

Introduction to Psychology Study Guide

INTRODUCTION TO PSYCHOLOGY STUDY GUIDE

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Before/During Class

Before class skim through the material that will be covered to give yourself an overview, this will make it much easier to follow the class. During class do NOT try to write down everything the professor says! Pick out the important points but write enough so that your notes will make sense later something like “studied rats” is not likely to help you remember the material a few weeks later but “rats able to remember maze for 24 hours” might.

After Class

Whenever possible you should review your notes a few hours after the class. If they don’t make sense now then at least you might be able to remember enough to improve them.

Studying for Exams

Exams will be much less stressful if you spread your studying out over a few weeks or at least a few days rather than just waiting until the night before the exam. Research has shown that reviewing material multiple times is a great way to help you remember it.

Learning Objectives

The Learning Objectives listed for each chapter are a good starting point for your studying. Review them before you study the chapter and, when you have finished, make sure you can complete each of the objectives.

It is also VERY IMPORTANT to frequently test your memory for the material: flash cards, practice questions, explaining the material to a friend etc will show you whether you actually know your stuff!

Remember to ask your Prof. about the exam. What type of questions will be included (essay, multiple choice etc)? Are you expected to know names and dates?

Finally, when it comes to the exam – try to relax! Think of this as an opportunity to show off what you know.

Resources

You may already know how to take great notes but if not there is lots of help out there.

[Taking Notes in Class](#) provides a good introduction to taking notes in a classroom setting with some real-life examples of what to do AND what not to do!



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=17#oembed-1>

Video Intro-1: Taking Notes in Class (<https://www.youtube.com/watch?v=Yc5qyMTjO3k&feature=youtu.be>). Uploaded by Indiana University Bloomington, Student Academic Center.

Once the semester gets underway you will probably find yourself with too little time and too much to do. [Time Management](#) provides detailed instructions on managing your time both as a student and in your non-student life!



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*Video Intro-2: Time Management (<https://www.youtube.com/watch?v=9Q1KELLwaSk>).
Uploaded by Indiana University Bloomington, Student Academic Center.*

Then, of course, there are EXAMS! Again, you may already have developed some great strategies for both revising for and writing exams but if not (or if you think there may be some tricks you're missing) then help is out there. The video [Preparing for Exams](#) is short but to the point:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=17#oembed-3>

Video Intro-3: Study Skills: Preparing for Exams (<https://www.youtube.com/watch?v=9Q1KELLwaSk>). Uploaded by the Ottawa University Student Academic Success Service

FINALLY: Don't ignore real-life resources such as your professor, other students, librarians, student services etc they can help and human contact is nice!

Psychology Specific Resources

As you would expect, the [Canadian Psychology Association](#) has a VERY useful website for learning more about contemporary psychology in Canada (<http://www.cpa.ca/>).

With some important national differences (in licensing etc) the [American Psychology Association](http://www.apa.org/) also provides lots of info (<http://www.apa.org/>).

Several great podcast series to dip into:

- [Hidden Brain](http://www.npr.org/podcasts/510308/hidden-brain): for discussion on the unconscious patterns that drive human behaviour. (<http://www.npr.org/podcasts/510308/hidden-brain>)
- [Tag: Arming the Donkeys](http://danariely.com/tag/arming-the-donkeys/): an advice column on psychology related issues. (<http://danariely.com/tag/arming-the-donkeys/>)
- [Waking up Podcast](https://www.samharris.org/podcast): an exploration of the human mind, society and current events. (<https://www.samharris.org/podcast>)
- [All in the Minda](http://www.abc.net.au/radionational/programs/allinthemind/): a discussion on the brain and behaviour. (<http://www.abc.net.au/radionational/programs/allinthemind/>)

The crash course series contains 40 short (10 – 15 minutes) lessons and covers pretty much the entire Intro Psyc syllabus. Start with the [Intro to Psychology, Crash Course Psychology #1](#).



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=17#oembed-4>

Video Intro-4: Introduction to Psychology: Crash Course Psychology #1
(<https://www.youtube.com/watch?v=vo4pMVbOR6M>). Uploaded by Crash Course.

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ABOUT THE STUDY GUIDE

This study guide is designed to accompany the [Introduction to Psychology – 1st Canadian Edition open text by Jennifer Walinga and Charles Stangor](https://open.bccampus.ca/find-open-textbooks/?uuid=8390d51e-0efe-493c-881c-cf86852a612f&contributor=&keyword=&subject=Psychology) (<https://open.bccampus.ca/find-open-textbooks/?uuid=8390d51e-0efe-493c-881c-cf86852a612f&contributor=&keyword=&subject=Psychology>). For each chapter it summarizes the learning objectives and presents multiple-choice, true-false and fill-in-the-blank tests of the material covered. It provides links to resources to enable students to deepen their understanding of key topics and to explore related issues. Finally, it offers suggestions for hands-on activities relevant to each chapter.

PART I

CHAPTER 1: INTRODUCTION TO PSYCHOLOGY

Learning Objectives

After studying this chapter you should be able to:

- Explain why using our intuition about everyday behaviour is insufficient for a complete understanding of the causes of human behaviour.
- Describe the difference between values and facts and explain how the scientific method is used to differentiate between the two.
- Explain how psychology changed from a philosophical to a scientific discipline.
- List some of the most important questions that concern psychologists.
- Outline the basic schools of psychology and how each school has contributed to psychology.

1.

TRUE OR FALSE?

TIP

As well as writing down your answer see if you can write down WHY the statement is true or false AND what else you can remember about the topic.

For example:

Statement: The Structuralism school of Psychology was influenced by Darwin.

Answer: False. Darwin influenced the Functionalists. Wundt was a Structuralist while James was a Functionalist. Structuralism focused on basic elements or building blocks of experiences.

Questions

1. Most behaviour has a single cause.
 2. Wundt was an important contributor to the Structuralism school of Psychology.
 3. Aristotle believed that behaviour was mostly the result of nurture.
 4. Cognitive Psychology focuses on mental processes.
 5. The Functionalism school of Psychology was founded by Freud.
 6. The lower level of explanation focuses on interpersonal processes.
 7. Hindsight bias refers to people's tendency to have positive memories of their childhood.
 8. Over time, psychology changed from being a philosophical to a scientific discipline.
 9. Introspection involves asking people to report on their own mental processes as they happen.
 10. Forensic psychology focuses on issues relevant to the criminal justice system.
-

Answers

1. false
2. true
3. true
4. true
5. false
6. false
7. false
8. true
9. true
10. true

2.

SHORT ANSWER/ESSAY QUESTIONS

Try these AFTER you have thoroughly studied the chapter. You should not have to look back at the text to answer them (only to check your answer!). Remember, the point is NOT to memorize parts of the textbook but rather to understand the material and describe it in your OWN WORDS.

If you are going to write more than a couple of paragraphs, think about the structure of your answer.

1. How do structuralism and functionalism differ?
2. Why shouldn't we rely on intuition to answer questions about human behaviour?
3. What are some of the differences between collectivist and individualist cultures?
4. What are the key elements of psychodynamic psychology?

3.

FILL IN THE BLANK(S)

Questions

1. Evolutionary psychology has its roots in _____.
 2. In terms of the nature-nurture debate, Aristotle argued for _____ while Plato argued for _____.
 3. Free will is typically contrasted with _____.
 4. _____ are the ways of thinking, feeling or behaving that are shared by group members and perceived by them as appropriate.
 5. Western cultures are primarily oriented toward _____ while East Asian culture is primarily oriented toward _____.
 6. Freud, Jung, Adler and Erikson contributed to the _____ school of psychology.
 7. _____ used introspection to try to identify the basic elements of psychological experience.
 8. Biological processes underlie the _____ level of explanation while interpersonal processes underlie the _____ level.
 9. Descartes believed that the mind is fundamentally different from the mechanical body, in other words he believed in the principle of _____.
 10. _____ psychologists conduct research on the cognitive, emotional and social changes that occur across the lifespan.
-

Answers

1. functionalism
2. nurture, nature
3. determinism
4. social norms
5. individualism, collectivism independence, interdependence is also an acceptable answer
6. psychodynamic
7. structuralism

8. lower, middle
9. dualism
10. developmental

4.

MULTIPLE CHOICE

Questions

1. The word “psychology” comes from:
 - a. Latin
 - b. Spanish
 - c. Greek
 - d. Italian
2. Psychology is defined as the scientific study of:
 - a. people and things
 - b. emotions and beliefs
 - c. perception and religion
 - d. mind and behaviour
3. The scientific approach is more useful at answering questions about _____ than questions about _____.
 - a. facts, values
 - b. ideas, emotions
 - c. values, facts
 - d. emotions, facts
4. According to the text, the lower level of explanation corresponds to _____ processes.
 - a. social
 - b. cultural
 - c. biological
 - d. interpersonal
5. A psychologist exploring the impact of a new drug on activity in the brain is working on the _____ level of explanation.
 - a. lower
 - b. middle
 - c. upper

- d. all of the above
6. A psychologist studying what makes people laugh in different countries around the world is working on the _____ level of explanation.
- lower
 - middle
 - higher
 - none of the above
7. Different people react differently to the same situation. This is referred to as:
- multiple determinants
 - nativism
 - the Simpson effect
 - individual differences
8. _____ is to nature as _____ is to nurture.
- environment, genes
 - conscious, unconscious
 - inaccuracy, accuracy
 - biology, experience
9. The term “tabula rasa” highlights the importance of _____ in shaping behaviour.
- genes
 - experience
 - nature
 - predestination
10. The Greek philosopher _____ believed that knowledge is acquired through experience and learning.
- Archimedes
 - Rousseau
 - Plato
 - Aristotle
11. _____ is to nature as _____ is to nurture.
- Plato, Aristotle
 - Aristotle, Plato
 - Pliny, Archimedes
 - Stavros, Pliny
12. _____ is the belief that the mind is fundamentally different from the body.
- mindism
 - dualism
 - centralism
 - specialism

13. The school of psychology whose goal was to identify the basic elements of experience was called:
 - a. experientialism
 - b. dualism
 - c. functionalism
 - d. structuralism
14. Which of the following was most closely associated with the structuralist school of psychology?
 - a. Titchener
 - b. James
 - c. Descartes
 - d. Watson
15. Darwin's theory of _____ argued that physiological characteristics evolve because they are useful to the organism.
 - a. extreme usefulness
 - b. natural endowment
 - c. natural selection
 - d. natural wellbeing
16. _____ was to structuralism as _____ was to functionalism.
 - a. Wundt, Titchener
 - b. Wundt, James
 - c. James, Titchener
 - d. Milner, Thompson
17. Freud championed _____ psychology.
 - a. psychodynamic
 - b. cultural
 - c. conscious
 - d. biodynamic
18. Which school of psychology believes that it is impossible to objectively study the mind?
 - a. functionalism
 - b. behaviorism
 - c. humanism
 - d. socialism
19. Receiving an electric shock would be an example of a _____ whereas being frightened would be an example of a _____.
 - a. stimulus, response
 - b. punishment, reward
 - c. reaction, emotion
 - d. reinforcement, stimulus

20. Dr Pula wants to explore differences in child-rearing practices between British and Chinese parents. She is most likely a:
- cognitive psychologist
 - physiological psychologist
 - cognitive-ergonomic psychologist
 - social-cultural psychologist
21. Nature is to _____ as nurture is to _____.
- environment/genes
 - conscious/unconscious
 - genes/environment
 - unconscious/conscious
22. Freud emphasized the role of _____ in shaping people's personality.
- free will
 - unconscious desires
 - hormones
 - group influence
23. Evolutionary psychology has its roots in:
- behaviourism
 - collectivism
 - functionalism
 - structuralism
24. Most human behaviour:
- can be easily explained
 - has multiple causes
 - stems from unconscious desires
 - depends on social influence
25. A forensic psychologist would be most likely to study:
- the accuracy of eyewitness memory
 - the impact of advertising on shopping behaviour
 - the effect of hormones on decision making
 - gender differences in learning styles
26. The behaviourists rejected introspection because:
- it was too slow
 - it invaded people's privacy
 - it yielded too much data
 - it was too subjective
27. Another term for reinforcement is:

- a. stimulus
 - b. reward
 - c. response
 - d. condition
28. East Asian cultures tend to be more oriented toward _____ while Western cultures tend to be more oriented toward _____.
- a. individualism/collectivism
 - b. collectivism/individualism
 - c. cultural norms/social norms
 - d. social norms/cultural norms
29. Watson and Skinner both contributed to which school of psychology?
- a. functionalism
 - b. cognitive
 - c. social-cultural
 - d. behaviourism
30. Which field of psychology would be most likely to study the influence of over-crowding on conformity?
- a. personality
 - b. cognitive
 - c. clinical
 - d. social
-

Answers

- 1. c
- 2. d
- 3. a
- 4. c
- 5. a
- 6. c
- 7. d
- 8. d
- 9. b
- 10. d
- 11. a

12. b
13. d
14. a
15. c
16. b
17. a
18. b
19. a
20. d
21. c
22. b
23. c
24. b
25. a
26. d
27. b
28. b
29. d
30. d

5.

ACTIVITIES

Exercises: Read & Learn

- [Psychology Today](http://www.apa.org/action/science/): For an overview of the current state of psychology (http://www.apa.org/action/science/)
- [The Power of Framing: It's not what you say, it's how you say it](https://www.theguardian.com/science/head-quarters/2017/jul/20/the-power-of-framing-its-not-what-you-say-its-how-you-say-it) is a look at how the way in which information is presented can influence people's decisions (https://www.theguardian.com/science/head-quarters/2017/jul/20/the-power-of-framing-its-not-what-you-say-its-how-you-say-it)
- For examples of the limitations of intuition read:
 - [When Intuition Misfires](http://www.apa.org/monitor/mar05/misfires.aspx) (http://www.apa.org/monitor/mar05/misfires.aspx)
 - [Hindsight Bias in Psychology](https://www.verywell.com/what-is-a-hindsight-bias-2795236) (https://www.verywell.com/what-is-a-hindsight-bias-2795236)
 - [Fake news and neurobabble: how do we critically assess what we read?](https://www.theguardian.com/science/head-quarters/2017/feb/20/fake-news-and-neurobabble-how-do-we-critically-assess-what-we-read?) (https://www.theguardian.com/science/head-quarters/2017/feb/20/fake-news-and-neurobabble-how-do-we-critically-assess-what-we-read)
 - [The 10 Most Controversial Studies Ever Published](https://digest.bps.org.uk/2014/09/19/the-10-most-controversial-psychology-studies-ever-published/): As you begin your exploration of the science of psychology here's an introduction to some of the most infamous studies: (https://digest.bps.org.uk/2014/09/19/the-10-most-controversial-psychology-studies-ever-published/)

Exercises: Watch & Learn

[*Myths about Psychology, Debunked*](#) explores some of the enduring myths in psychology



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=29#oembed-2>

Video 1.1: *10 Myths about Psychology, Debunked*. (https://www.ted.com/talks/ben_ambridge_10_myths_about_psychology_debunked?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare) Uploaded by Ben Ambridge for TedxYouth@Manchester

Exercises: Watch & Learn

[Nature vs. Nurture](#): For a clear introduction to the debate



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Video 1.2: *Nature vs. Nurture* (<https://www.youtube.com/channel/UCOK9kbUfoiuh3HE9pdxo-Cg>) uploaded by PsychU

Exercises: Do & Think

1. Interview some friends and/or family members to see what they think a “psychologist” does. How accurate are their views?
2. Think of a behaviour of your own that you might like to change (e.g. you might want to smoke less or exercise more). Does trying to understand the behaviour at the different levels of explanation (p. 7)

help you think of different things you could do to change the behaviour?

