --- | | D. | the double-blind procedure | |

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| *CL: AP Item Difficulty: 0.66 Learning Objective: 02-04 Passer - Chapter 02 #150* |

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| 151. *(p. 59)* | The problem of participant placebo effects and experimenter expectancy effects are both minimized by:      |  |  | | --- | --- | | A. | operational definitions. |  |  |  | | --- | --- | | B. | random assignment. |  |  |  | | --- | --- | | C. | random sampling. |  |  |  | | --- | --- | | **D.** | the double-blind procedure. | |

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| *CL: K Learning Objective: 02-04 Passer - Chapter 02 #151* |

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| 152. *(p. 59)* | A researcher is concerned that his expectations about the effectiveness of a new drug are influencing the reports of participants in his studies. Specifically, he believes that this new drug is effective and has shared this information with participants in his research. In order to better control the effect of his own expectations on participants, this researcher should:      |  |  | | --- | --- | | A. | operationally define his independent variable. |  |  |  | | --- | --- | | **B.** | use the double-blind procedure. |  |  |  | | --- | --- | | C. | operationally define his dependent variable |  |  |  | | --- | --- | | D. | use random sampling. | |

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| *CL: AP Learning Objective: 02-04 Passer - Chapter 02 #152* |

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| 153. *(p. 59)* | Dr. Mentor is conducting an experiment examining the effects of cell phone conversations on reaction times while driving a car. Each participant, either conversing on a cell phone or not, manoeuvres a driving course on a simulator. This simulated drive is videotaped. The research assistant hired to do the coding of the video tapes does not believe cell phone use should be banned while driving a motor vehicle and tends to err in the coding of the reaction times in a way that favours this belief. This experimenter expectancy effect could be controlled for with:      |  |  | | --- | --- | | **A.** | the double-blind procedure |  |  |  | | --- | --- | | B. | counterbalancing |  |  |  | | --- | --- | | C. | the placebo effect |  |  |  | | --- | --- | | D. | improved external validity | |

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| *CL: AN Learning Objective: 02-04 Passer - Chapter 02 #153* |

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| 154. *(p. 59)* | Dr. Kiel is designing a study to test the effectiveness of a new anxiety medication. The study includes a placebo control group and neither the participants nor the research assistants who give out the medications know whether a participant is receiving the actual drug or a placebo. This study is a good example of:      |  |  | | --- | --- | | A. | the placebo procedure. |  |  |  | | --- | --- | | B. | operational definitions. |  |  |  | | --- | --- | | C. | random sampling. |  |  |  | | --- | --- | | **D.** | the double-blind procedure. | |

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| *CL: AP Item Difficulty: 0.98 Learning Objective: 02-04 Passer - Chapter 02 #154* |

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| 155. *(p. 59)* | The double-blind procedure strengthens the internal validity of a study because:      |  |  | | --- | --- | | **A.** | it minimizes the effect of experimenter or participant expectations on the outcome of an experiment. |  |  |  | | --- | --- | | B. | it creates more confounding variables in the experiment so the experimenter can be assured of validity. |  |  |  | | --- | --- | | C. | it eliminates the problem of the participants' social desirability bias. |  |  |  | | --- | --- | | D. | it insures that a given sample is representative of the population from which it is drawn. | |

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| *CL: C Learning Objective: 02-04 Passer - Chapter 02 #155* |

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| 156. *(p. 60)* | The process of repeating an experiment to determine whether the same results can be obtained is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:      |  |  | | --- | --- | | **A.** | replication |  |  |  | | --- | --- | | B. | repetition |  |  |  | | --- | --- | | C. | duplication |  |  |  | | --- | --- | | D. | reiteration | |

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| *CL: K Learning Objective: 02-04 Passer - Chapter 02 #156* |

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| 157. *(p. 60)* | Dr. Davis is planning a study on the effect of rewards on the academic achievement of young children. For his study, Dr. Davis decides to use white, male children from an upper-class neighbourhood. Having taken an introductory psychology course, you can see that Dr. Davis is going to have some problems because he won't necessarily be able to apply his results to girls or to students of other demographics. This particular problem substantially weakens the \_\_\_\_\_\_\_\_\_\_\_ of Dr. Davis's study.      |  |  | | --- | --- | | **A.** | external validity |  |  |  | | --- | --- | | B. | control validity |  |  |  | | --- | --- | | C. | internal validity |  |  |  | | --- | --- | | D. | survey validity | |

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| *CL: C Item Difficulty: 0.84 Learning Objective: 02-04 Passer - Chapter 02 #157* |

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| 158. *(p. 57-60)* | The main difference between internal validity and external validity is that:      |  |  | | --- | --- | | A. | external validity concerns the degree to which the experiment supports clear causal conclusions, while internal validity concerns the generalizability of the results. |  |  |  | | --- | --- | | **B.** | internal validity concerns the degree to which an experiment supports clear causal conclusions, while external validity concerns the generalizability of the results. |  |  |  | | --- | --- | | C. | internal validity is based on random sampling, while external validity is based on random selection. |  |  |  | | --- | --- | | D. | internal validity is based on dependent variables, while external validity is based on independent variables. | |

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| *CL: K Item Difficulty: 0.98 Learning Objective: 02-04 Passer - Chapter 02 #158* |

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| 159. *(p. 60)* | Dr. Sussman conducts a study on the effect of various motivational factors on job performance. In her study, she does an excellent job of controlling extraneous factors and as a result, there is high confidence in the causal conclusions she draws. However, the participants in her study were from a select group of the population and, therefore, Dr. Sussman will be rather limited in terms of her ability to apply her results to other people and situations. Taken as a whole, this study would be said to have poor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:      |  |  | | --- | --- | | A. | internal validity |  |  |  | | --- | --- | | B. | internal reliability |  |  |  | | --- | --- | | **C.** | external validity |  |  |  | | --- | --- | | D. | external reliability | |

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| *CL: C Item Difficulty: 0.62 Item Discrimination: 0.60 Learning Objective: 02-04 Passer - Chapter 02 #159* |

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| 160. *(p. 61-62)* | The Canadian Psychological Association's "Canadian Code of Ethics for Psychologists" does **NOT** require psychologists to:      |  |  | | --- | --- | | A. | assure participants that they can withdraw from the study without penalty. |  |  |  | | --- | --- | | B. | insure that all aspects of the research procedure are understood by participants. |  |  |  | | --- | --- | | **C.** | ensure that research participants are compensated for their time and effort. |  |  |  | | --- | --- | | D. | insure privacy and confidentiality. | |