3. [Today in the History of Psychology](#): This website allows you to choose any date in the calendar and see what happened on that date in the field of Psychology. For example, on the 1st of April (1906) the Journal of Abnormal Psychology was published for the first time. See if anything remarkable happened on your birthday! (<https://www.cwu.edu/~warren/calendar/datepick.html>)
4. Read the section on how to effectively learn and remember and come up with a list of four or five strategies you can use to improve your study habits.

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PART II

CHAPTER 2: INTRODUCTION TO MAJOR PERSPECTIVES

Learning Objectives

After studying this chapter you should be able to:

- Understand the core premises of biological psychology and the early thinkers.
- Understand some of the psychological forces underlying human behaviour.
- Identify levels of consciousness.
- Critically discuss various models and theories of psychodynamic and behavioural psychology.
- Understand the concept of psychological types and identify applications and examples in everyday life.
- Understand the principles of behaviourist psychology and how these differ from the psychodynamic principles in terms of theory and application.
- Distinguish between classical and operant conditioning.
- Describe the key behaviourist theorists and approaches.
- Identify applications of the behaviourist models in modern life.
- Understand the key principles of humanist psychology.
- Differentiate humanistic psychology from biological, psychodynamic and behaviourist psychology.
- Critically discuss and differentiate between key humanistic concepts such as motivation, need, adaptation and perception.
- Identify how humanistic psychology, and its related streams of cognitive and evolutionary psychology, have influenced aspects of daily life and work.
- Critically evaluate empirical support for various biological psychological theories. Explore applications and implications of key concepts of this perspective.

6.

TRUE OR FALSE?

Remember – rather than just answering True or False, try to write down WHY the statement is true or false and what else you can remember about the topic.

Questions

1. Negative reinforcement involves removing something to decrease a response.
 2. Jung believed in a collective unconscious.
 3. According to Freud, the manifest content of a dream is superficial and meaningless.
 4. The humanistic perspective emerged before the psychodynamic perspective.
 5. Remembering how to ride a bicycle would be an example of procedural memory.
 6. In Seligman's ABCDE model, the A stands for anxiety.
 7. Pavlov was influential in behaviourist psychology.
 8. Positive reinforcement involves adding something to increase a response.
 9. The occipital lobe is also known as the auditory cortex.
 10. When referring to sleep processes, REM stands for rapid eye movement.
-

Answers

1. false
2. true
3. true
4. false
5. true

6. false
7. true
8. true
9. false
10. true

7.

SHORT ANSWER/ESSAY QUESTIONS

Try these AFTER you have thoroughly studied the chapter. You should not have to look back at the text to answer them (only to check your answer!). Remember, the point is NOT to memorize parts of the textbook but rather to understand the material and describe it in your OWN WORDS.

If you are going to write more than a couple of paragraphs, think about the structure of your answer.

1. What are the main parts of the peripheral nervous system?
2. Describe Freud's theory of human consciousness.
3. How are reinforcement and punishment used in operant conditioning?
4. What are the key principles of humanistic psychology?

8.

FILL IN THE BLANK(S)

Questions

1. NCC seeks to link activity within the brain to subjective human experiences in the physical world. NCC stands for _____.
 2. Jung distinguished between four functions: thinking, feeling, _____ and _____.
 3. The _____ nervous system controls the fight-or-flight response.
 4. Pavlov worked on a type of learning called _____.
 5. _____ involves applying game incentives such as prompts, competition, badges and rewards to everyday activities.
 6. _____ psychology emerged in the late 1950s as a reaction against behaviourism and the psychodynamic view.
 7. _____ psychology is the study of mental processes such as attention, memory, problem solving and thinking.
 8. The _____ lobe is also known as the auditory cortex.
 9. Driving to work along the same route everyday would make use of _____ memory.
 10. Watson, Skinner, Pavlov and Thorndike were all _____
-

Answers

1. neural correlates of consciousness
2. sensing, intuiting
3. sympathetic
4. classical conditioning
5. gamification
6. humanistic
7. cognitive
8. temporal

9. procedural
10. behaviourists

9.

MULTIPLE CHOICE

Questions

1. The belief that complex behaviours can be understood as the sum of several simpler one's is called:
 - a. reductionism
 - b. functionalism
 - c. introspection
 - d. animism
2. Wundt's primary method of research was:
 - a. experimentation
 - b. autoethnography
 - c. introspection
 - d. lesioning
3. Jung stated that humans possess both a _____ unconscious and a _____ unconscious:
 - a. shadow/manifest
 - b. personal/collective
 - c. introvert/extravert
 - d. phenomenal/latent
4. Remembering that the capital of Canada is Ottawa requires:
 - a. sensory memory
 - b. semantic memory
 - c. episodic memory
 - d. procedural memory
5. Which of the following psychologists was NOT a behaviourist?
 - a. Watson
 - b. Thorndike
 - c. Skinner
 - d. Maslow
6. Positive reinforcement involves _____ something to increase a response whereas negative reinforcement involves _____ something.

- a. repeating/increasing
 - b. adding/removing
 - c. removing/adding
 - d. increasing/repeating
7. Two kinds of learning studied by behaviourists are:
 - a. classical conditioning and operant conditioning
 - b. manifest learning and latent learning
 - c. conscious learning and unconscious learning
 - d. operant conditioning and instrumental conditioning
 8. Which of the following is NOT a theory of dreaming?
 - a. expectation fulfillment
 - b. activation-synthesis
 - c. threat-simulation
 - d. elucidatory consciousness
 9. The brain has four lobes: occipital, frontal _____ and _____.
 - a. sympathetic, parasympathetic
 - b. autonomic, somatic
 - c. temporal, parietal
 - d. visual, auditory
 10. A psychologist who practices Gestalt Therapy would most likely be a(n):
 - a. humanist
 - b. behaviourist
 - c. evolutionist
 - d. cognitivist
 11. A psychologist primarily interested in mental processes such as memory and perception would most likely be a(n):
 - a. humanist
 - b. behaviourist
 - c. evolutionist
 - d. cognitivist
 12. Which of the following topics would be of least interest to a biological psychologist?
 - a. hunger
 - b. thirst
 - c. free will
 - d. sleep
 13. William James worked during the:
 - a. late 20th century

- b. late 19th century
 - c. middle ages
 - d. the 1700s
14. Freud argued that dreams have both _____ content and _____ content.
- a. Freudian, Jungian
 - b. conditioned, unconditioned
 - c. latent, manifest
 - d. somatic, autonomic
15. In Pavlov's work dogs salivated naturally in response to being given meat powder. In this situation, salivation is the _____ while the meat powder is the _____.
- a. UCR, UCS
 - b. UCS, UCR
 - c. CS, CR
 - d. CR, CS
16. Which of the following was a humanistic psychologist?
- a. Freud
 - b. Watson
 - c. Wernicke
 - d. Rogers
17. What are the two parts of the autonomic nervous system?
- a. somatic, autonomic
 - b. reflexive, responsive
 - c. sympathetic, parasympathetic
 - d. frontal, occipital
18. MBTI stands for:
- a. Manifold Barometric Temperature Indicator
 - b. Multiple Behavioural Theories Instrument
 - c. Myers Briggs Type Indicator
 - d. Maslow Bosun Trend Indicator
19. Which lobe of the brain is also known as the auditory cortex?
- a. frontal
 - b. temporal
 - c. occipital
 - d. parietal
20. Which of the following is NOT associated with Freud?
- a. id
 - b. ego

- c. shadow
 - d. super-ego
21. In Seligman's ABCDE model of learned optimism, B stands for:
 - a. belief
 - b. behaviour
 - c. brain
 - d. blessing
 22. _____ needs were at the bottom of Maslow's pyramid/hierarchy.
 - a. safety
 - b. self actualization
 - c. esteem
 - d. physiological
 23. The idea that human behaviour may be the product of natural selection is central to:
 - a. humanistic psychology
 - b. evolutionary psychology
 - c. cognitive psychology
 - d. behavioural psychology
 24. The movement known as radical behaviourism is most closely associated with:
 - a. Watson
 - b. Thorndike
 - c. Pavlov
 - d. Skinner
 25. Intrinsic motivation refers to:
 - a. enjoying a task for its own sake
 - b. being motivated by money and/or other rewards
 - c. enjoying a task because it meets physical needs
 - d. motivation that can only be experienced indoors
 26. Remembering what you ate for supper yesterday requires:
 - a. sensory memory
 - b. episodic memory
 - c. procedural memory
 - d. semantic memory
 27. According to Freud the _____ content of a dream relates to the person's unconscious wishes.
 - a. shadow
 - b. lateral
 - c. spreading
 - d. latent

28. Humanistic psychology emerged during which decade?
- a. 1930s
 - b. 1950s
 - c. 1970s
 - d. 1990s
29. In Pavlov's work, when dogs were trained to salivate to the sound of a bell that sound was the:
- a. UCS
 - b. UCR
 - c. CS
 - d. CR
30. Another term for thinking about thinking is:
- a. metacognition
 - b. perception
 - c. mediation
 - d. self-regulation
-

Answers

- 1. a
- 2. c
- 3. b
- 4. b
- 5. d
- 6. b
- 7. a
- 8. d
- 9. c
- 10. a
- 11. d
- 12. c
- 13. b
- 14. c
- 15. a
- 16. d
- 17. c

18. c
19. b
20. c
21. a
22. d
23. b
24. d
25. a
26. b
27. d
28. b
29. c
30. a

10.

ACTIVITIES

Exercises: Read, Watch & Listen

- [Serendip Studio](http://serendip.brynmawr.edu/Mind/Table.html) provides a more in-depth look at the development of psychology from Descartes to James
(<http://serendip.brynmawr.edu/Mind/Table.html>)
- [History of Psychology](https://www.learner.org/series/discoveringpsychology/history/history_flash.html) is an interactive site that allows you to explore the timeline of psychology
(https://www.learner.org/series/discoveringpsychology/history/history_flash.html)

[The Birth of Psychology](#)



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Video 2-1: Birth of Psychology ((<https://www.youtube.com/watch?v=p3m-Ge-bTPM>) uploaded by Transmission

Exercises: Read, Watch & Learn

Watch [The Early Reaction Time](#) video to explore some of the early work on reaction time (i.e. how quickly a person can respond to a stimulus):



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=40#oembed-2>

Video 2-2: Early Reaction Time Research in Psychology (<https://www.youtube.com/watch?v=8UhQoYBPfQ&feature=youtu.be>) uploaded by christoyork

Then think of a way to measure the reaction time of your friends and/or family. Is there an app on your phone you could use?

Now, come up with an hypothesis about something that might influence reaction time (e.g. it will be slowed by fatigue, children will have faster RTs than adults, people will be faster if I offer them a reward etc.) and see if you can test it.

How would you design a proper test of your hypothesis if you had more time and resources?

Exercises: Try Some More!

1. [Test my Brain](#): Now that you have explored other people's reaction times why not test your own cognitive speed (<https://www.testmybrain.org/>)
2. [Which Famous Psychologist Are you Most Like?](#) This pop quiz asks you a number of questions then claims to tell you which famous psychologist you are most like. Try it and see what you think! (<http://www.playbuzz.com/ashleighh11/which-famous-psychologist-are-you-most-like>)

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11.

TEST YOUR KNOWLEDGE

Try these questions to test your knowledge!



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/intropsychstudyguide/?p=42#h5p-1>

PART III

CHAPTER 3: PSYCHOLOGICAL SCIENCE

Learning Objectives

After studying this chapter you should be able to:

- Describe the principles of the scientific method and explain its importance in conducting and interpreting research.
- Summarize the uses of correlational research and describe why correlational research cannot be used to infer causality.
- Review the procedures of experimental research and explain how it can be used to draw causal inferences.
- Outline the four potential threats to the validity of research and discuss how they make it difficult to accurately interpret research findings.
- Describe how confounding may reduce the internal validity of an experiment.
- Explain how generalization, replication, and meta-analyses are used to assess the external validity of research findings.
- Differentiate laws from theories and explain how research hypotheses are developed and tested. Discuss the procedures that researchers use to ensure that their research with humans and with animals is ethical. Differentiate the goals of descriptive, correlational and experimental research designs and explain the advantages and disadvantages of each.
- Explain the goals of descriptive research and the statistical techniques used to interpret it.

12.

TRUE OR FALSE?

Remember – try to go beyond just answering True or False; use the questions as a way of reviewing what you know about the topic.

Questions:

1. Correlational research allows us to assess the causal impact of one variable on another.
 2. Lack of external validity limits the extent to which the findings of a study can be generalized.
 3. The standard deviation is a measure of dispersion.
 4. A parsimonious theory is one that can be shown to be incorrect.
 5. The median is a measure of dispersion.
 6. Case studies, surveys and naturalistic observation are all descriptive research designs.
 7. In an experiment, the researcher manipulates the independent variable.
 8. Multiple regression is used to analyse the results of a case study.
 9. In an experiment, a confounding variable would be a threat to internal validity.
 10. In an experiment looking at the effect of eating candy on irritability, irritability would be the independent variable.
-

Answers :

1. false
2. true
3. true
4. false

5. false
6. true
7. true
8. false
9. true
10. false

13.

SHORT ANSWER/ESSAY QUESTIONS

Try these AFTER you have thoroughly studied the chapter. You should not have to look back at the text to answer them (only to check your answer!). Remember, the point is NOT to memorize parts of the textbook but rather to understand the material and describe it in your OWN WORDS.

If you are going to write more than a couple of paragraphs, think about the structure of your answer.

1. What issues should be addressed when obtaining informed consent?
2. Why can't we draw causal conclusions from correlational data? Explain with an example.
3. Describe the four characteristics of a good theory.
4. What are the key ingredients in an experiment?

14.

FILL IN THE BLANK(S)

Questions

1. When above-average values for one variable tend to be associated with below-average values for the other variable, the two variables are _____ .
 2. _____ statements are based on systematic collection and analysis of data.
 3. The goal of _____ research is to provide a snapshot of the current state of affairs.
 4. In an experiment, the researcher manipulates the _____ variable and measures the _____ variable.
 5. The most common method of creating equivalence among the experimental conditions in an experiment is to use _____ .
 6. Case studies, surveys and naturalistic observation are types of _____ research.
 7. The standard deviation measures _____ .
 8. The mode is the value that occurs _____ frequently in a distribution.
 9. An experiment has _____ validity if we trust the conclusions that have been drawn about the causal relationship between the IV and DV.
 10. The process of repeating previous research is known as _____ .
-

Answers

1. negatively correlated
2. empirical
3. descriptive
4. independent, dependent
5. random assignment
6. descriptive
7. dispersion variability would also be an acceptable answer
8. most

9. internal
10. replication

15.

MULTIPLE CHOICE QUESTIONS

Questions

1. Statements based on the systematic collection of data are:
 - a. empirical
 - b. dialectic
 - c. empathic
 - d. false
2. The goal of correlational research is to:
 - a. assess the causal impact of one variable on another
 - b. create a snapshot of what's happening
 - c. assess relationships between variables
 - d. all of the above
3. A study of the feeding behaviour of a group of wild monkeys in India would be an example of:
 - a. a survey
 - b. naturalistic observation
 - c. a correlation
 - d. an experiment
4. If income and happiness are positively correlated then a person with a low income would be predicted to be:
 - a. not depressed at all
 - b. less depressed than a person with a high income
 - c. more depressed than a person with a high income
 - d. cannot make a prediction from correlational data
5. Descriptive statistics aim to:
 - a. explain
 - b. confuse
 - c. complicate
 - d. summarize
6. In a _____ experiment neither the researcher nor the participants know which condition participants are in.

- a. blind
 - b. double-blind
 - c. random
 - d. confounded
7. A researcher is interested in the impact of anxiety on performance. In order to manipulate anxiety, they have some subjects eat plain chips while others eat barbecue flavoured chips. The most obvious problem with this experiment is a lack of :
- a. statistical validity
 - b. empirical validity
 - c. internal validity
 - d. construct validity
8. A strength of correlational designs is that they:
- a. can demonstrate causation
 - b. do not require ethics board approval
 - c. can be used with variables which cannot be manipulated by a researcher
 - d. are more intrusive than experimental designs
9. A researcher uses an experimental design to study the effect of music on memory. In this experiment, the Independent Variable is:
- a. music
 - b. memory
 - c. both music and memory
 - d. neither music nor memory
10. According to the text, which of the following is NOT a characteristic of a good theory?
- a. it is parsimonious
 - b. it is falsifiable
 - c. it is common sense
 - d. it is general
11. Empirical statements are based on:
- a. belief
 - b. data
 - c. intuition
 - d. common sense
12. Informed consent is typically obtained:
- a. during an experiment
 - b. before an experiment
 - c. after an experiment
 - d. it is not typical to obtain informed consent

13. Creating equivalence among research participants is vital for:
 - a. experimental research
 - b. correlational research
 - c. descriptive research
 - d. equivalence is never vital
14. A researcher is interested in whether the results of her experiment (conducted in Canada) would be the same if the experiment were conducted in China. This researcher is concerned with:
 - a. internal validity
 - b. external validity
 - c. statistical validity
 - d. none of the above
15. Standard deviation is a measure of:
 - a. range
 - b. central tendency
 - c. inference
 - d. dispersion
16. Generalization is a key issue in:
 - a. internal validity
 - b. external validity
 - c. a double-blind experiment
 - d. a single-blind experiment
17. In an experiment examining the effect of mood on intelligence participants are randomly assigned to watch either a funny movie or a sad movie before they complete an IQ test. The funny movie is shown in a classroom, while the sad movie is shown in the student lounge. The most obvious problem with this experiment is:
 - a. lack of statistical validity
 - b. the IV is confounded
 - c. the use of random assignment
 - d. none of the above
18. In an experiment the researcher manipulates the _____ variable and measure the _____ variable.
 - a. independent, dependent
 - b. dependent, independent
 - c. causal, spurious
 - d. spurious, causal
19. The more exercise a person takes the fewer medical problems they report. This is an example of:
 - a. a curvilinear relationship

- b. statistical independence
 - c. a positive correlation
 - d. a negative correlation
20. In a normal distribution most scores are located:
- a. at the high end of the distribution
 - b. at the low end of the distribution
 - c. in the centre of the distribution
 - d. at the extremes of the distribution
21. Data from a correlational study is usually shown as a:
- a. scatterplot
 - b. pie chart
 - c. bar graph
 - d. b or c
22. A researcher plans to assess intelligence by counting the number of times participants can hop on one leg in 60 seconds. An obvious problem with this is:
- a. lack of statistical validity
 - b. number of hops is too subjective
 - c. lack of construct validity
 - d. lack of significance
23. A double-blind study is used to minimize the impact of:
- a. experimenter bias
 - b. expectancy effects
 - c. both a and b
 - d. neither a nor b
24. Correlation coefficients range from:
- a. $r = -1$ to $r = +1$
 - b. $r = 0$ to $r = +1$
 - c. $r = -1$ to $r = 0$
 - d. $r = +.5$ to $r = +1$
25. In an experiment randomly assigned, participants drank wine or water. All participants then completed an anxiety questionnaire. In this experiment the IV was:
- a. the results of the memory test
 - b. the participants
 - c. the random assignment
 - d. what the participants drank
26. Research shows that the older a person is, the larger their vocabulary. This is an example of a :
- a. positive correlation

- b. negative correlation
 - c. causal correlation
 - d. partial correlation
27. Three commonly used measures of central tendency are:
- a. range, standard deviation, median,
 - b. median, mode, dispersion
 - c. mode, median, standard deviation
 - d. median, mode, mean
28. Dr. Maki questioned a group of 9th graders about their career aspirations. This is an example of a(n)
- a. experiment
 - b. survey
 - c. case study
 - d. manipulation
29. In an experiment looking at the effect of heat on performance, participants were randomly assigned to spend 20 minutes in a hot room painted blue or to spend 20 minutes in a cold room painted yellow. In this experiment the IV is confounded by:
- a. lack of random sampling
 - b. the colour of the room
 - c. performance on the task
 - d. there is no confound
30. A researcher asks 250 students (from a school with 1000 pupils) to complete a survey about the cafeteria. The 250 students are a:
- a. population
 - b. case study
 - c. sample
 - d. variable
-

Answers

- 1. a
- 2. c
- 3. b
- 4. c
- 5. d
- 6. b

7. d
8. c
9. a
10. c
11. b
12. b
13. a
14. b
15. d
16. b
17. b
18. a
19. d
20. c
21. a
22. c
23. c
24. a
25. d
26. a
27. d
28. b
29. b
30. c

16.

ACTIVITIES

Exercises: Read, Watch & Listen

- [Feature: A Case Study in Distracted Driving](http://www.news1130.com/2016/09/08/feature-a-case-study-in-distracted-driving/): A case study of one man's experience of texting while driving
(<http://www.news1130.com/2016/09/08/feature-a-case-study-in-distracted-driving/>)
- [The Truth About Sex, Lies and Surveys](http://www.telegraph.co.uk/women/sex/10488703/The-truth-about-sex-lies-and-surveys.html): an article highlighting some problems with survey research
(<http://www.telegraph.co.uk/women/sex/10488703/The-truth-about-sex-lies-and-surveys.html>)
- [Canada's Voluntary Census is Worthless. Here's Why](http://www.theglobeandmail.com/commentary/canadas-voluntary-census-is-worthless-heres-why/article14674558/): an article on the downside of non-random sampling:
(<http://www.theglobeandmail.com/commentary/canadas-voluntary-census-is-worthless-heres-why/article14674558/>)
- [How Much Are Readers Misled by Headlines that Imply Correlational Findings are Causal?](https://digest.bps.org.uk/2017/04/21/how-much-are-readers-misled-by-headlines-that-imply-correlational-findings-are-causal/) Examples of people inferring causation from correlational research
(<https://digest.bps.org.uk/2017/04/21/how-much-are-readers-misled-by-headlines-that-imply-correlational-findings-are-causal/>)
- [Study Delivers Bleak Verdict on Validity of Psychology Experiment Results](http://www.theguardian.com/science/2015/aug/27/study-delivers-bleak-verdict-on-validity-of-psychology-experiment-results): highlighting replication issues with psychological research
(<http://www.theguardian.com/science/2015/aug/27/study-delivers-bleak-verdict-on-validity-of-psychology-experiment-results>)

Exercises: Watch & Learn

[Case Studies of Phinease Gage](#): This video shows an example of a famous case study – it will be useful for Chapter 4 too!

Video 3.1: *Case Studies of Phinease Gage* (<https://youtu.be/X6ZvC3XzKsM>) uploaded by Karen Avellaneda

Exercises: Watch & Learn

The video [Practice with Independent & Dependent Variables](#) provides a clear explanation of IV, DV and confounding variables.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=53#oembed-1>

Video 3.2: *Practice with Independent & Dependent Variables* (<https://youtu.be/0sqmziVN6Os>) uploaded by Lucas Lichtenw.

Exercises: Watch & Learn

[The Danger of Mixing up Causality and Correlation](#): A memorable Ted talk on why correlation does not mean causation.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=53#oembed-2>

Video 3.3: The Danger of Mixing up Causality and Correlation (<https://youtu.be/8B271L3NtAw>) uploaded by Ionica Smeets.

Exercises: Do & Think

1. Imagine that you are going to conduct an experiment looking at the effect of different kinds of tea on happiness. How many ways can you think of to measure happiness (yes, it's the DV?)
2. Imagine that you are going to conduct an experiment looking at the effect of boredom on test performance. How many ways can you think of to manipulate boredom (yes, it's the IV?). Remember, you will need at least two conditions in each case (e.g. if you are thinking of asking half your participants to read a very difficult physics text, you need to think what you would do with the control/comparison participants to)
3. Put together a short (4 or 5 question) survey on a topic related to education (tuition fees, online courses, technology etc) and ask some friends to complete it. Even with just a few participants, can you see any similarities in their answers?
4. [Psychology Experiment Ideas for Assignments](https://www.verywell.com/psychology-experiment-ideas-2795669): If you want/need to come up with an idea for a research project, this site will get you started:
(<https://www.verywell.com/psychology-experiment-ideas-2795669>)

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17.

TEST YOUR KNOWLEDGE

Now it's time to test what you've learned!



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<https://pressbooks.nsc.ca/intropsychstudyguide/?p=55#h5p-2>

PART IV

CHAPTER 4: BRAINS, BODIES AND BEHAVIOUR

Learning Objectives

After studying this chapter you should be able to:

- Describe the structure and functions of the neuron.
- Draw a diagram of the pathways of communication within and between neurons.
- List three of the major neurotransmitters and describe their functions.
- Describe the structures and functions of the “old brain” and its influence on behaviour.
- Explain the structure of the cerebral cortex (its hemispheres and lobes) and the function of each area of the cortex.
- Define the concepts of brain plasticity, neurogenesis and brain lateralization.
- Compare and contrast the techniques that scientists use to view and understand brain structures and functions.
- Summarize the primary functions of the CNS and the subsystems of the PNS.
- Explain how the electrical components of the nervous system and the chemical components of the endocrine system work together to influence behaviour.

18.

TRUE OR FALSE?

Remember – try to go beyond just answering True or False; use the statements as an opportunity to review your knowledge of the topic.

Questions

1. A person with damage to their cerebellum would have difficulty understanding speech.
 2. The corpus callosum connects the two hemispheres of the brain.
 3. An FMRI involves lesioning the brain.
 4. Glands in the endocrine system secrete hormones.
 5. The peripheral nervous system consists of the brain and spinal cord.
 6. The visual cortex is located in the temporal lobes.
 7. The pineal gland is sometimes referred to as the master gland.
 8. The sympathetic nervous system is part of the autonomic nervous system.
 9. The dendrites of a neuron pass messages away from the cell body.
 10. GABA is an inhibitory neurotransmitter.
-

Answers

1. false
2. true
3. false
4. true
5. false

6. false
7. false
8. true
9. false
10. true

19.

SHORT ANSWER/ESSAY QUESTIONS

Try these AFTER you have thoroughly studied the chapter. You should not have to look back at the text to answer them (only to check your answer!). Remember, the point is NOT to memorize parts of the textbook but rather to understand the material and describe it in your OWN WORDS.

If you are going to write more than a couple of paragraphs, think about the structure of your answer.

1. Choose two neurotransmitters and describe their impact.
2. Identify the four lobes of the cortex and describe the main function(s) of each of them.
3. What is the endocrine system? Choose two of its glands and explain how they impact human behaviour.
4. What are the three key structures of the brain stem and what impact do they have on human behaviour?

20.

FILL IN THE BLANK(S)

Questions

1. The brain and spinal cord make up the _____.
 2. TMS involves applying _____ to the brain of a living person to temporarily and safely deactivate a small region.
 3. The _____ is a layer of fatty tissue surrounding the axon of a neuron that acts as insulation and allows faster transmission of the action potential.
 4. The _____ is a system of glands that secrete hormones.
 5. The area of the brain stem that controls heart rate and breathing is called the _____.
 6. The four lobes of the cortex are: _____, _____, _____ and _____.
 7. The pituitary gland is controlled by the _____.
 8. The two divisions of the PNS are the _____ nervous system and the _____ nervous system.
 9. The _____ is primarily responsible for regulating our perceptions of, and reactions to, aggression and fear.
 10. The brain's ability to change its structure and function in response to experience or damage is called _____.
-

Answers

1. central nervous system
2. magnetic pulses
3. myelin sheath
4. endocrine system
5. medulla
6. frontal, parietal, occipital, temporal
7. hypothalamus
8. autonomic, somatic

9. amygdala
10. neuroplasticity

21.