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| *CL: K Learning Objective: 02-05 Passer - Chapter 02 #160* |

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| 161. *(p. 62)* | An ethical guideline that refers to how participants should be given full descriptions about the procedures involved in a study and told that they are free to withdraw from a study at any time is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:      |  |  | | --- | --- | | **A.** | informed consent |  |  |  | | --- | --- | | B. | right to privacy |  |  |  | | --- | --- | | C. | debriefing |  |  |  | | --- | --- | | D. | social risk | |

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| *CL: C Learning Objective: 02-05 Passer - Chapter 02 #161* |

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| 162. *(p. 62)* | The ethical guideline of informed consent specifically asserts that:      |  |  | | --- | --- | | A. | participants can be deceived when it is ethically justified and no other alternatives are feasible. |  |  |  | | --- | --- | | **B.** | participants should be told of the key procedures in a study and told about any risks that may be involved. |  |  |  | | --- | --- | | C. | deception is always ethically justified and is a part of most experiments. |  |  |  | | --- | --- | | D. | experimenters need to be informed about significant research that has already been done in their research areas. | |

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| *CL: C Learning Objective: 02-05 Passer - Chapter 02 #162* |

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| 163. *(p. 62)* | Considerations about whether the setting of an experiment is public or private and the manner in which information gained in an experiment will be recorded and distributed are most relevant to which ethical consideration?      |  |  | | --- | --- | | A. | informed consent |  |  |  | | --- | --- | | B. | social risk |  |  |  | | --- | --- | | **C.** | the right to privacy |  |  |  | | --- | --- | | D. | deception | |

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| *CL: C Learning Objective: 02-05 Passer - Chapter 02 #163* |

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| 164. *(p. 62)* | The ethical area of a participant's right to privacy is most concerned with which of the following?      |  |  | | --- | --- | | **A.** | whether the setting of an experiment is public or private |  |  |  | | --- | --- | | B. | the degree to which research procedures will place a participant at risk |  |  |  | | --- | --- | | C. | the negative consequences that could happen to a participant if other people learned of information provided by a participant in a study |  |  |  | | --- | --- | | D. | whether there are alternatives to using deception in a research study or not | |

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| *CL: C Learning Objective: 02-05 Passer - Chapter 02 #164* |

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| 165. *(p. 60)* | A statistical procedure for combining the results of different studies that examine the same topic to examine the overall significance to the findings is known as \_\_\_\_\_\_\_\_\_:      |  |  | | --- | --- | | A. | replication analysis |  |  |  | | --- | --- | | **B.** | meta-analysis |  |  |  | | --- | --- | | C. | additive analysis |  |  |  | | --- | --- | | D. | factor analysis | |

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| *CL: K Learning Objective: 02-04 Passer - Chapter 02 #165* |

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| 166. *(p. 60)* | If a finding is generalized in a cross-cultural replication, this is strong evidence for the \_\_\_\_\_\_\_ of the phenomena:      |  |  | | --- | --- | | A. | applicability |  |  |  | | --- | --- | | B. | low internal validity |  |  |  | | --- | --- | | C. | confounding |  |  |  | | --- | --- | | **D.** | external validity | |

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| *CL: AN Learning Objective: 02-04 Passer - Chapter 02 #166* |

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| 167. *(p. 62-63)* | One of the problems with experiments that have found evidence for paranormal phenomena is that they have:      |  |  | | --- | --- | | A. | low external validity. |  |  |  | | --- | --- | | B. | not used meta-analysis |  |  |  | | --- | --- | | **C.** | not been replicated. |  |  |  | | --- | --- | | D. | not published their findings. | |

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| *CL: C Learning Objective: 02-04 Passer - Chapter 02 #167* |

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| 168. *(p. 61-62)* | Dr. Ross is conducting an experiment in which the information being collected from participants is highly sensitive. If anyone outside the study gained access to this information, it could be damaging for any of the participants in that they would be treated differently by other people. This particular aspect of this study is most relevant to which ethical consideration?      |  |  | | --- | --- | | A. | informed consent |  |  |  | | --- | --- | | **B.** | avoid doing harm to participants |  |  |  | | --- | --- | | C. | protecting and promoting the welfare of participants |  |  |  | | --- | --- | | D. | right to privacy | |

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| *CL: AN Learning Objective: 02-05 Passer - Chapter 02 #168* |

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| 169. *(p. 62)* | When participants are misled about the nature of an experiment, researchers refer to this as:      |  |  | | --- | --- | | A. | fabrication. |  |  |  | | --- | --- | | B. | falsification. |  |  |  | | --- | --- | | C. | concealment. |  |  |  | | --- | --- | | **D.** | deception. | |

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| *CL: K Learning Objective: 02-05 Passer - Chapter 02 #169* |

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| 170. *(p. 62)* | The primary reason for using deception in psychological research is that sometimes it is the only way to obtain:      |  |  | | --- | --- | | A. | a representative sample of participants. |  |  |  | | --- | --- | | B. | a random sample of participants. |  |  |  | | --- | --- | | **C.** | natural responses from participants. |  |  |  | | --- | --- | | D. | random assignment of participants. | |

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| *CL: K Learning Objective: 02-05 Passer - Chapter 02 #170* |

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| 171. *(p. 62)* | Susan is interested in whether or not college students are prejudiced against elderly people. She had students come into the lab and view faces of people, making judgments about the emotion displayed by each face. Susan tells participants they are working on an emotion recognition experiment; however she is actually measuring the number of negative emotions assigned to the elderly faces. Susan's proposed research involves which of the following violations of the ethical standards in human research?      |  |  | | --- | --- | | **A.** | use of deception |  |  |  | | --- | --- | | B. | discrimination against the elderly |  |  |  | | --- | --- | | C. | lack of privacy |  |  |  | | --- | --- | | D. | use of psychological risk | |

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| *CL: AN Learning Objective: 02-05 Passer - Chapter 02 #171* |