MULTIPLE CHOICE QUESTIONS

Questions

1. What part of a neuron is responsible for receiving information?
 - a. axon
 - b. terminal fibre
 - c. dendrite
 - d. myelin sheath
2. Electrical stimulation of the reticular formation would most likely cause an animal to:
 - a. sneeze
 - b. become blind
 - c. wake up if it had been sleeping
 - d. stop breathing
3. In evolutionary terms, which is the oldest part of the brain?
 - a. the limbic system
 - b. the cortex
 - c. the right hemisphere
 - d. the brain stem
4. The change in electrical charge that occurs in a neuron when a nerve impulse is transmitted is known as the:
 - a. action potential
 - b. synaptic change
 - c. refractory period
 - d. ionic charge
5. Schizophrenia and Parkinson's disease are both linked to changes in which neurotransmitter?
 - a. serotonin
 - b. glutamate
 - c. dopamine
 - d. acetylcholine
6. The limbic system includes the:
 - a. amygdala, hypothalamus, hippocampus

- b. hypothalamus, medulla, hippocampus
 - c. hippocampus, pons, thalamus
 - d. cerebellum, pons, hypothalamus
7. The _____ is to feeling fear as the _____ is to feeling pleasure.
 - a. pons/medulla
 - b. amygdala/hypothalamus
 - c. thalamus/hypothalamus
 - d. cerebellum/amygdala
 8. The effect of neurotransmitters may be:
 - a. chemical or electrical
 - b. excitatory or inhibitory
 - c. positive or negative
 - d. active or passive
 9. The terminal buttons of a neuron are located at the end of its:
 - a. axon
 - b. dendrite
 - c. myelin sheath
 - d. nodes of ranvier
 10. Which lobe is most closely associated with visual processing?
 - a. frontal
 - b. temporal
 - c. parietal
 - d. occipital
 11. Communication within neurons is _____, communication between neurons is _____.
 - a. excitatory, inhibitory
 - b. inhibitory, excitatory
 - c. chemical, electrical
 - d. electrical, chemical
 12. Which of the following is NOT a lobe of the brain?
 - a. frontal
 - b. dorsal
 - c. parietal
 - d. temporal
 13. A person who is drunk may have difficulty walking in a straight line because the alcohol has impacted their:
 - a. thalamus

- b. reticular formation
 - c. amygdala
 - d. cerebellum
14. Neurotransmitters carry signals across the _____.
- a. refractory gap
 - b. axonal gap
 - c. synaptic gap
 - d. hippocampal gap
15. The poison curare is a(n) _____ for the neurotransmitter acetylcholine.
- a. antagonist
 - b. protagonist
 - c. agonist
 - d. cure
16. Damage to the hippocampus is most likely to impair:
- a. memory
 - b. balance
 - c. sleep
 - d. breathing
17. Which part of the limbic system is involved in an animal's feeling of hunger?
- a. thalamus
 - b. pons
 - c. hippocampus
 - d. hypothalamus
18. The _____ consists of glands that secrete hormones:
- a. nervous system
 - b. immune system
 - c. endocrine system
 - d. cerebral cortex
19. Testosterone is to _____ as estrogen is to _____.
- a. thyroid, parathyroid
 - b. testes, ovaries
 - c. sympathetic, parasympathetic
 - d. pancreas, pituitary
20. What do we call the layer of fatty tissue surrounding the axon of some neurons?
- a. cutaneous coating
 - b. myelin sheath
 - c. dendritic barrier

- d. synaptic sleeve
- 21. In the context of brain imaging, what does fMRI stand for?
 - a. fast moving recovery imaging
 - b. first moveable recording indicator
 - c. flexible motion resistance indicator
 - d. functional magnetic resonance imaging
- 22. Which lobe is primarily responsible for hearing and language?
 - a. temporal
 - b. parietal
 - c. frontal
 - d. occipital
- 23. After a car accident, Rhodri had a lot of difficulty planning his day. This is most likely the result of damage to which lobe?
 - a. temporal
 - b. parietal
 - c. frontal
 - d. occipital
- 24. Which area of the brain-stem controls heart rate and breathing?
 - a. reticular formation
 - b. medulla
 - c. pons
 - d. thalamus
- 25. Which structure allows communication between the hemispheres?
 - a. reticular formation
 - b. temporal lobe
 - c. contralateral bridge
 - d. corpus callosum
- 26. Which part of the endocrine system is sometimes called the “master gland”?
 - a. adrenal gland
 - b. pancreas
 - c. pituitary gland
 - d. pineal gland
- 27. Which of the following is NOT part of the endocrine system?
 - a. pons
 - b. pancreas
 - c. parathyroid
 - d. pineal gland

28. Where would you see the nodes of Ranvier?
- a. on an axon
 - b. in the cell body
 - c. on a dendrite
 - d. a and c
29. The brain's ability to change in response to experience or damage is called:
- a. lateralization
 - b. lesioning
 - c. neuroplasticity
 - d. functionality
30. Which is the most common neurotransmitter in the brain?
- a. serotonin
 - b. glutamate
 - c. dopamine
 - d. GABA
-

Answers

- 1. c
- 2. c
- 3. d
- 4. a
- 5. c
- 6. a
- 7. b
- 8. b
- 9. a
- 10. d
- 11. d
- 12. b
- 13. d
- 14. c
- 15. a
- 16. a
- 17. d

18. c
19. a
20. b
21. d
22. a
23. c
24. b
25. d
26. c
27. a
28. a
29. c
30. b

22.

ACTIVITIES

Exercises: Read, Watch & Listen

[Quickly Memorize the Parts of the Brain](#) offer some creative ideas for how to remember the names of the different parts of the brain and what they do!



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=66#oembed-1>

Video 4.1: Quickly Memorize the Parts of the Brain, (<https://www.youtube.com/watch?v=6xnMLr-sF7o&feature=youtu.be>), posted by Michael Britt

Exercises: Read, Watch & Listen

[Stabbed in the Brain: Phineas Gage](#): The curious case of Phinease Gage.



— One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=66#oembed-2>

Video 4.2: Stabbed in the Brain: Phineas Gage (<https://youtu.be/FrULrWRIGBA>), posted by vlogbrothers.

Exercises: Read, Interact & Learn

- [Dopamine](#): The Two-Faced Molecule behind Addiction and Parkinson's Disease: An in-depth look at how scientists have explored the role of dopamine in human behaviour: (<https://www.theguardian.com/science/video/2012/may/18/neuroscience-psychology>)
- [3D Brain](#): This app will help you understand more about the brain: (<https://itunes.apple.com/ca/app/3d-brain/id331399332?mt=8>)
- [Neuroscience for Kids](#): Aimed at children, this site explores neuroscience in an engaging way: (<http://faculty.washington.edu/chudler/neurok.html>)

Exercise: Watch & Learn

The video [The Brain](#) takes you a bit beyond what the text covers concerning the brain.

<https://youtu.be/kMKc8nfPATI>

Video 4.3: The Brain (<https://www.youtube.com/watch?v=kMKc8nfPATI>) uploaded by Bozeman Science.

Exercises: Watch & Listen

And these two crash course episodes cover the nervous system:



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Video 4.4: The Nervous System, Part 1: Crash Course A&P #8 (https://youtu.be/qPix_X-9t7E) posted by CrashCourse.



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Video 4.5: The Nervous System, Part 2 – Action! Potential: Crash Course A&P #9 (https://www.youtube.com/watch?v=OZG8M_IdA1M) posted by CrashCourse.

Exercises: Do & Think

- [The Human Brain](https://www.learner.org/series/discoveringpsychology/brain/brain_flash.html): Try out this interactive activity exploring the brain (https://www.learner.org/series/discoveringpsychology/brain/brain_flash.html)
- [2-Minute Neuroscience: The Neuron](#) is a short video about neurons.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nscc.ca/intropsychstudyguide/?p=66#oembed-4>

Video 4.6: The Human Brain: The Nueron (https://www.learner.org/series/discoveringpsychology/brain/brain_flash.html) uploaded by Neuroscientifically Challenged.

Then see if you can answer the following questions:

1. A good estimate of how many neurons are in the human brain would be:
 - a. hundreds
 - b. thousands
 - c. millions
 - d. billions
2. Another word for cell body is:
 - a. dendrite
 - b. centre
 - c. soma
 - d. axon
3. An electrical signal travelling down an axon is called a(n)
 - a. myelin sheath
 - b. current signal
 - c. action potential
 - d. active charge
4. Dendrites:
 - a. receive signals

- b. release neurotransmitters
- c. analyze information
- d. all of the above

Answers: 1. d | 2. c | 3. c | 4. a

- [Health, Sports and Psychology](http://www.open.edu/openlearn/health-sports-psychology/psychology/starting-psychology/content-section-2.1): This exploration of hemispheric differences includes some questions to make sure you have understood the material (<http://www.open.edu/openlearn/health-sports-psychology/psychology/starting-psychology/content-section-2.1>)
- Imagine that you have been asked to teach a class of 10 year olds about the sympathetic and para-sympathetic nervous systems and their role in our response to stress. Think about how you would explain the material to them and some examples you might use.

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Vlogbrothers. (2010). Stabbed in the brain: Phineas Gage. [Video File]. Retrieved from <https://youtu.be/FrULrWRIGBA>

23.

TEST YOUR KNOWLEDGE

Now test what you have learned!



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/intropsychstudyguide/?p=68#h5p-3>

PART V

CHAPTER 5: SENSING AND PERCEIVING

Learning Objectives

By the end of this chapter you should be able to:

- Review and summarize the capacities and limitations of human sensation.
- Explain the difference between sensation and perception and describe how psychologists measure sensory and difference thresholds.
- Identify the key structures of the eye and the role they play in vision.
- Summarize how the eye and the visual cortex work together to sense and perceive the visual stimuli in the environment, including processing colours, shape, depth and motion.
- Draw a picture of the ear, label its key structures and functions, and describe the role they play in hearing.
- Describe the process of transduction in hearing.
- Summarize how the senses of taste and olfaction transduce stimuli into perceptions.
- Describe the process of transduction in the senses of touch and proprioception.
- Outline the gate control theory of pain. Explain why pain matters and how it may be controlled.
- Describe how sensation and perception work together through sensory interaction, selective attention, sensory adaptation and perceptual constancy.
- Give examples of how our expectations may influence our perception, resulting in illusions and potentially inaccurate judgments.

24.

TRUE OR FALSE?

Remember to go beyond just True or False – use these questions as an opportunity to review your knowledge of the topic

Questions

1. Linear perspective refers to the fact that when one object overlaps another we perceive it as being closer to us.
 2. People with blindsight are psychic.
 3. Umami is a flavour found in MSG.
 4. The vestibular system is important in enabling us to keep our balance.
 5. The field of psychophysics was founded by Fechner.
 6. The retina is a membrane in the upper nasal passage.
 7. Rods specialize in detecting black, white and gray.
 8. Sensory adaptation refers to diminished sensitivity after prolonged and constant exposure.
 9. The moon appears larger when it is near the horizon than when it is seen overhead.
 10. The middle ear contains six tiny bones.
-

Answers

1. false
2. false
3. true
4. true
5. true

6. false
7. true
8. true
9. true
10. false

25.

SHORT ANSWER/ESSAY QUESTIONS

Try these AFTER you have thoroughly studied the chapter. You should not have to look back at the text to answer them (only to check your answer!). Remember, the point is NOT to memorize parts of the textbook but rather to understand the material and describe it in your OWN WORDS.

If you are going to write more than a couple of paragraphs, think about the structure of your answer.

1. How do we see? Identify the key structures involved in visual processing and describe their role in vision.
2. Choose two gestalt principles and describe (with examples) how they contribute to our perception.
3. How have psychologists investigated absolute and difference thresholds?
4. How have psychologists demonstrated the role of expectations in perception?

26.

FILL IN THE BLANKS

Questions

1. Interposition, relative size and linear perspective are _____ depth cues.
 2. _____ is defined as the organization and interpretation of sensations.
 3. The _____ is defined as the intensity of a stimulus that allows an organism to just barely detect it.
 4. The visual cliff is used to assess _____ perception in infants.
 5. The _____ carries visual information from the eye to the thalamus.
 6. The _____ theory of hearing argues that different areas of the cochlea respond to different frequencies.
 7. The absolute threshold for human hearing is _____ decibels.
 8. _____ describes our ability to focus on some sensory inputs while tuning out others.
 9. Our _____ is a set of liquid-filled areas in the inner ear that monitors the head's position and movement, maintaining the body's balance.
 10. The _____ control theory of pain proposes that pain is determined by the operation of two types of nerve fibres in the spinal cord.
-

Answers

1. monocular
2. perception
3. absolute threshold
4. depth
5. optic nerve
6. place
7. zero
8. selective attention

9. vestibular system
10. gate control

27.

MULTIPLE CHOICE

Questions

1. Sensation is to _____ as perception is to _____.
 - a. vision, olfaction
 - b. conscious, unconscious
 - c. awareness, interpretation
 - d. taste, vision
2. Visual accommodation involves a change in which structure?
 - a. lens
 - b. cornea
 - c. retina
 - d. fovea
3. If object A overlaps object B we perceive object A as being closer. Which depth cue are we using?
 - a. relative size
 - b. linear perspective
 - c. proximity
 - d. interposition
4. _____ is the ability to sense the position and movement of our body parts.
 - a. proprioaction
 - b. proprioception
 - c. proprioliction
 - d. proprioprediction
5. A researcher interested in the relationship between physical stimuli and our psychological experience would be studying:
 - a. extra sensory perception
 - b. proprioception
 - c. auditory realism
 - d. psychophysics
6. When a person enters a dark room their pupils _____ to allow more light to enter their eyes.
 - a. constrict

- b. curve
 - c. dilate
 - d. a or c
7. Wave _____ is to pitch as wave _____ is to loudness.
 - a. length, frequency
 - b. peak, trough
 - c. pressure, distinctiveness
 - d. frequency, amplitude
 8. In depth perception, accommodation would be most useful for which activity?
 - a. playing golf
 - b. threading a needle
 - c. driving a car
 - d. flying a kite
 9. What is the visible part of the ear called?
 - a. pinna
 - b. funnel
 - c. tibia
 - d. cochlea
 10. The optic nerve carries information to:
 - a. the retina then the cortex
 - b. the retina then the thalamus
 - c. the thalamus then the cortex
 - d. the cornea then the retina
 11. Where would you find tastebuds?
 - a. on the tongue
 - b. on the walls of the mouth
 - c. at the back of the throat
 - d. all of the above
 12. Damage to the _____ may cause sensorineural hearing loss.
 - a. eardrum
 - b. pinna
 - c. stapes
 - d. cilia
 13. Which are the 4 basic sensations our skin can detect?
 - a. vibration, warmth, tingling, pain
 - b. pain, friction, cold, warmth
 - c. pain, pressure, hot, cold

- d. itching, tickling, friction, aching
14. Which of the following is NOT one of the six senses?
 - a. proprioception
 - b. transduction
 - c. olfaction
 - d. taste
 15. Which of the following is a gestalt principle?
 - a. intensity
 - b. density
 - c. proximity
 - d. frequency
 16. When detecting colour, hue depends on wave _____ while brightness dependson _____
 - a. height, length
 - b. length, height
 - c. intensity, consistency
 - d. consistency, intensity
 17. What is the stimulus for vision?
 - a. electromagnetic energy
 - b. electrovisual energy
 - c. electrostatic energy
 - d. electroconvulsive energy
 18. People are more likely to notice a 50 cent increase in the price of a candy bar than they are to notice a 50 cent increase in the price of an iPad. This illustrates:
 - a. the absolute threshold
 - b. Weber's law
 - c. signal detection
 - d. opponent processes
 19. What is another term for difference threshold?
 - a. absolute threshold
 - b. difference adaptation
 - c. just noticeable difference
 - d. sensory differentiation
 20. According to the text, how many different taste sensations are there?
 - a. 2
 - b. 4
 - c. 6
 - d. 8

21. Movement of hair cells in the _____ triggers nerve impulses which are sent to the brain.
- pinna
 - cochlea
 - malleus
 - retina
22. Which of the following is NOT part of the vestibular system?
- horizontal canal
 - anterior canal
 - sacculle
 - invicticle
23. Damage to your olfactory membrane would most likely impair your ability to:
- see
 - hear
 - smell
 - feel pain
24. Which of the following is NOT a set of opponent colours according to opponent process theory?
- red/blue
 - red/green
 - yellow/blue
 - white/black
25. Your ability to focus on a TV show while ignoring the noise of your partner nagging about supper illustrates:
- synesthesia
 - selective attention
 - sensory attention
 - sensory adaptation
26. The fact that you may notice a disgusting smell when you first walk into a room but stop noticing it if you stay in the room for a while illustrates:
- synesthesia
 - selective attention
 - sensory attention
 - sensory adaptation
27. _____ theory argues that pain is determined by the operation of two types of nerve fibres in the spinal cord.
- opponent process
 - Young Helmholtz
 - gate control

- d. neural location
 - 28. The middle ear contains three little bones. They are:
 - a. pinna, cochlea, cilia
 - b. incus, anvil, stapes
 - c. hammer, anvil, stirrup
 - d. tympani, ossicle, pinna
 - 29. Signal detection analysis examines our ability to:
 - a. tell the difference between blue and green
 - b. detect signals of distress in a baby
 - c. detect the latent meaning of a dream
 - d. separate true signals from background noise
 - 30. What do we call the field of psychology that focuses on improving the development of technology by using psychological knowledge?
 - a. human factors
 - b. signal detection
 - c. humanistic psychology
 - d. computer science
-

Answers

- 1. c
- 2. a
- 3. d
- 4. b
- 5. d
- 6. c
- 7. d
- 8. b
- 9. a
- 10. c
- 11. d
- 12. d
- 13. c
- 14. b
- 15. c

16. b
17. a
18. b
19. c
20. c
21. b
22. d
23. c
24. a
25. b
26. d
27. c
28. c
29. d
30. a

28.

ACTIVITIES

Exercises: Read & Learn

- [‘Island of the Colorblind’: Where the Jungle is Pin, the Sea is Gray and the Light is Far Too Bright](http://edition.cnn.com/2017/07/12/arts/sanne-de-wilde-island-of-the-colorblind/index.html): A fascinating attempt to see the world through the eyes of people who cannot perceive colour. (<http://edition.cnn.com/2017/07/12/arts/sanne-de-wilde-island-of-the-colorblind/index.html>)
- [Not to be Sniffed at: Human Sense of Smell Rivals that of Dogs, Says Study](https://www.theguardian.com/science/2017/may/11/not-to-be-sniffed-at-human-sense-of-smell-rivals-that-of-dogs-says-study): A description of some research highlighting human’s unexpected olfactory abilities. (<https://www.theguardian.com/science/2017/may/11/not-to-be-sniffed-at-human-sense-of-smell-rivals-that-of-dogs-says-study>)
- [Scents and Sensibility: What’s it like to Live Without Smell? – podcast](https://www.theguardian.com/lifeandstyle/audio/2016/sep/08/scents-and-sensibility-whats-it-like-to-live-without-smell-podcast): A podcast exploring the senses of taste and smell (olfaction). (<https://www.theguardian.com/lifeandstyle/audio/2016/sep/08/scents-and-sensibility-whats-it-like-to-live-without-smell-podcast>)
- [Do Women Really Tolerate Pain Better Than Men?](https://www.sciencealert.com/do-women-tolerate-pain-better-than-men) An interesting discussion of how males and females deal with pain (<https://www.sciencealert.com/do-women-tolerate-pain-better-than-men>)
- [The Blind Spot and the Vanishing Head Illusion](https://www.newscientist.com/article/dn17511-the-blind-spot-and-the-vanishing-head-illusion/): This is an impressive demonstration of the vanishing head illusion (<https://www.newscientist.com/article/dn17511-the-blind-spot-and-the-vanishing-head-illusion/>)
- [Hearing Loss on the Rise in Young Adults, Expert Warns](http://www.cbc.ca/news/canada/edmonton/hearing-loss-on-rise-in-young-adults-1.4117268): A cautionary story about hearing loss in young people. (<http://www.cbc.ca/news/canada/edmonton/hearing-loss-on-rise-in-young-adults-1.4117268>)

Exercise: Watch & Learn

[3 Optical Illusions that Exploit Your Visual System](#): A short video looking at some fascinating visual illusions.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=79#oembed-1>

Video 5.1: 3 Optical Illusions that Exploit Your Visual System (<https://m.youtube.com/watch?v=QCLm1PvVTY8>) posted by BiteSizePsych.

Exercise: Watch & Learn

[Color Vision: Theories, Afterimages and More](#) – A comprehensive look at competing theories of colour vision.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=79#oembed-2>

Video 5.2: Color vision: Theories, Afterimages and More (<https://youtu.be/PtVudUxm9go>) posted by the American Psychological Association.

Exercise: Watch & Learn

[The Effect of Red on Consumer Behavior](#): A researcher describes some of his work on the impact of colour on behaviour.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=79#oembed-3>

Video 5.3: The Effect of Red on Consumer Behaviour (<https://youtu.be/nUxDqleiXt0>), posted by Rajich Bagchi.

Exercise: Watch & Learn

[Understanding Driver Distraction](#): A researcher introduces his work on distracted driving.



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Video 5.4: Understanding Driver Distraction, (https://youtu.be/-k8p1yfg_r4), posted by David Strayer.

Exercise: Think & Do

[How Old Are Your Ears?](#) : Try this hearing test on people of different ages (be ready to reduce the volume immediately especially if YOU cannot hear the sound – it may be very unpleasant for people who can hear it!)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=79#oembed-5>

Video 5.5: How old are your ears? (<https://youtu.be/VxcbppCX6Rk>) uploaded by AsapSCIENCE.

Exercise: Watch & Answer

[Video About Hearing and How it Works](#): Watch this video about hearing then see if you can answer some questions about it:

- What happens when the eardrum vibrates?
- What happens in the cochlea?
- In terms of our ability to detect differences in pitch, which theory described in the text is presented in the video



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=79#oembed-6>

Video 5.6: Video About Hearing and How it Works (<http://www.youtube.com/watch?v=fIIAxGsV1q0>), uploaded by Med El.

Answers to questions above:

- a. The vibration of the eardrum causes the bones in the middle ear (hammer, anvil and stirrup) to vibrate.
- b. Mechanical vibration is transformed into electrical signals in the cochlea.
- c. The video describes the place theory of hearing different pitches.

Exercises: Read, Watch and Answer

1. Find your blind spot using this interactive activity:
<http://serendip.brynmawr.edu/bb/blindspot1.html>
2. The “continuous concentration” activity on this site assesses how well you can concentrate:
<https://www.testmybrain.org/>

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29.

TEST YOUR KNOWLEDGE

Now it's time to test what you've learned!



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/intropsychstudyguide/?p=81#h5p-4>

PART VI

CHAPTER 6: STATES OF CONSCIOUSNESS

Learning Objectives

- Draw a graphic showing the usual phases of sleep during a normal night and notate the characteristics of each phase.
- Review the disorders that affect sleep and the costs of sleep deprivation.
- Outline and explain the similarities and differences among the different theories of dreaming.
- Summarize the major psychoactive drugs and their influences on consciousness and behaviour.
- Review the evidence regarding the dangers of recreational drugs.
- Review the ways that people may alter consciousness without using drugs.

30.

TRUE OR FALSE?

Remember to try to go beyond just answering True or False – how would you justify your answer to a friend?

Questions

1. Stimulants increase CNS activity?
2. Sleep spindles appear during REM sleep.
3. Freud believed that the primary function of dreams was wish fulfilment.
4. Nicotine is an opioid.
5. Sensory deprivation has been used as a form of torture.
6. Everyone is susceptible to hypnosis.
7. Mescaline and LSD have hallucinogenic effects.
8. Delta waves predominate during wakefulness.
9. Valium is a depressant.
10. People awakened during REM sleep are likely to report that they were dreaming.

Answers

1. true
2. false
3. true
4. false
5. true
6. false
7. true

8. false
9. true
10. true

31.

SHORT ANSWER/ESSAY QUESTIONS

Try these AFTER you have thoroughly studied the chapter. You should not have to look back at the text to answer them (only to check your answer!). Remember, the point is NOT to memorize parts of the textbook but rather to understand the material and describe it in your OWN WORDS.

If you are going to write more than a couple of paragraphs, think about the structure of your answer.

1. Describe two ways in which people can alter consciousness without using drugs.
2. What impact do opioids have on human consciousness and behaviour? Give examples to illustrate your answer.
3. Contrast Freud's theory of dreaming with the activation-synthesis theory.
4. Describe the different phases of sleep.

32.

FILL IN THE BLANK(S)

Questions

1. Caffeine, nicotine and cocaine are all classed as _____.
2. The daily waking and sleeping cycle is an example of a _____ rhythm.
3. The pineal gland secretes the hormone _____ that facilitates the onset of sleep.
4. Freud argued that dreams have both _____ content and _____ content.
5. Alcohol is classed as a _____.
6. Stage N3 sleep is also known as _____ sleep.
7. The idea that the mind and body are two separate entities is called _____.
8. In the context of sleep, REM stands for _____.
9. _____ is a sleep disorder characterized by pauses in breathing that last at least ten seconds.
10. The four primary classes of psychoactive drugs are _____, _____, _____ and _____.

Answers

1. stimulants
2. circadian
3. melatonin
4. manifest, latent
5. depressant
6. slow wave
7. dualism
8. rapid eye movement
9. sleep apnea
10. stimulants, depressants, opioids, hallucinogens

33.

MULTIPLE CHOICE QUESTIONS

Questions

1. A dualist believes:
 - a. people have two personalities
 - b. life is better with a partner
 - c. there are two explanations for every behaviour
 - d. the mind is separate from the brain
2. Prolonged sleep deprivation can result in:
 - a. impaired driving
 - b. increased anxiety
 - c. memory problems
 - d. all of the above
3. Which of the following is NOT one of the 4 primary classes of psychoactive drugs?
 - a. stimulant
 - b. barbiturate
 - c. depressant
 - d. hallucinogen
4. How long does a circadian rhythm last?
 - a. about an hour
 - b. about a day
 - c. about a month
 - d. about a year
5. Which of the following is a depressant?
 - a. alcohol
 - b. nicotine
 - c. LSD
 - d. caffeine
6. From birth to adulthood, the amount of sleep we need per night:
 - a. increases
 - b. decreases

- c. stays the same
 - d. decreases then increases
7. _____ waves are to wakefulness as _____ waves are to deep sleep.
- a. alpha, beta
 - b. beta, delta
 - c. alpha, delta
 - d. beta, theta
8. What is another name for N3 stage sleep?
- a. rapid eye movement sleep
 - b. beta wave sleep
 - c. dream sleep
 - d. slow wave sleep
9. Caffeine is to _____ as alcohol is to _____.
- a. stimulant, depressant
 - b. stimulant, hallucinogen
 - c. stimulant, opioid
 - d. barbiturate, stimulant
10. What did Freud regard as the primary function of dreams?
- a. enhanced cognition
 - b. wish fulfilment
 - c. memory suppression
 - d. enhanced self-esteem
11. The body's primary circadian pacemaker is the:
- a. pineal gland
 - b. hippocampus
 - c. suprachiasmatic nucleus
 - d. amygdala
12. According to the activation-synthesis theory of dreaming, dreams are triggered by the random firing of neurons in the:
- a. right temporal lobe
 - b. suprachiasmatic nucleus
 - c. brain stem
 - d. hypothalamus
13. What is another name for hallucinogens?
- a. poppies
 - b. psychedelics
 - c. epinephrine

- d. stimulants
- 14. The term “hypnosis” is based on the Greek word for:
 - a. trance
 - b. drug
 - c. sleep
 - d. dream
- 15. Which is the odd one out?
 - a. opium
 - b. halcion
 - c. heroin
 - d. morphine
- 16. What did Freud call the hidden psychological content of a dream?
 - a. its manifest content
 - b. its literal content
 - c. its latent content
 - d. its soporific content
- 17. Which hormone helps us fall asleep?
 - a. nor-adrenalin
 - b. estrogen
 - c. oxytocin
 - d. melatonin
- 18. Which is the odd one out?
 - a. nicotine
 - b. alcohol
 - c. barbiturates
 - d. benzodiazepines
- 19. The appearance of sleep spindles on a sleeper’s EEG recording would indicate they are in:
 - a. REM sleep
 - b. N1 stage sleep
 - c. N2 stage sleep
 - d. N3 stage sleep
- 20. Which of the following is NOT a sleep disorder?
 - a. narcolepsy
 - b. somnambulism
 - c. sleep apnea
 - d. epilepsy
- 21. Which of the following is NOT associated with REM sleep?

- a. decreased limbic system activity
 - b. increased heart rate
 - c. genital arousal
 - d. dreaming
22. If you were looking at an EEG recording of a sleeping person and noticed theta waves, which stage of sleep would that indicate?
- a. REM
 - b. N1
 - c. N2
 - d. N3
23. I am watching my friend sleep. If I want them to be able to tell me about their dreams I should wake them during:
- a. REM
 - b. N1
 - c. N2
 - d. N3
24. _____ increase activity in the CNS while _____ reduce it.
- a. barbiturates, toxic inhalants
 - b. barbiturates, stimulants
 - c. stimulants, depressants
 - d. depressants, stimulants
25. _____ behaviour is to unconscious as _____ behaviour is to conscious.
- a. normal, abnormal
 - b. idiopathic, nomothetic
 - c. automatic, controlled
 - d. moral, immoral
26. When it comes to a drug's "safety ratio" the bigger the ratio the, _____ drug.
- a. more dangerous
 - b. less dangerous
 - c. more expensive
 - d. less expensive
27. Taking a stimulant will probably cause:
- a. an increase in blood sugar
 - b. constricted pupils
 - c. increased GABA production
 - d. all of the above
28. Hallucinogens typically mimic which neurotransmitter?

- a. GABA and acetylcholine
 - b. endorphins and dopamine
 - c. serotonin and epinephrine
 - d. dopamine and norepinephrine
29. _____ is defined as persistent difficulty falling or staying asleep.
- a. apnea
 - b. narcolepsy
 - c. bruxism
 - d. insomnia
30. Which is the odd one out?
- a. heroin
 - b. LSD
 - c. PCP
 - d. mescaline

Answers

- 1. d
- 2. d
- 3. b
- 4. b
- 5. a
- 6. b
- 7. c
- 8. d
- 9. a
- 10. b
- 11. c
- 12. c
- 13. b
- 14. c
- 15. b
- 16. c
- 17. d
- 18. a
- 19. c

20. d

21. a

22. b

23. a

24. c

25. c

26. b

27. a

28. c

29. d

30. a

34.