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| 172. *(p. 62-3)* | Which of the following statements about deception is true?      |  |  | | --- | --- | | A. | The use of deception in research has increased in recent years. |  |  |  | | --- | --- | | B. | The vast majority of psychological experiments utilize deception. |  |  |  | | --- | --- | | **C.** | The vast majority of psychological experiments do not utilize deception. |  |  |  | | --- | --- | | D. | Psychological researchers generally agree about the value of deception. | |

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| *CL: K Learning Objective: 02-05 Passer - Chapter 02 #172* |

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| 173. *(p. 62)* | Which ethical principle does deception violate?      |  |  | | --- | --- | | **A.** | informed consent |  |  |  | | --- | --- | | B. | the right to privacy |  |  |  | | --- | --- | | C. | debriefing |  |  |  | | --- | --- | | D. | psychological risk | |

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| *CL: K Item Difficulty: 0.89 Learning Objective: 02-05 Passer - Chapter 02 #173* |

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| 174. *(p. 62)* | Deception is justified in psychological research:      |  |  | | --- | --- | | A. | as long as the researcher debriefs with the participants. |  |  |  | | --- | --- | | B. | only when there are no other alternatives available. |  |  |  | | --- | --- | | C. | other alternatives may be available, but the study has benefits that clearly outweigh the costs of using deception. |  |  |  | | --- | --- | | **D.** | when there are no other alternatives available and the study has benefits that clearly outweigh the costs of using deception. | |

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| *CL: C Learning Objective: 02-05 Passer - Chapter 02 #174* |

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| 175. *(p. 62-63)* | A researcher is designing a study and is debating the potential use of deception. After discussing the issue with her colleagues, it is decided that there really is no alternative methodology that she could use to test her idea. Having said this, all of her colleagues agree that the cost of using deception in her study would strongly outweigh any positive benefits that would be gained from the study. Given this information, which of the following statements is true?      |  |  | | --- | --- | | **A.** | The use of deception in this study is not ethically justified. |  |  |  | | --- | --- | | B. | The use of deception in this study is ethically justified. |  |  |  | | --- | --- | | C. | The use of deception is this study is ethically justified, only if she does not tell her participants about the deception after the study is over. |  |  |  | | --- | --- | | D. | The use of deception in this study is ethically justified, only if she uses the double-blind procedure. | |

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| *CL: AN Learning Objective: 02-05 Passer - Chapter 02 #175* |

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| 176. *(p. 64)* | Which of the following statements regarding animal research is true?      |  |  | | --- | --- | | A. | Animal research has significantly increased in recent years. |  |  |  | | --- | --- | | **B.** | Animal research has declined slightly in recent years. |  |  |  | | --- | --- | | C. | According to American Psychological Association standards, all animal research is unethical. |  |  |  | | --- | --- | | D. | Most psychologists and college psychology researchers oppose animal research. | |

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| *CL: K Learning Objective: 02-05 Passer - Chapter 02 #176* |

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| 177. *(p. 64)* | Which of the following is a Canadian Psychological Association guideline on animal research?      |  |  | | --- | --- | | A. | the majority of psychologists feel that animal research is unethical and unnecessary. |  |  |  | | --- | --- | | **B.** | the risks to which animals are exposed must be justified by the potential importance of the research. |  |  |  | | --- | --- | | C. | animals cannot be used in a procedure that subjects them to pain, stress, or privation. |  |  |  | | --- | --- | | D. | the majority of research done with animals has no benefit for humans | |

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| *CL: K Learning Objective: 02-05 Passer - Chapter 02 #177* |

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| 178. *(p. 65)* | All of the following were mentioned as questions to ask yourself in order to become a better critical thinker except which of the following?      |  |  | | --- | --- | | A. | What claim is being made? |  |  |  | | --- | --- | | B. | What evidence is being presented to support this claim? |  |  |  | | --- | --- | | **C.** | What is the reputation of the person presenting the evidence? |  |  |  | | --- | --- | | D. | What is the quality of the evidence? | |

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| *CL: K Learning Objective: 02-01 Passer - Chapter 02 #178* |

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| 179. *(p. 65-66)* | Kyle could feel himself coming down with a nasty cold. His roommate, Dave, had been bragging about a new cold remedy he had discovered, guaranteeing that the remedy cured the common cold. Kyle went to Dave's room and asked him some questions about this new cure. Kyle was demonstrating critical thinking skills by asking:      |  |  | | --- | --- | | A. | what advertising the manufacturers had done to support their claim of a cure. |  |  |  | | --- | --- | | B. | to try a sample of the remedy. |  |  |  | | --- | --- | | **C.** | whether there was another plausible explanation for the remedy curing the common cold. |  |  |  | | --- | --- | | D. | how much of the remedy needs to be taken and how often it needs to be taken. | |

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| *CL: AN Learning Objective: 02-01 Passer - Chapter 02 #179* |

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| 180. *(p. 38)* | The three key scientific attitudes displayed by John Darley and Bibb Latané were curiosity, skepticism, and reason.    **FALSE** |

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| *Learning Objective: 02-01 Passer - Chapter 02 #180* |

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| 181. *(p. 38)* | A hypothesis is a tentative explanation or prediction about some phenomenon.    **TRUE** |

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| *Learning Objective: 02-01 Passer - Chapter 02 #181* |

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| 182. *(p. 38-40)* | Hypotheses typically specify lawful relations between certain behaviours and their causes, and tend to be broader than theories.    **FALSE** |

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| *Learning Objective: 02-01 Passer - Chapter 02 #182* |

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| 183. *(p. 41)* | All other things being equal, a simpler theory is considered to be better than a more complex theory.    **TRUE** |

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| *Learning Objective: 02-01 Passer - Chapter 02 #183* |

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| 184. *(p. 41)* | An operational definition defines a variable in terms of the specific procedures used to measure it.    **TRUE** |

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| *Learning Objective: 02-02 Passer - Chapter 02 #184* |

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| 185. *(p. 41-42)* | The optimum operational definition for exam stress would be to focus the psychological variable of self reported anxiety    **FALSE** |

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| *Learning Objective: 02-02 Passer - Chapter 02 #185* |

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| 186. *(p. 42-43)* | Self-report measures inform us about the behaviour of an individual, by asking for information from the people around him/her.    **FALSE** |

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| *Learning Objective: 02-02 Passer - Chapter 02 #186* |

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| 187. *(p. 43)* | An unobtrusive measure assesses behaviour without participants being aware that they are being observed.    **TRUE** |