ACTIVITIES

Read, Watch & Listen

- [How do Antidepressants Actually Work?](https://www.theguardian.com/science/brain-flapping/2017/jul/10/how-do-antidepressants-actually-work) An interesting look at anti-depressants. (https://www.theguardian.com/science/brain-flapping/2017/jul/10/how-do-antidepressants-actually-work)
- [When You're Sleeping, how much does Your Brain Pay Attention to the Outside World:](https://digest.bps.org.uk/2016/08/17/eyes-shut-mind-open-what-your-brain-pays-attention-to-while-youre-sleeping/#more-8167) A fascinating study of what the brain is up to during sleep (https://digest.bps.org.uk/2016/08/17/eyes-shut-mind-open-what-your-brain-pays-attention-to-while-youre-sleeping/#more-8167)
- [Researches Find "Night Owl" Gene Variant:](http://www.cbc.ca/news/technology/night-owl-gene-1.4069398) Exploring the effect of genes on our biological rhythms. (http://www.cbc.ca/news/technology/night-owl-gene-1.4069398)
- [What it Means When you Dream About Your Teeth Falling Out:](http://www.telegraph.co.uk/wellbeing/sleep/what-it-means-when-you-dream-about-your-teeth-falling-out/?playlist=series%3Awhat-your-dreams-mean) A podcast about dream interpretation: (http://www.telegraph.co.uk/wellbeing/sleep/what-it-means-when-you-dream-about-your-teeth-falling-out/?playlist=series%3Awhat-your-dreams-mean)
- [Academic Anxiety Dreams, and What They Might Mean:](http://www.theguardian.com/science/occams-corner/2016/jan/04/academic-anxiety-dreams-what-they-mean-jenny-rohn) An article describing research specifically into student dreams (http://www.theguardian.com/science/occams-corner/2016/jan/04/academic-anxiety-dreams-what-they-mean-jenny-rohn)
- This Khan Academy site provides a comprehensive look at psychoactive drugs: <https://www.khanacademy.org/science/health-and-medicine/mental-health/drug-abuse-and-drug-addictions/v/overview-of-psychoactive-drugs>
- [Commonly Abused Drugs Charts:](https://www.drugabuse.gov/drugs-abuse/commonly-abused-drugs-charts) This site provides a wealth of information on commonly abused drugs (some illegal, some not) (https://www.drugabuse.gov/drugs-abuse/commonly-abused-drugs-charts)

- [Science Weekly Podcast: the Waking Nightmare of Sleep Paralysis](http://www.theguardian.com/science/audio/2013/aug/05/podcast-science-weekly-sleep-paralysis)
(<http://www.theguardian.com/science/audio/2013/aug/05/podcast-science-weekly-sleep-paralysis>)

Exercise: Watch & Learn

[Sigmund Freud's Interpretation of Dreams Pt. 1-4](#): An introduction to Freud's theory of dream interpretation.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=92#oembed-1>

Video 6.1: Sigmund Freud's Interpretation of Dreams Pt. 1-4 (<http://www.youtube.com/watch?v=lig53eW2ptg>), uploaded by S. Septer.

Exercise: Watch & Learn

[Circadian Rhythm and Your Brain's Clock](#): A short overview.



— One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=92#oembed-2>

Video 6.2: Circadian Rhythm and Your Brain's Clock (<https://www.youtube.com/watch?v=UbQ0RxQu2gM>), uploaded by SciShow.

Exercises: Think & Do

1. [Stop, Breathe & think 4+](https://itunes.apple.com/ca/app/stop-breathe-think/id778848692?mt=8): If you'd like to try meditating, this app is easy to use (<https://itunes.apple.com/ca/app/stop-breathe-think/id778848692?mt=8>)
2. [Keeping a Dream Journal](http://www.world-of-lucid-dreaming.com/dream-journal.html): a step by step guide to keeping a dream journal and an introduction to lucid dreaming. (<http://www.world-of-lucid-dreaming.com/dream-journal.html>)
3. [More Sleep Would Make Us Happier, Healthier and Safer](http://www.apa.org/action/resources/research-in-action/sleep-deprivation.aspx): a brief report of some research into sleep deprivation. (<http://www.apa.org/action/resources/research-in-action/sleep-deprivation.aspx>)
Read it then answer the following questions:
 - a) What are some of the negative effects of sleep deprivation?
 - b) How have researchers demonstrated that most people are carrying a sleep-debt?
 - c) Why was it important for Dinges to randomly assign his volunteers to the different conditions in his study (you might want to re-read Chapter 3 if you're not sure about this)
 - d) Are you currently showing any of the symptoms of a sleep deficit?
 - e) If so, what can you do to remedy the situation
4. Read the "Research Focus" section on pages 222-3, then see if you can answer the following questions:
 - a) What kind of research design was used by Lejeuz et. al.?
 - i. experimental

- ii. case study
- iii. correlational
- vi. survey

- b) Why do you think the researchers chose not to manipulate exposure to smoking?
- c) Can you think of a different way of measuring the desire to take risks?

5. [Alcohol Reality Check](http://www.uvic.site/alcoholreality/start): The questionnaire on this website (which is entirely anonymous) analyzes your alcohol intake to see if it is putting you at any risk. (<http://www.uvic.site/alcoholreality/start>)

Answers to the “things to do” Question 4:

- a. iii) the researchers did not manipulate any variables but were interested in finding out whether adolescents who had smoked were more likely to take risks in a game
- b. It would clearly have been unethical to compel any participants to smoke
- c. Lots of possibilities here, you might make use of virtual reality and look at people’s willingness to (for example) try bungee jumping. Remember you need to abide by the ethical rules of the discipline and you also want to consider the construct validity of your measure (see Chapter 3)

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35.

TEST YOUR KNOWLEDGE

It's time for a review of chapter 6.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/intropsychstudyguide/?p=94#h5p-5>

PART VII

CHAPTER 7: GROWING AND DEVELOPING

Learning Objectives

- Review the stages of prenatal development
- Explain how the developing embryo and fetus may be harmed by the presence of teratogens and describe what a mother can do to reduce her risk.
- Describe the abilities that newborn infants possess and how they actively interact with their environments.
- List the stages in Piaget's model of cognitive development and explain the concepts that are mastered in each stage.
- Critique Piaget's theory of cognitive development and describe other theories that complement and expand on it.
- Summarize the important processes of social development that occur in infancy and childhood.
- Summarize the physical and cognitive changes that occur for boys and girls during adolescence.
- Explain how adolescents develop a sense of morality and of self-identity.
- Review the physical and cognitive changes that accompany early and middle adulthood.
- Review the physical cognitive and social changes that accompany late adulthood.
- Describe the psychological and physical outcomes of bereavement.

36.

TRUE OR FALSE?

Remember – try to go beyond True or False, write down what you know about the topic.

Questions

1. Kohlberg argued that children at the preconventional stage of moral development focus on obtaining rewards and avoiding punishment.
2. Infants will show the Moro reflex in response to loud noise.
3. Ainsworth found that the majority of children have an ambivalent attachment.
4. Fluid intelligence typically increases as people get older.
5. According to Kubler-Ross there are five phases of grief.
6. Authoritative parents are high in demandingness and low in responsiveness.
7. According to Piaget, children are not born with an understanding of object permanence.
8. A longitudinal design uses the same participants multiple times over an extended period.
9. The timing of puberty is determined by the social clock.
10. According to Piaget, the preoperational stage starts at around age seven.

Answers

1. true
2. true
3. false
4. false
5. true
6. false
7. true

8. true
9. false
10. false

37.

SHORT ANSWER/ESSAY QUESTIONS

Try these AFTER you have thoroughly studied the chapter. You should not have to look back at the text to answer them (only to check your answer!). Remember, the point is NOT to memorize parts of the textbook but rather to understand the material and describe it in your OWN WORDS.

If you are going to write more than a couple of paragraphs, think about the structure of your answer

1. What is the difference between longitudinal designs and cross-sectional designs? Describe some of the pros and cons of each approach.
2. Briefly describe Piaget's four stages of cognitive development.
3. Describe the four parenting styles described in the text and illustrate each of them with an example.
4. What cognitive changes typically occur during late adulthood?

38.

FILL IN THE BLANK(S)

Questions

1. Kohlberg argued that people who are able to use abstract reasoning when thinking about moral behaviour have reached the stage of _____ morality.
2. _____ parents make few demands and give little punishment; they generally allow their children to make their own rules.
3. _____ adulthood is roughly defined as being between 45 and 65 years of age.
4. According to Kubler-Ross, the final phases of the grieving process are _____ and _____.
5. In Erikson's model, the key challenge of young adulthood is _____ versus _____.
6. Beginning in the ninth week after conception, the embryo becomes a _____.
7. In Marcia's stage model of identity development, _____ status describes a person who is exploring various choices but has not yet made a clear commitment to any of them.
8. According to Piaget, a key achievement of the sensorimotor stage is an understanding of object _____.
9. A child with _____ attachment has no consistent way of coping with the stress of a strange situation.
10. _____ sex characteristics distinguish the two sexes from each other but are not involved in reproduction.

Answers

1. postconventional
2. permissive
3. middle
4. depression, acceptance
5. intimacy, isolation
6. fetus
7. moratorium
8. permanence

9. disorganized
10. secondary

39.

MULTIPLE CHOICE

Questions

1. Another term for a fertilized ovum is:
 - a. placenta
 - b. sperm
 - c. fallopian
 - d. zygote
2. According to the text, middle adulthood lasts until approximately:
 - a. age 35
 - b. age 45
 - c. age 55
 - d. age 65
3. _____ parenting combines high responsiveness with low demandingness.
 - a. authoritative
 - b. permissive
 - c. rejecting-neglecting
 - d. authoritarian
4. The trajectory of development beginning at conception is:
 - a. zygote, fetus, embryo
 - b. embryo, zygote, fetus
 - c. zygote, embryo, fetus
 - d. embryo, fetus, zygote
5. Which of the following is one of Marcia's stages of identity development?
 - a. foreclosure
 - b. precipitant
 - c. conventional
 - d. operational
6. Which of the following has been put forward as a criticism of Piaget's theory?
 - a. he was not meticulous about his methods
 - b. he did not pay enough attention to the social environment

- c. his findings apply to girls but not to boys
 - d. his findings apply to boys but not to girls
7. Longitudinal research involves:
- a. testing different people of the same age
 - b. testing different people at the same stage of development
 - c. testing the same people at different ages
 - d. a and b
8. According to research, which is the most common type of attachment?
- a. secure
 - b. ambivalent
 - c. avoidant
 - d. disorganized
9. A baby is repeatedly shown a blue circle. Over time the baby shows less and less interest in the blue circle. This illustrates:
- a. sensory deprivation
 - b. habituation
 - c. dishabituation
 - d. reflexive adjustment
10. Kohlberg proposed a stage theory of:
- a. cognitive development
 - b. sexual development
 - c. social development
 - d. moral development
11. Cross-sectional studies are particularly vulnerable to:
- a. attrition
 - b. lack of ongoing research funding
 - c. cohort effects
 - d. meta-critiques
12. Which brain area is responsible for reasoning and planning?
- a. brain-stem
 - b. pre-frontal cortex
 - c. temporal lobe
 - d. parietal lobe
13. The “strange situation” is a test of:
- a. attachment
 - b. accommodation
 - c. assimilation

- d. arbitration
- 14. You are watching a newborn when it is startled by a loud noise. The baby extends its arms and legs, then quickly brings them in as if trying to grasp something. This illustrates the:
 - a. grasp reflex
 - b. tonic reflex
 - c. moro reflex
 - d. stepping reflex
- 15. Kubler-Ross claimed that there are 5 phases of grief. Which of the following was NOT one of the phases she identified?
 - a. denial
 - b. bargaining
 - c. anger
 - d. confusion
- 16. _____ is the ability to think and acquire information quickly and abstractly.
 - a. meta cognition
 - b. fluid intelligence
 - c. crystallized intelligence
 - d. speed reading
- 17. According to the text, early adulthood begins roughly between ages:
 - a. 15 – 25
 - b. 20 – 30
 - c. 25 – 45
 - d. 30 – 50
- 18. Piaget believed that object permanence is typically attained during which stage?
 - a. formal operations
 - b. concrete operations
 - c. pre-operational
 - d. sensorimotor
- 19. You are stroking a baby's cheek with your finger. The baby turns its head and tries to suck on your finger. The baby is exhibiting the _____ reflex.
 - a. tonic neck
 - b. withdrawal
 - c. rooting
 - d. grasp
- 20. _____ are substances that can harm the fetus.
 - a. testosterone
 - b. teratogens

- c. telomeres
 - d. testifiers
21. Which of Marcia's stages of identity development is characterised by the individual establishing an identity based on the choices or values of others?
 - a. identity-diffusion
 - b. foreclosure
 - c. moratorium
 - d. identity-achievement
 22. Younger adults would typically outperform older adults on a test of:
 - a. fluid intelligence
 - b. crystallized intelligence
 - c. wisdom
 - d. vocabulary
 23. Alzheimer's disease is associated with a gradual loss of _____ producing neurons.
 - a. dopamine
 - b. serotonin
 - c. acetylcholine
 - d. GABA
 24. Authoritarian parents are:
 - a. demanding and responsive
 - b. demanding but not responsive
 - c. responsive but not demanding
 - d. neither demanding nor responsive
 25. Which of the following is part of the prenatal environment?
 - a. placenta
 - b. umbilical cord
 - c. amniotic sac
 - d. all of the above
 26. Piaget argued that _____ and _____ go hand in hand during childhood.
 - a. trust, mistrust
 - b. intimacy, isolation
 - c. accommodation, assimilation
 - d. industry, inferiority
 27. Which of the following is NOT a teratogen?
 - a. nicotine
 - b. testosterone
 - c. radiation

- d. alcohol
- 28. Mary complains when her tall thin glass of juice is poured into a short but wider glass. She tells her father that she now has less juice. Mary has not yet grasped the principle of:
 - a. assimilation
 - b. integration
 - c. attenuation
 - d. conservation
- 29. When compared with someone in their 20s, a person in their 40s is likely to have:
 - a. worse vision but better hearing
 - b. worse hearing but better vision
 - c. worse vision and worse hearing
 - d. better vision and better hearing
- 30. At which stage of moral development did Kohlberg argue that people can make moral decisions that take account of principles such as justice and equality?
 - a. post-conventional
 - b. post-operational
 - c. pre-conventional
 - d. conventional

Answers

- 1. d
- 2. d
- 3. b
- 4. c
- 5. a
- 6. b
- 7. c
- 8. a
- 9. b
- 10. d
- 11. c
- 12. b
- 13. a
- 14. c
- 15. d

16. b
17. c
18. d
19. c
20. b
21. b
22. a
23. c
24. b
25. d
26. c
27. b
28. d
29. c
30. a

40.