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| *Learning Objective: 02-02 Passer - Chapter 02 #187* |

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| 188. *(p. 43-45)* | Case studies enable us to make better generalizations than do naturalistic observations.    **FALSE** |

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| *Learning Objective: 02-02 Passer - Chapter 02 #188* |

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| 189. *(p. 44-45)* | The research method in which the researcher observes behaviour occurring in a natural setting is called a case study.    **FALSE** |

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| *Learning Objective: 02-02 Passer - Chapter 02 #189* |

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| 190. *(p. 48)* | Random sampling occurs when every member of a target population has an equal chance of being in a survey.    **TRUE** |

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| *Learning Objective: 02-02 Passer - Chapter 02 #190* |

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| 191. *(p. 49)* | In correlational research, the experimenter measures all of the variables and statistically determines whether there is an association between them.    **TRUE** |

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| *Learning Objective: 02-03 Passer - Chapter 02 #191* |

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| 192. *(p. 51)* | The problem in which we can't tell which of two variables causes the other (e.g., does A cause B or does B cause A is called the third-variable problem.    **FALSE** |

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| *Learning Objective: 02-03 Passer - Chapter 02 #192* |

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| 193. *(p. 51)* | A major disadvantage of correlational research is that the correlation coefficient tells you the direction of a correlation (that is, whether X and Y are negatively or positively correlated) but not how strongly the two variables are related.    **FALSE** |

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| *Learning Objective: 02-03 Passer - Chapter 02 #193* |

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| 194. *(p. 51-52)* | A correlation of.53 is considered to be stronger than a correlation of -.78.    **FALSE** |

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| *Learning Objective: 02-03 Passer - Chapter 02 #194* |

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| 195. *(p. 54)* | In an experiment, the independent variable is the one that it manipulated by the researcher.    **TRUE** |

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| *Learning Objective: 02-03 Passer - Chapter 02 #195* |

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| 196. *(p. 54)* | The independent variable is the variable administered to the experimental group and the dependent variable is the variable administered to the control group.    **FALSE** |

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| *Learning Objective: 02-03 Passer - Chapter 02 #196* |

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| 197. *(p. 55)* | Random assignment is used to insure that a sample is representative of the population from which it is drawn.    **FALSE** |

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| *Learning Objective: 02-03 Passer - Chapter 02 #197* |

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| 198. *(p. 55-56)* | Researchers often manipulate more than one independent variable in experiments because it better captures the complexity of human behaviour.    **TRUE** |

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| *Learning Objective: 02-03 Passer - Chapter 02 #198* |

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| 199. *(p. 57)* | In both correlational research and experimental research, the experimenter manipulates a variable.    **FALSE** |

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| *Learning Objective: 02-03 Passer - Chapter 02 #199* |

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| 200. *(p. 57-58)* | If an experiment has a confounding variable, this significantly lowers its internal validity.    **TRUE** |

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| *Learning Objective: 02-04 Passer - Chapter 02 #200* |

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| 201. *(p. 59)* | When the experimenter's subtle or unintentional behaviours influence the behaviour of participants in his/her experiment, these are called the placebo effect.    **FALSE** |

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| *Learning Objective: 02-04 Passer - Chapter 02 #201* |

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| 202. *(p. 58-59)* | One of the primary techniques for reducing both the placebo effect and experimenter expectancy effects is random selection.    **FALSE** |

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| *Learning Objective: 02-04 Passer - Chapter 02 #202* |

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| 203. *(p. 60)* | External validity is concerned with how generalizable the results of a study are to other people and settings.    **TRUE** |

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| *Learning Objective: 02-04 Passer - Chapter 02 #203* |

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| 204. *(p. 62-63)* | According to ethical guidelines, deception is justified when there are no other alternatives and the potential benefits of a study outweigh the risks.    **TRUE** |

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| *Learning Objective: 02-05 Passer - Chapter 02 #204* |

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| 205. *(p. 38)* | The three key scientific attitudes displayed by John Darley and Bibb Latané are \_\_\_\_\_\_\_, skepticism, and open-mindedness.    **curiosity** |

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| *Learning Objective: 02-01 Passer - Chapter 02 #205* |

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| 206. *(p. 38)* | John Darley and Bibb Latané made the assumption that a diffusion of responsibility reduces the likelihood that any one bystander would feel responsible for helping in an emergency. This assumption is an example of a(n) \_\_\_\_\_\_\_\_.    **hypothesis** |

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| *Learning Objective: 02-01 Passer - Chapter 02 #206* |

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| 207. *(p. 40)* | A \_\_\_\_\_\_\_\_\_\_\_ is a collection of formal statements that explains why and how certain events are related.    **theory** |

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| *Learning Objective: 02-01 Passer - Chapter 02 #207* |

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| 208. *(p. 40)* | The major drawback of \_\_\_\_\_\_\_\_\_\_\_\_ understanding is that there are many different ways to explain the causes of events and we can never be sure which explanation is correct.    **hindsight or after-the-fact** |

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| *Learning Objective: 02-01 Passer - Chapter 02 #208* |

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| 209. *(p. 40-41)* | Instead of hindsight understanding, scientists prefer to use \_\_\_\_\_\_\_\_\_\_\_\_ and control in order to gain knowledge.    **prediction** |

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| *Learning Objective: 02-01 Passer - Chapter 02 #209* |

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| 210. *(p. 41)* | The law of \_\_\_\_\_\_\_\_\_\_\_ states that if two theories can equally explain and predict the same phenomena, then the simpler theory is preferred.    **parsimony** |

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| *Learning Objective: 02-01 Passer - Chapter 02 #210* |

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| 211. *(p. 41)* | Number of kicks and/or hits in a 2 minute interval is an example of a(n) \_\_\_\_\_\_\_\_\_\_\_\_ of aggression.    **operational definition** |

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| *Learning Objective: 02-02 Passer - Chapter 02 #211* |

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| 212. *(p. 43)* | One disadvantage to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as a method of measuring variables is that individuals often act differently when they know they are being observed.    **Behavioural observations** |

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| *Learning Objective: 02-02 Passer - Chapter 02 #212* |

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| 213. *(p. 42)* | Of the four ways of defining and measuring variables, \_\_\_\_\_\_\_\_\_\_\_ are the most vulnerable to the social desirability bias.    **self-report measures** |

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| *Learning Objective: 02-02 Passer - Chapter 02 #213* |