ACTIVITIES

Exercises: Watch & Learn

- [Forget-me-nots in Purley: how the town became 'dementia friendly'](https://www.theguardian.com/cities/2017/feb/02/purley-uk-latest-dementia-friendly-community): a look at what town-planners can do to help residents with dementia (<https://www.theguardian.com/cities/2017/feb/02/purley-uk-latest-dementia-friendly-community>)
- [What is Canada's 'age of consent' and what are the Liberals changing?](http://www.cbc.ca/news/politics/faq-age-of-consent-law-canada-1.3851507) An article discussing plans to lower the age of consent in Canada. (<http://www.cbc.ca/news/politics/faq-age-of-consent-law-canada-1.3851507>)
- [Are Gender Toys Harming Childhood Development?](http://www.theguardian.com/lifeandstyle/2016/may/28/toys-kids-girls-boys-childhood-development-gender-research) An overview of some research looking at the impact of dividing toys based on gender. (<http://www.theguardian.com/lifeandstyle/2016/may/28/toys-kids-girls-boys-childhood-development-gender-research>)
- [Wild Teenage Behaviour Linked to Rapid Cognitive Change in the Brain](http://www.theguardian.com/science/2014/sep/05/teenage-brain-behaviour-prefrontal-cortex): A look at the impact of changes in the pre-frontal cortex during adolescence. (<http://www.theguardian.com/science/2014/sep/05/teenage-brain-behaviour-prefrontal-cortex>)
- [Mind Changers: Mary Ainsworth](http://www.bbc.co.uk/programmes/p00f8n6q): A discussion of Ainsworth's work on parenting and attachment: (<http://www.bbc.co.uk/programmes/p00f8n6q>)
- [Jean Piaget – the Three Mountains](http://www.bbc.co.uk/programmes/p00f8n1g): A critical evaluation of Piaget's work on cognitive development: (<http://www.bbc.co.uk/programmes/p00f8n1g>)
- [The Heinz Dilema](http://www.bbc.co.uk/programmes/b008drfq): Kohlberg's theory of moral development put to the test in the 21st century: (<http://www.bbc.co.uk/programmes/b008drfq>)

Exercises: Watch & Learn

[What do Babies Think?](#) A Ted Talk providing an entertaining look at child development research.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=105#oembed-1>

Video 7.1: What do Babies Think (https://www.ted.com/talks/alison_gopnik_what_do_babies_thinkutm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare) uploaded by Alison Gopnik, TEDGlobal.

Exercise: Watch & Learn

[Harlow's Monkeys](#): This short video includes some original footage of Harlow's work with baby monkeys plus some discussion of his work. **WARNING** – it is pretty harrowing at times.

https://youtu.be/_O60TYAlgC4

Video 7.2: Harlow's Monkeys (https://www.youtube.com/watch?v=_O60TYAlgC4) uploaded by TheSasss1

Exercises: Think & Do

1. Age is a crucial factor in whether someone can vote, drive, get married etc. Having studied this chapter, at what age do **you** think people should:

- be able to vote?
- be allowed to learn how to drive?
- be able to get married?

If you think something(s) other than age should be taken into account, then what else do you think is important and how could you assess it? Imagine you're a parent (of course you may not need to imagine this) – how would you decide whether your child is ready to:

- take transit on their own?
- look after a younger sibling?
- sleepover at a friend's house?
- have a social media account?

Discuss this with friends to see if they share your ideas.

[Canada Father Prepares Lawsuit After Pvince Bars Kids from Riding Bus Alone](https://www.theguardian.com/world/2017/oct/01/canada-father-bus-children-adrian-crook): This article looks at the plight of a parent trying to make such a decision (<https://www.theguardian.com/world/2017/oct/01/canada-father-bus-children-adrian-crook>)

2. If you have access to a child (i.e. you can get parental permission to test them AND the child is willing) why not see how they perform on a Piagetian task or two? The video [Piaget's Stages of Development](#) below will give you some ideas.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=105#oembed-2>

Video 7.3: Piaget's Stages of Development (<https://www.youtube.com/watch?v=TRF27F2bn-A>) uploaded by misssmith891.

3. At the other end of the age-spectrum, do you know any “old” people (over 80)? If so, interview them about their life. See if you can get a sense of whether the challenges they faced at various ages were the ones Erikson would have expected.

4. SITE REQUIRES A SIGN IN Work through this activity exploring Marcia's theory of Identity Development, then think about some adolescents you know – can you categorize them according to Marcia's model? Can you think of some questions to ask adolescents which would help a researcher identify which “stage” of identity development they are at? <https://oli.cmu.edu/jcourse/workbook/activity/page?context=df3e73260a0001dc3ec3aef76b2e77e8>

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PART VIII

CHAPTER 8: LEARNING

Learning Objectives

- Describe how Pavlov's early work in classical conditioning influenced the understanding of learning.
- Review the concepts of classical conditioning, including unconditioned stimulus (US), conditioned stimulus (CS), unconditioned response (UR) and conditioned response (CR).
- Explain the roles that extinction, generalization and discrimination play in conditioned learning.
- Outline the principles of operant conditioning.
- Explain how learning can be shaped through the use of reinforcement schedules and secondary reinforcement.
- Understand the principles of learning by insight and observation.
- Review the ways that learning theories can be applied to understanding and modifying everyday behaviour.
- Describe the situations under which reinforcement may make people *less* likely to enjoy engaging in a behaviour.
- Explain how principles of reinforcement are used to understand social dilemmas, such as the prisoner's dilemma, and why people are likely to make competitive choices in them.

41.

TRUE OR FALSE?

Remember to use this “test” as an opportunity to note down what you can remember about a topic.

Questions

1. In the prisoner’s dilemma game, one of the players takes the role of a prisoner while the other takes the role of a prison guard.
2. Being rewarded for doing something may actually reduce people’s liking for the activity.
3. In classical conditioning, acquisition precedes extinction.
4. In classical conditioning, a neutral stimulus becomes the unconditioned stimulus.
5. Negative reinforcement is the same thing as positive punishment.
6. Casino slot machines are programmed to pay out on a variable-ratio schedule.
7. Both primary and secondary reinforcers can be used to change behaviour via operant conditioning.
8. Observational learning is also called modelling.
9. Taking away a child’s iPad after they have misbehaved is an example of negative reinforcement.
10. In classical conditioning, the unconditioned stimulus triggers the conditioned response.

Answers

1. false
2. true
3. true
4. false
5. false
6. true

7. true
8. true
9. false
10. false

42.

SHORT ANSWER/ESSAY QUESTIONS

Try these AFTER you have thoroughly studied the chapter. You should not have to look back at the text to answer them (only to check your answer!). Remember, the point is NOT to memorize parts of the textbook but rather to understand the material and describe it in your OWN WORDS.

If you are going to write more than a couple of paragraphs, think about the structure of your answer.

1. Describe how you would use operant conditioning principles to teach a dog a new trick.
2. What is the difference between generalization and discrimination in classical conditioning? Use examples to illustrate your answer.
3. How did Bandura study modelling?
4. Describe how classical conditioning principles can be used in advertising.

43.

FILL IN THE BLANK(S)

Questions

1. If we reinforce a desired response every time it occurs, we are using a _____ schedule.
2. _____ punishment weakens a response by removing or reducing something pleasant after the response.
3. _____ studied observational learning of aggression by having children watch an adult interact aggressively with an inflatable doll.
4. Thorndike placed _____ inside a “puzzle box” to study learning.
5. A _____ is a strong and irrational fear of a specific situation, object or activity.
6. In classical conditioning, CR stands for _____.
7. In order to extinguish a CR, we would have to present the _____ repeatedly without the US.
8. Pavlov’s dogs were trained to salivate to the sound of a bell because the sound had been repeatedly associated with food. In this example, food is the _____.
9. _____ strengthens a response by reducing or removing something unpleasant.
10. People who earn a monthly salary are being reinforced on a _____ schedule.

Answers

1. continuous reinforcement
2. negative
3. Bandura
4. cats
5. phobia
6. conditioned response
7. conditioned stimulus
8. unconditioned stimulus
9. negative reinforcement
10. fixed-interval

44.

MULTIPLE CHOICE

Questions

1. Pavlov is famous for his work in:
 - a. contingent conditioning
 - b. operant conditioning
 - c. classical conditioning
 - d. oppositional conditioning
2. The study of learning is most closely associated with which school of psychology?
 - a. psychoanalytic
 - b. humanist
 - c. social
 - d. behaviourist
3. If we reinforce the desired response every time it occurs we are using:
 - a. continuous reinforcement
 - b. incremental reinforcement
 - c. intermittent reinforcement
 - d. contingent reinforcement
4. Observational learning is also known as:
 - a. classical conditioning
 - b. operant conditioning
 - c. modelling
 - d. manipulation
5. Taking away a child's toys after she has hit her brother (to stop her hitting him again!) is an example of:
 - a. positive punishment
 - b. negative punishment
 - c. vindictive conditioning
 - d. observational learning
6. According to the behaviourist school, _____ plays no role in learning.
 - a. experience

- b. nurture
 - c. nature
 - d. punishment
7. Thorndike developed the:
- a. law of effort
 - b. law of energy
 - c. law of effusion
 - d. law of effect
8. Giving a student extra homework after they misbehave in class is an example of:
- a. positive punishment
 - b. negative punishment
 - c. positive reinforcement
 - d. negative reinforcement
9. _____ schedules of reinforcement are based on number of responses while _____ schedules of reinforcement are based on elapsed time.
- a. fixed, variable
 - b. variable, fixed
 - c. interval, ratio
 - d. ratio, interval
10. To train her puppy to roll over, Kim began by rewarding it for simply lying down. Later, she only rewarded the puppy if it lay down AND turned to one side. Later still, the puppy only got a reward if it lay down, turned, then rolled over. Kim was using:
- a. classical conditioning
 - b. modelling
 - c. a fixed interval schedule
 - d. shaping
11. In classical conditioning, US stands for:
- a. unintentional stimulus
 - b. unconditioned stimulus
 - c. unconnected stimulus
 - d. none of the above
12. In classical conditioning, UR and CR are:
- a. opposite behaviours
 - b. the same behaviour
 - c. the result of extinction
 - d. the same stimulus
13. Which of the following phrases best sums up the law of effect:

- a. think before you act
 - b. if you can't beat them, join them
 - c. if it works, repeat it
 - d. measure twice, cut once
14. Positive reinforcement _____ the likelihood of a behaviour, and negative reinforcement _____ the likelihood of a behaviour.
- a. increases, increases
 - b. decreases, decreases
 - c. increases, decreases
 - d. decreases, increases
15. Gerhardt got sick after eating a peach. Now he feels sick when he looks at peaches, nectarines or plums. This illustrates:
- a. spontaneous recovery
 - b. intermittent reinforcement
 - c. modelling
 - d. generalization
16. A bakery gives customers a free pastry after every 6 pastry purchases. This is an example of what kind of reinforcement schedule?
- a. fixed interval
 - b. fixed ratio
 - c. variable interval
 - d. variable ratio
17. A researcher trains a dog to salivate to the sound of a bell. Then he turns the lights on just before he sounds the bell. If he continues to do this until the dog starts to salivate as soon as the lights go on, he has demonstrated:
- a. latent learning
 - b. insight
 - c. second-order conditioning
 - d. extinction
18. An intermittent schedule of reinforcement that reinforces behaviour after an average, but unpredictable, amount of time has passed is called a _____ schedule.
- a. fixed ratio
 - b. variable ratio
 - c. fixed interval
 - d. variable interval
19. Food is to _____ reinforcer as money is to _____ reinforcer.
- a. positive, negative

- b. negative, positive
 - c. primary, secondary
 - d. secondary, primary
20. Positive punishment _____ behaviour, and negative punishment _____ behaviour.
- a. strengthens, strengthens
 - b. weakens, weakens
 - c. strengthens, weakens
 - d. weakens, strengthens
21. In the prisoner's dilemma game:
- a. a positive outcome for one player does not necessarily mean a negative outcome for the other player
 - b. a positive outcome for one player necessarily means a negative outcome for the other player
 - c. the players can discuss their strategy with each other before making their choices
 - d. each player has access to a lawyer
22. In the prisoner's dilemma game, the cooperative decision is:
- a. confess
 - b. don't confess
 - c. blame the other person
 - d. none of the above
23. To encourage children to enjoy arithmetic, you should:
- a. punish them when they make a mistake
 - b. reward them every time they get an answer right
 - c. sometimes surprise them with a reward when they get an answer right
 - d. ignore them
24. To be classed as a phobia, a fear must be both:
- a. rational and life-threatening
 - b. unexplained and unconscious
 - c. short-lived and dangerous
 - d. strong and irrational
25. After being bitten by a big Alsatian dog, Hugo was scared of other big dogs but he was not scared of little dogs like Chihuahuas. This pattern demonstrates:
- a. shaping
 - b. negative punishment
 - c. discrimination
 - d. latent learning

26. You are online one evening when an advert appears showing your favourite movie star wearing a new brand of sunglasses. The advertiser hopes that your positive feelings toward the movie star will make you want the sunglasses. In this situation, the sunglasses would be the:
- US
 - UR
 - CS
 - CR
27. People who have a lot of dental problems often come to dislike even the smell of their dentist's office. The smell represents a(n):
- US
 - UR
 - CS
 - CR
28. Taking away a person's car after they have been caught speeding would be an example of:
- positive punishment
 - negative punishment
 - positive reinforcement
 - negative reinforcement
29. Research indicates that exposure to violent TV/video games:
- has no impact of aggression
 - increases aggression
 - reduces aggression
 - promotes random acts of kindness
30. Animals are most likely to learn associations that promote:
- survival
 - happiness
 - extinction
 - discrimination

Answers

- c
- d
- a

4. c
5. b
6. c
7. d
8. a
9. d
10. d
11. b
12. b
13. c
14. a
15. d
16. b
17. c
18. d
19. c
20. b
21. a
22. b
23. c
24. d
25. c
26. c
27. c
28. b
29. b
30. a

45.