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| 214. *(p. 44-45)* | The ability to study rare phenomenon is an advantage of the \_\_\_\_\_\_\_\_ method of research.    **Case study** |

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| *Learning Objective: 02-02 Passer - Chapter 02 #214* |

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| 215. *(p. 46)* | Researcher Jane Goodall frequently uses \_\_\_\_\_\_\_\_\_\_\_\_ in her research on the behaviour of chimpanzees.    **naturalistic observation** |

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| *Learning Objective: 02-02 Passer - Chapter 02 #215* |

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| 216. *(p. 48)* | When a sample accurately reflects the important characteristics of the population from which it is drawn, it is said to be a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ sample.    **representative** |

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| *Learning Objective: 02-02 Passer - Chapter 02 #216* |

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| 217. *(p. 47-48)* | A major drawback of \_\_\_\_\_\_\_\_\_\_\_\_ is that unrepresentative samples can lead to inaccurate projections about how an entire population of people would respond.    **survey research** |

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| *Learning Objective: 02-02 Passer - Chapter 02 #217* |

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| 218. *(p. 49)* | The primary goal of \_\_\_\_\_\_\_\_\_\_\_\_\_ research is to examine the associations between naturally occurring events or variables.    **Correlational** |

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| *Learning Objective: 02-03 Passer - Chapter 02 #218* |

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| 219. *(p. 51)* | Dr. Johns found that as the temperature increased, his dogs romped around the yard less and less. This is an example of a \_\_\_\_\_\_\_\_\_\_\_\_\_ correlation.    **negative** |

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| *Learning Objective: 02-03 Passer - Chapter 02 #219* |

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| 220. *(p. 51)* | In correlational research, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ refers to the fact that variable x could cause variable y, or variable y could cause variable x.    **Bidirectionality** |

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| *Learning Objective: 02-03 Passer - Chapter 02 #220* |

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| 221. *(p. 53)* | In \_\_\_\_\_\_\_\_\_\_\_\_\_\_ research, the experimenter measures whether the manipulation of one variable causes a change in a second variable.    **experimental** |

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| *Learning Objective: 02-03 Passer - Chapter 02 #221* |

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| 222. *(p. 54)* | A researcher alters the number of hours of sleep people have, and then measures their ability to remember a list of words. In this example, memory performance is the \_\_\_\_\_\_\_\_ variable.    **Dependent** |

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| *Learning Objective: 02-03 Passer - Chapter 02 #222* |

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| 223. *(p. 54)* | In experimental research, a \_\_\_\_\_\_\_\_\_\_ provides a standard of behaviour to which the experimental group is compared.    **Control group** |

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| *Learning Objective: 02-03 Passer - Chapter 02 #223* |

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| 224. *(p. 55)* | Random \_\_\_\_\_\_\_\_\_\_\_\_ is the primary technique used in experimental research to balance out differences between participants.    **Assignment** |

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| *Learning Objective: 02-03 Passer - Chapter 02 #224* |

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| 225. *(p. 55)* | In a meta-analysis, the ‘participants' are different \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.    **studies** |

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| *Learning Objective: 02-03 Passer - Chapter 02 #225* |

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| 226. *(p. 55)* | With a \_\_\_\_\_\_\_\_\_\_\_\_\_ design, each participant is exposed to all of the conditions of the independent variable.    **repeated measures/within subjects** |

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| *Learning Objective: 02-03 Passer - Chapter 02 #226* |

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| 227. *(p. 57-58)* | When two variables are \_\_\_\_\_\_\_\_\_\_\_\_\_\_ it means that they have been combined in such a way that we can't determine which one had an effect on the dependent variable.    **Confounded** |

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| *Learning Objective: 02-04 Passer - Chapter 02 #227* |

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| 228. *(p. 57)* | When participants pick up cues about the hypothesis of a study and alter their behaviour accordingly, this threatens the \_\_\_\_\_\_\_\_ validity of the study.    **internal** |

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| *Learning Objective: 02-04 Passer - Chapter 02 #228* |

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| 229. *(p. 58-59)* | The \_\_\_\_\_\_\_\_\_\_\_\_ refers to when participants in a study show a change in behaviour not because of the treatment they have received, but because of their expectations about that treatment.    **placebo effect** |

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| *Learning Objective: 02-04 Passer - Chapter 02 #229* |

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| 230. *(p. 59)* | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ refers to the unintentional and subtle ways that experimenters can influence and affect their participants to behave in a manner consistent with the experimental hypotheses.    **experimenter expectancy effects** |

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| *Learning Objective: 02-04 Passer - Chapter 02 #230* |

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| 231. *(p. 59)* | The \_\_\_\_\_\_\_\_\_\_\_ procedure strengthens the internal validity of a study because it minimizes the effect of experimenter or participant expectations on the outcome of an experiment.    **Double-blind** |

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| *Learning Objective: 02-04 Passer - Chapter 02 #231* |

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| 232. *(p. 60)* | The \_\_\_\_\_\_\_\_\_\_\_ of a study is judged by how well the results of the study can be generalized to other populations, settings and conditions.    **external validity** |

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| *Learning Objective: 02-04 Passer - Chapter 02 #232* |

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| 233. *(p. 62)* | The use of deception in experimental research violates the ethical guideline of \_\_\_\_\_\_\_\_.    **informed consent** |

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| *Learning Objective: 02-05 Passer - Chapter 02 #233* |

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| 234. *(p. 38)* | What key scientific attitudes did Darley and Latané display?     Answers will vary |

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| *Learning Objective: 02-01 Passer - Chapter 02 #234* |

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| 235. *(p. 38)* | How does Darley and Latané's research illustrate the basic steps of the scientific process?     Answers will vary |

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| *Learning Objective: 02-01 Passer - Chapter 02 #235* |

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| 236. *(p. 38-39)* | What is a hypothesis?     Answers will vary |

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| *Learning Objective: 02-01 Passer - Chapter 02 #236* |

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| 237. *(p. 40)* | What is a theory? How does it differ from a hypothesis?     Answers will vary |

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| *Learning Objective: 02-01 Passer - Chapter 02 #237* |

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| 238. *(p. 40)* | Explain the major drawback of hindsight understanding.     Answers will vary |

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| *Learning Objective: 02-01 Passer - Chapter 02 #238* |

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| 239. *(p. 41-42)* | What approach to understanding do scientists prefer? Why?     Answers will vary |

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| *Learning Objective: 02-01 Passer - Chapter 02 #239* |

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| 240. *(p. 41)* | Describe the characteristics of a good theory.     Answers will vary |

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| *Learning Objective: 02-01 Passer - Chapter 02 #240* |

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| 241. *(p. 41-42)* | Why are operational definitions important?     Answers will vary |

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| *Learning Objective: 02-01 Passer - Chapter 02 #241* |

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| 242. *(p. 43-44)* | Describe the major ways psychologists measure behaviour, and the limitations of each.     Answers will vary |

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| *Learning Objective: 02-02 Passer - Chapter 02 #242* |

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| 243. *(p. 42)* | If you were designing a research study, what measures would you choose to operationally define stress?     Answers will vary |

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| *Learning Objective: 02-02 Passer - Chapter 02 #243* |

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| 244. *(p. 43)* | What is unobtrusive measurement?     Answers will vary |

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| *Learning Objective: 02-02 Passer - Chapter 02 #244* |

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| 245. *(p. 44)* | What is a case study? Identify its advantages.     Answers will vary |

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| *Learning Objective: 02-02 Passer - Chapter 02 #245* |

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| 246. *(p. 45)* | What are the major limitations of case studies?     Answers will vary |

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| *Learning Objective: 02-02 Passer - Chapter 02 #246* |

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| 247. *(p. 46-47)* | What is naturalistic observation, and what is its major advantage?     Answers will vary |

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| *Learning Objective: 02-02 Passer - Chapter 02 #247* |

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| 248. *(p. 47)* | What problems can occur when conducting naturalistic observations?     Answers will vary |

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| *Learning Objective: 02-02 Passer - Chapter 02 #248* |

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| 249. *(p. 48)* | Explain what representative sampling is and why survey researchers use it.     Answers will vary |

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| *Learning Objective: 02-02 Passer - Chapter 02 #249* |

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| 250. *(p. 48)* | What are some advantages and disadvantages of survey research?     Answers will vary |

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| *Learning Objective: 02-02 Passer - Chapter 02 #250* |

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| 251. *(p. 49)* | Explain the main goal of correlational research, and how this is achieved.     Answers will vary |

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| *Learning Objective: 02-03 Passer - Chapter 02 #251* |

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| 252. *(p. 50)* | Why are we unable to draw causal conclusions from correlational findings?     Answers will vary |

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| *Learning Objective: 02-03 Passer - Chapter 02 #252* |

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| 253. *(p. 51)* | How do positive and negative correlations differ?     Answers will vary |

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| *Learning Objective: 02-03 Passer - Chapter 02 #253* |

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| 254. *(p. 51-52)* | How is a correlation coefficient interpreted?     Answers will vary |

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| *Learning Objective: 02-03 Passer - Chapter 02 #254* |

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| 255. *(p. 52)* | Explain how correlational research can be used to predict behaviour.     Answers will vary |

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| *Learning Objective: 02-03 Passer - Chapter 02 #255* |

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| 256. *(p. 53)* | Describe the logic of experimentation.     Answers will vary |

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| *Learning Objective: 02-03 Passer - Chapter 02 #256* |

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| 257. *(p. 54)* | What are independent and dependent variables? How are they related?     Answers will vary |

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| *Learning Objective: 02-03 Passer - Chapter 02 #257* |

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| 258. *(p. 54)* | Why are control groups important?     Answers will vary |

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| *Learning Objective: 02-03 Passer - Chapter 02 #258* |

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| 259. *(p. 55)* | Why do researchers randomly assign participants to the conditions in an experiment?     Answers will vary |

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| *Learning Objective: 02-03 Passer - Chapter 02 #259* |

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| 260. *(p. 55)* | Identify an alternative to using random assignment in experiments.     Answers will vary |

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| *Learning Objective: 02-03 Passer - Chapter 02 #260* |

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| 261. *(p. 55)* | Why do researchers manipulate two independent variables in the same experiment?     Answers will vary |

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| *Learning Objective: 02-03 Passer - Chapter 02 #261* |

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| 262. *(p. 57-58)* | Explain why confounding decreases the internal validity of experiments.     Answers will vary |

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| *Learning Objective: 02-04 Passer - Chapter 02 #262* |

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| 263. *(p. 58-59)* | Explain how the "placebo effect" can cloud the interpretation of research results.     Answers will vary |

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| *Learning Objective: 02-04 Passer - Chapter 02 #263* |

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| 264. *(p. 59)* | Why do experimenter expectancy effects lower the internal validity of experiments?     Answers will vary |

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| *Learning Objective: 02-04 Passer - Chapter 02 #264* |

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| 265. *(p. 59)* | How do researchers minimize experimenter expectancy effects?     Answers will vary |

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| *Learning Objective: 02-04 Passer - Chapter 02 #265* |

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| 266. *(p. 60)* | How does external validity differ from internal validity?     Answers will vary |

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| *Learning Objective: 02-04 Passer - Chapter 02 #266* |

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| 267. *(p. 61-62)* | Identify the major ethical issues in human research and how participants' rights are protected.     Answers will vary |

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| *Learning Objective: 02-05 Passer - Chapter 02 #267* |

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| 268. *(p. 62-63)* | Why does some research involve deception? What ethical principle does deception violate?     Answers will vary |

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| *Learning Objective: 02-05 Passer - Chapter 02 #268* |

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| 269. *(p. 63)* | What are the justifications for, and criticisms of, research in which animals are harmed?     Answers will vary |

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| *Learning Objective: 02-05 Passer - Chapter 02 #269* |

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| 270. *(p. 64)* | As a critical thinker, what questions should you ask when someone makes a claim or assertion?     Answers will vary |

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| *Learning Objective: 02-01 Passer - Chapter 02 #270* |

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| 271. *(p. 41-44)* | List the four ways of defining and measuring variables. For each method, give an example of how it could be applied in a study examining stress, and list a limitation.     Answers will vary  Feedback: The four ways are self-report measures, reports from others, biological measures, and behavioural observation. Self-report measures: could give a stress questionnaire; subject to social desirability bias. Reports by others: could ask other people to rate how stressed someone is; other people may only be familiar with target person in specific situations. Biological measures: could measure some physiological aspect of stress, such as heart rate or blood pressure; people don't always agree on what a given physiological response means. Behavioural observation: could observe someone behaving during a stressful situation; people's behaviour may change if they know they are being observed. |

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| *Learning Objective: 02-02 Passer - Chapter 02 #271* |

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| 272. *(p. 41-44)* | Think of an example of an operational definition for academic performance using a 1) self-report, 2) report by others, and 3) measure of overt behaviour. Explain a limitation of each type of measure using the example to illustrate.     Answers will vary  Feedback: Self-report measures: subject to social desirability bias. Reports by others: other people may only be familiar with target person in specific situations Behavioural observation: people's behaviour may change if they know they are being observed. |

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| *Learning Objective: 02-02 Passer - Chapter 02 #272* |

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| 273. *(p. 38-40)* | List the five steps involved in the scientific process of gathering evidence. Discuss how each of these steps was applied in the research of John Darley and Bibb Latané.     Answers will vary  Feedback: Response: Steps are: 1) ask question about something interesting/noteworthy 2) formulate a testable hypothesis 3) test the hypothesis by gathering evidence/conducting research 4) analyze information collected 5) as evidence accumulates, attempt to create theory and 6) use theory to develop new hypotheses. Remainder of answer should relate steps to various aspects of Darley's and Latané's experiment. |

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| *Learning Objective: 02-01 Passer - Chapter 02 #273* |

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| 274. *(p. 44-49)* | Describe and define the three methods of descriptive research: case studies, naturalistic observations, and survey research. For each method, list at least one limitation and give an example of how the method could be used to study marriage.     Answers will vary  Feedback: Response: Case studies provide in-depth analysis of a single person, group, or event. Naturalistic observation assesses behaviour in natural contexts. Survey research occurs when people are interviewed or receive questionnaires. Case study limitation: experimenter can be biased in interpretation of behaviour; example: could study one successful couple in depth. Naturalistic observation limitation: behaviour may change if people know they are being watched; example: could watch how married couples interact in home setting. Survey research limitation: problems with non-representative samples; example: could give surveys to sample of married couples. |

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| *Learning Objective: 02-02 Passer - Chapter 02 #274* |

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| 275. *(p. 50-52)* | A hypothetical study has found a correlation of -.47 between women's income and the incidents of sexual harassment. What can the researcher conclude from these findings? What is the researcher not able to conclude since a correlational design was used and why?     Answers will vary  Feedback: That has women's income increases, the number of sexual harassment incidents will decrease. The researcher cannot determine cause and effect due to the bi-directionality problem, and the third variable problem. |

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| *Learning Objective: 02-03 Passer - Chapter 02 #275* |

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| 276. *(p. 50-51)* | Your textbook describes the research by Diener and Seligman exploring factors related happiness. They found that happier students spent more time socializing with people and had more satisfying relationships compared to unhappy undergraduates. They did not find a relationship between levels of happiness and amount of money individuals had or their GPA. Explain how this is a correlational study. Using this study to illustrate, also explain why cause and effect cannot be determined from correlational designs due to: 1) the bidirectionality problem, and 2) the third variable problem.     Answers will vary  Feedback: Correlational study: the researchers could only measure variables, they did not manipulate any variables. Bidirectionality problem: can't know if happiness leads to more socializing/satisfying relationships or the other way around. Third variable problem: some other variable (e.g., like personality) could affect both happiness and socialization and relationship satisfaction and therefore be the source of the relationship. |

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| *Learning Objective: 02-03 Passer - Chapter 02 #276* |

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| 277. *(p. 51-52)* | What is the correlation coefficient and what is it used to assess? In your answer, be sure to address the following points: 1) What range of values can the correlation coefficient have? 2) What is the difference between a positive and negative correlation? and 3) What is the difference between the strength and direction of the correlation coefficient?     Answers will vary  Feedback: Response: The correlation coefficient is a statistic used to measure the association or relation between two variables. 1) It takes on values between +/-1. 2) In a positive correlation, as one variable increases, so does the other variable; in a negative correlation, as one variable increases, the other variable decreases. 3) The strength is the magnitude of the correlation, a larger correlation is stronger and is determined by taking the absolute value. The direction is whether the correlation is positive or negative. |

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| *Learning Objective: 02-03 Passer - Chapter 02 #277* |

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| 278. *(p. 58-59)* | What is the double-blind procedure and what two types of threats to internal validity is it designed to minimize? In your answer, briefly define these two threats. Give a detailed example of how the double-blind procedure would work within the context of a study investigating the effectiveness of a new medication.     Answers will vary  Feedback: The double-blind procedure keeps researchers and participants blind as to what experimental condition they are in. It is designed to control the placebo effect, in which participants improve because of their expectations of treatment, and experimenter expectancy effects, in which researchers subtly influence their participants to behave in ways consistent with the hypotheses. In a drug study, have two groups of people: one group gets the real drug, the other group gets the placebo. Neither the people administering the drugs nor the participants know whether they are getting the real thing. |

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| *Learning Objective: 02-04 Passer - Chapter 02 #278* |

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| 279. *(p. 54-55)* | Describe the key elements of experimental research. Your answer should address the following areas: 1) What is the difference between an independent and a dependent variable and how are they related? 2) What is the difference between an experimental group and a control group? 3) What are the two basic ways that participants can be assigned to experimental conditions?     Answers will vary  Feedback: 1) An independent variable is manipulated while a dependent variable is measured; the researcher wants to know the effect of the independent variable on the dependent variable. 2) The experimental group receives the active level of the treatment while the control group receives the zero level of the treatment. 3) You can use random assignment or you can assign each participant to receive all conditions. |

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| *Learning Objective: 02-03 Passer - Chapter 02 #279* |

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| 280. *(p. 57-60)* | What is internal validity and how is it related to confounding variables and experimenter expectancies? In your discussion, define each of these concepts. What is the difference between internal validity and external validity? Give a hypothetical example of 1) a study with poor internal validity and 2) a study with poor external validity.     Answers will vary  Feedback: Internal validity concerns whether the results of a study support clear causal conclusions. Confounding variables are additional variables that are inadvertently manipulated, and experimenter expectancy effects, in which researchers subtly influence their participants to behave in ways consistent with the hypotheses. Both threaten internal validity. This is in contrast to external validity, which concerns the generalizability of the results. Some discussion of a study with a confound and a study with limited generalizability. |

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| *Learning Objective: 02-04 Passer - Chapter 02 #280* |

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| 281. *(p. 57)* | Compare and contrast features, advantages, and disadvantages of correlational research and experimental research.     Answers will vary  Feedback: In correlational studies, all variables are measured; advantages: allows prediction, can help generalize experimental findings to more naturalistic settings, can examine variables that are unethical to manipulate; disadvantages: does not allow for causal explanation due to third variable and bidirectionality problems. Experimental research, at least one variable is manipulated and the effect on the dependent variable is measured; advantages: can examine cause-effect, can control extraneous variables; disadvantages: confounding of variables, placebo effects, experimenter expectancies threaten validity. |

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| *Learning Objective: 02-03 Passer - Chapter 02 #281* |

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| 282. *(p. 61-63)* | What is informed consent and what are the key aspects of this ethical guideline? What ethical principle conflicts with informed consent? Define what this second guideline is and mention the factors that determine whether this ethical principle is justified?     Answers will vary  Feedback: Informed consent says that researchers need to inform participants about the main procedures of an experiment, any risks they may be exposed to, and that they can withdraw consent at any time. Deception conflicts with informed consent and occurs when participants are not informed about the true nature of an experiment. Deception is justified when there are no other alternatives and the benefits of the research outweigh the risks. |

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| *Learning Objective: 02-05 Passer - Chapter 02 #282* |

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| 283. *(p. 63-64)* | Discuss the advantages and disadvantages of animal research. In your opinion, is research with animals justified? Give the specific reasons for your conclusion.     Answers will vary  Feedback: Mention advantages to humans from animal research and problems associated with the fact that animals are hurt or killed as part of research. Some discussion of their personal opinion and why they think what they do. |

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| *Learning Objective: 02-05 Passer - Chapter 02 #283* |

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| 284. *(p. 54-56)* | Using the research conducted by Strayer and his colleagues on cell phone use and driving as an example discuss the major aspects of an experiment.     Answers will vary  Feedback: In an experiment, a researcher manipulates one variable, the independent variable, while controlling all other conditions to see if there is a change in another variable, the dependent variable. In Strayer et al.'s study used a repeated measures design where undergraduate drove a simulated route where they used the cell phone some of the time but not others. The researchers also varied the density of traffic. The independent variables were cell phone use and traffic density. The dependent variable was braking time. Results showed that braking time increased only in the cell phone use, high traffic density condition. |

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| *Learning Objective: 02-03 Passer - Chapter 02 #284* |

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| 285. *(p. 51)* | What is a spurious correlation? Using an original example (i.e., one not covered in lecture or included in the text) describe how a spurious correlation might arise.     Answers will vary  Feedback: A spurious correlation is one that arises when two variables are related, not because one variable causes the other, but rather because both variables are caused by a third variable. This is known as the third-variable problem in correlational research. The answer should demonstrate the idea that one variable (Z) could likely cause each of two other variables (X and Y). |

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| *Learning Objective: 02-03 Passer - Chapter 02 #285* |

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| 286. *(p. 47-48)* | Discuss the concepts of population and sample as they relate to survey research. In your answer be sure to refer to random and representative samples.     Answers will vary  Feedback: In a survey participants are asked about their attitudes, opinions, and/or behaviours. In some cases it is possible to administer the survey to every individual in whom we might be interested. In those cases we have a survey of a population. More often however, researchers obtain a group of individuals who are members of, and comprise a subset of the larger population. This is a sample. In order for the researcher to be able to draw valid conclusions about the population based on the sample, the sample must be representative. A representative sample is one that reflects the characteristics of the population. One method of obtaining a representative sample is to obtain a random sample, one in which each individual member of the population has an equal chance of being selected for the sample. |

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| *Learning Objective: 02-02 Passer - Chapter 02 #286* |

2 Summary

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| *Category* | *# of Questions* |
| CL: AN | 22 |
| CL: AP | 34 |
| CL: C | 32 |
| CL: K | 91 |
| Item Difficulty: 0.00 | 1 |
| Item Difficulty: 0.38 | 1 |
| Item Difficulty: 0.40 | 1 |
| Item Difficulty: 0.47 | 1 |
| Item Difficulty: 0.56 | 1 |
| Item Difficulty: 0.60 | 1 |
| Item Difficulty: 0.62 | 1 |
| Item Difficulty: 0.64 | 2 |
| Item Difficulty: 0.66 | 2 |
| Item Difficulty: 0.67 | 1 |
| Item Difficulty: 0.68 | 1 |
| Item Difficulty: 0.69 | 2 |
| Item Difficulty: 0.70 | 1 |
| Item Difficulty: 0.72 | 1 |
| Item Difficulty: 0.73 | 4 |
| Item Difficulty: 0.74 | 1 |
| Item Difficulty: 0.77 | 1 |
| Item Difficulty: 0.78 | 4 |
| Item Difficulty: 0.79 | 2 |
| Item Difficulty: 0.80 | 3 |
| Item Difficulty: 0.82 | 1 |
| Item Difficulty: 0.83 | 2 |
| Item Difficulty: 0.84 | 1 |
| Item Difficulty: 0.85 | 2 |
| Item Difficulty: 0.86 | 3 |
| Item Difficulty: 0.88 | 2 |
| Item Difficulty: 0.89 | 2 |
| Item Difficulty: 0.90 | 1 |
| Item Difficulty: 0.91 | 2 |
| Item Difficulty: 0.92 | 1 |
| Item Difficulty: 0.93 | 1 |
| Item Difficulty: 0.94 | 1 |
| Item Difficulty: 0.96 | 1 |
| Item Difficulty: 0.97 | 1 |
| Item Difficulty: 0.98 | 2 |
| Item Discrimination: 0.10 | 2 |
| Item Discrimination: 0.20 | 1 |
| Item Discrimination: 0.30 | 4 |
| Item Discrimination: 0.40 | 1 |
| Item Discrimination: 0.50 | 3 |
| Item Discrimination: 0.60 | 2 |
| Item Discrimination: 0.70 | 1 |
| Learning Objective: 02-01 | 52 |
| Learning Objective: 02-02 | 81 |
| Learning Objective: 02-03 | 89 |
| Learning Objective: 02-04 | 42 |
| Learning Objective: 02-05 | 22 |
| Passer - Chapter 02 | 286 |