ACTIVITIES

Exercises: Read & Learn

- [Rats Can be Trained to Perform Search and Rescue Missions](https://digest.bps.org.uk/2016/03/17/rats-can-be-trained-to-perform-search-and-rescue-missions/): This article describes the use of operant conditioning to train rats to perform search and rescue missions: (<https://digest.bps.org.uk/2016/03/17/rats-can-be-trained-to-perform-search-and-rescue-missions/>)
- [BF Skinner and Supersitition in the Pigeon](http://www.bbc.co.uk/programmes/b0639gxq#play) is a podcast discussion of Skinner's contribution to psychology (<http://www.bbc.co.uk/programmes/b0639gxq#play>)
- [We're Designing Minds': Industry Insider Reveals Secrets of Addictive App Trade](http://www.cbc.ca/news/technology/marketplace-phones-1.4384876): This article looks at the use of behavioural principles (especially reinforcement) in app design. (<http://www.cbc.ca/news/technology/marketplace-phones-1.4384876>)
- [Video Game Design and Development](http://www.apa.org/gradpsych/2012/01/hot-careers.aspx): An APA article on careers in video game design (this goes beyond using behavioural principles). (<http://www.apa.org/gradpsych/2012/01/hot-careers.aspx>)
- [Rat Sniffing Out Landmines Speed up Process of a Mine Free World](https://www.cbc.ca/news/politics/rats-ottawa-treaty-landines-1.4425538): This article looks at the use of positive reinforcement to train rats to detect landmines (<https://www.cbc.ca/news/politics/rats-ottawa-treaty-landines-1.4425538>)

Exercises: Watch & Learn

[Consumer Behaviour: A Primer](#): A brief overview of schedules of reinforcement with examples.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=116#oembed-1>

Video 8.1: Consumer Behaviour: A Primer (<https://www.youtube.com/watch?v=JoP-2wn-2rY>) uploaded by Gail Tom.

Exercises: Watch & Learn

[Learning Negative Reinforcement vs. Punishment](#) provides a clear description of the difference between negative reinforcement and punishment.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=116#oembed-2>

Video 8.2: Learning Negative Reinforcement vs. Punishment (<https://youtu.be/imkbuKomPXI>) uploaded by ByPass Publishing.

Exercises: Watch & Learn

[Crash Course in Psychology #12](#) is an animated look at Bandura's bobo doll study.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=116#oembed-3>

Video 8.3: The Bobo Beatdown; Crash Course Psychology #12 (<https://www.youtube.com/watch?v=128Ts5r9NRE>) uploaded by CrashCourse.

Exercises

[Confused Conditioning: Classical and Operant](#): This video outlines the difference between classical and operant conditioning.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=116#oembed-4>

Video 8.4: Confused conditioning: Classical and operant by Jeffrey Stowell (https://www.youtube.com/watch?v=AQXQxL_xqgk&list=PLxf85IzktYWJH0behJ-ZQeZnsUQGzvFFf) uploaded by American Psychological Association.

Exercises: Watch & think

Two short videos, the first showing how to use operant conditioning to train a rat to play basketball, and the second showing a rat basketball game!



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=116#oembed-5>

Video 8.5: Rat Basketball Tutorial, (<https://youtu.be/g6F0bRTurPk>) uploaded by natasebem.




One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=116#oembed-6>

Video 8-6: Rats Playing Basketball (championship game) (<http://www.youtube.com/watch?v=drnnulHw5CM>) uploaded by Richmond Times-Dispatch.

Exercises: Do & Think

1. Want to change your behaviour? [Forget big Change, Start With a Tiny Habit](#) talks you through how to do this one **tiny** step at a time! After watching it, pick a behaviour you'd like to change and have a go.



 One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=116#oembed-7>

Video 8-7: Forget Big Change, Start with a Tiny Habit (<https://www.youtube.com/watch?v=AdKUxjn-R8>) uploaded by BJ Fogg at TEDtalks.

2. Or perhaps you'd rather change your pet's behaviour? There are numerous programs showing how to use operant conditioning principles to teach a dog some tricks but here's what you can do with a goldfish – [How To Play With a Goldfish!](http://www.wikihow.com/Play-With-a-Goldfish) (<http://www.wikihow.com/Play-With-a-Goldfish>)

3. If you enjoy playing video games pick a favourite game and see if you can identify the ways in which the developers use reinforcement to encourage you to keep playing. Can you think of some ways in which a teacher could use the same tactics to encourage students to study more?

4. Clearly, some things are most easily learned via observation. You should be able to demonstrate this by comparing how quickly two friends can perform the same task (building a small Lego model perhaps or drawing a specific pattern) if you let one of them see you performing the task but give the other one written instructions you will probably find it challenging to even produce written instructions which are sufficiently detailed!

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46.

TEST YOUR KNOWLEDGE

Now it's time to test what you've learned!



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/intropsychstudyguide/?p=118#h5p-6>

PART IX

CHAPTER 9: REMEMBERING AND JUDGING

Learning Objectives

- Compare and contrast implicit and explicit memory, identifying the features that define each.
- Explain the function and duration of eidetic and echoic memories.
- Summarize the capacities of short-term memory and explain how working memory is used to process information in it.
- Label and review the principles of encoding, storage and retrieval.
- Summarize the types of amnesia and their effects on memory.
- Describe how the context in which we learn information can influence our memory of that information.
- Outline the variables that can influence the accuracy of our memory for events.
- Explain how schemas can distort our memories.
- Describe the representativeness heuristic and the availability heuristic and explain how they may lead to errors in judgment.

47.

TRUE OR FALSE?

Remember – try to go beyond just True or False, think of how you might explain your answer to your Prof.

Questions

1. The spacing effect refers to the fact that it is easier to learn different material in different locations.
2. Procedural memory is typically implicit.
3. Auditory sensory memory is called iconic memory.
4. Encoding is the process by which we put information into our memory.
5. Memory of our high school graduation would be a good example of semantic memory.
6. We tend to better remember items at the beginning and end of a list than those in the middle.
7. In general, people are too confident about their ability to accurately remember events.
8. In retroactive interference, newer information disrupts our ability to remember information that was learned earlier.
9. Being able to remember whether you heard something on the radio or read it in a book depends on a process called source monitoring.
10. A person with retrograde amnesia would be unable to form new long term memories.

Answers

1. false
2. true
3. false
4. true
5. false

6. true
7. true
8. true
9. true
10. false

48.

SHORT ANSWER/ESSAY QUESTIONS

Try these AFTER you have thoroughly studied the chapter. You should not have to look back at the text to answer them (only to check your answer!). Remember, the point is NOT to memorize parts of the textbook but rather to understand the material and describe it in your OWN WORDS.

If you are going to write more than a couple of paragraphs, think about the structure of your answer.

1. What is the availability heuristic? How can it contribute to errors in judgment?
2. Describe the different types of implicit memory identified in the text.
3. How did Ebbinghaus contribute to our understanding of memory?
4. What is the difference between retrograde and anterograde amnesia? Give an example of each.

49.

FILL IN THE BLANK(S)

Questions

1. The sense that we know the information we are trying to recall but can't quite come up with it is known as the _____.
2. The _____ effect refers to a tendency to better remember items presented at the beginning of a list.
3. _____ memory refers to knowledge or experiences that can be consciously remembered.
4. The strengthening of the synaptic connections between neurons as a result of frequent stimulation is called _____.
5. The hippocampus is particularly important for explicit memories while the _____ is particularly important for implicit memories.
6. Visual sensory memory is more commonly referred to as _____.
7. The central executive is the part of _____ that directs attention and processing.
8. _____ fixedness occurs when people's schemas prevent them from using an object in new and non-traditional ways.
9. The term _____ is used to describe a vivid and emotional memory of an unusual event that people believe they remember very well.
10. Damage to the amygdala would most likely disrupt our _____ memories.

Answers

1. tip-of-the-tongue phenomenon
2. primacy
3. explicit
4. long-term potentiation
5. cerebellum
6. iconic memory
7. working memory
8. functional
9. flashbulb memory

10. emotional

50.

MULTIPLE CHOICE

Questions

- _____ memory is to hearing as _____ memory is to seeing.
 - echoic, eidetic
 - eidetic, echoic,
 - working, short-term
 - short-term, working
- The cognitive school of psychology found it helpful to liken the brain to a(n):
 - cash machine
 - computer
 - orchestra
 - calculator
- A person who has just eaten supper completes the word fragment _ o _ k as fork (rather than as book or look etc). This is an example of:
 - conditioning
 - recognition
 - priming
 - relearning
- Which of the following brain areas have been shown to be important for memory?
 - cerebellum
 - amygdala
 - hippocampus
 - all of the above
- Puni isn't sure whether she read something in a magazine or in her psychology text book. Puni has a problem with:
 - media literacy
 - the misinformation effect
 - source monitoring
 - salience
- Anterograde amnesia is typically associated with damage to the:

- a. amygdala
 - b. retina
 - c. cerebellum
 - d. hippocampus
7. Which part of working memory controls how attention is directed?
- a. the central executive
 - b. the mother board
 - c. the mnemonic processor
 - d. the director
8. _____ interference works backwards, and _____ interference works forwards.
- a. primary, recency
 - b. recency, primacy
 - c. proactive, retroactive
 - d. retroactive, proactive
9. When asked to come up with the name of a bird, people are much more likely to say “robin” than they are to say “ostrich”. This is because:
- a. robin is a shorter word
 - b. robin begins with the letter “r”
 - c. robins are prototypical
 - d. robins are smaller
10. The tendency to think about and experience events according to “what might have been” is known as:
- a. anterograde amnesia
 - b. counterfactual thinking
 - c. salience
 - d. heuristic processing
11. Damage to the cerebellum is likely to interfere with:
- a. auditory processing
 - b. explicit memory
 - c. implicit memory
 - d. emotional memories
12. Research has shown that there is _____ between the accuracy of a person’s memory and their confidence in the accuracy of that memory.
- a. virtually no correlation
 - b. a strong positive correlation
 - c. a strong negative correlation
 - d. a curvilinear relationship

13. The word fragment test is used to test a person's _____ memory.
 - a. extrinsic
 - b. intrinsic
 - c. explicit
 - d. implicit
14. After reading an article about a case of cheating on campus, students are likely to overestimate the incidence of cheating on campus. This is an example of:
 - a. iconic memory salience
 - b. the availability heuristic
 - c. counterfactual thinking
 - d. functional fixedness
15. In stage models of memory, information moves from:
 - a. sensory to short-term to long-term memory
 - b. sensory to long-term to working memory
 - c. short-term to long-term to explicit memory
 - d. sensory to eidetic to iconic memory
16. The spacing effect suggests that when you study for a test you should:
 - a. wait until the last minute then find a quiet place to study
 - b. learn different material in different places
 - c. spread your study time over a number of sessions
 - d. always study in a spacious area
17. Classical conditioning effects are an example of:
 - a. eidetic memory
 - b. primary memory
 - c. retroactive interference
 - d. implicit memory
18. Magnus was locked in a room. The only way to escape was to force open a window and climb out. Magnus remained locked in the room because he never thought to use his keys to force the window. Magnus' problem was:
 - a. amnesia
 - b. functional fixedness
 - c. interference
 - d. misinformation
19. In the context of memory, LTP stands for:
 - a. limited transfer potential
 - b. lateral temporal parietal
 - c. latent timing probability

- d. long term potentiation
- 20. After a stroke, 22-year-old Malik can no longer remember his childhood friends or the vacations he took with his family. Malik is suffering from:
 - a. retrograde amnesia
 - b. anterograde amnesia
 - c. functional fixedness
 - d. dyslexia
- 21. Our tendency to focus on information that is consistent with our beliefs and to ignore contradictory information is called:
 - a. contradiction avoidance
 - b. confirmation bias
 - c. counterfactual thinking
 - d. functional fixedness
- 22. _____ information is lost from sensory memory, and _____ information is lost from short-term memory.
 - a. unpleasant, pleasant
 - b. pleasant, unpleasant
 - c. unattended, unrehearsed
 - d. unrehearsed, unattended
- 23. Recall involves _____ step(s), and recognition involves _____ step(s).
 - a. one, one
 - b. one, two
 - c. two, two
 - d. two, one
- 24. Working memory is best thought of as:
 - a. an alternative to long term memory
 - b. a set of memory procedures
 - c. a type of procedural memory
 - d. an adjunct to sensory memory
- 25. Shandra is convinced that her neighbour, Joe, is cruel to his dog. She notices every time Joe shouts at the dog or jerks its lead but she doesn't seem to notice the times when Joe plays with the dog or gives it treats. This is an example of:
 - a. misinformation
 - b. anterograde amnesia
 - c. proactive interference
 - d. confirmation bias
- 26. Ivy remembers watching the solar eclipse in amazing detail. She is certain she can

remember exactly what she was wearing, who she was with, what music was playing on a nearby radio and even the breed of dog which ran past her just before the eclipse. This is an example of a(n):

- a. flashbulb memory
 - b. eidetic image
 - c. procedural memory
 - d. semantic memory
27. Research suggests that if you are sad when you study for a test you are likely to be better at remembering the material:
- a. when you are happy
 - b. when you are drunk
 - c. when you are sad
 - d. when you are angry
28. _____ memory is to first-hand experience as _____ memory is to knowledge about the world.
- a. semantic, episodic
 - b. episodic, semantic
 - c. implicit, explicit
 - d. explicit, implicit
29. Heuristics are:
- a. the same as mnemonics
 - b. a type of hormone
 - c. information processing strategies
 - d. none of the above
30. When she studies for a Psych exam, Melodee always tries to think of ways in which the information she is trying to learn relates to her own life. She is hoping to benefit from:
- a. the self-reference effect
 - b. the spacing effect
 - c. overlearning
 - d. enhanced interference

Answers

- 1. a
- 2. b
- 3. c

4. d
5. c
6. d
7. a
8. d
9. c
10. b
11. c
12. a
13. d
14. b
15. a
16. c
17. d
18. b
19. d
20. a
21. b
22. c
23. d
24. b
25. d
26. a
27. c
28. b
29. c
30. a

51.

ACTIVITIES

Exercise: Watch & Learn

[How Reliable is Your Memory?](#) Elizabeth Loftus talks about her work on eyewitness memory.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=129#oembed-1>

Video 9.1: How Reliable is Your Memory (<https://www.youtube.com/watch?v=PB2Oegl6wvI>) uploaded by Elizabeth Loftus on TedTalks.

Exercise: Read, Listen & Learn

- [Ancient Technique can Dramatically Improve Memory, Research Suggests](#): this article gives evidence that an ancient mnemonic technique may still be useful. (<https://www.theguardian.com/science/2017/mar/08/ancient-technique-can-dramatically-improve-memory-research-suggests-memory-palace>)
- [A Neuroscientist Explains: Listener's Emails about Memory \(Podcast\)](#): A short but wide-

ranging podcast on memory. (<https://www.theguardian.com/science/audio/2017/feb/08/a-neuroscientist-explains-listeners-emails-about-memory-podcast>)

- [Take the Photographic Memory Test](http://www.open.edu/openlearn/body-mind/psychology/take-the-photographic-memory-test): A test of your ability to remember visual information. (<http://www.open.edu/openlearn/body-mind/psychology/take-the-photographic-memory-test>)
- [Four Ways that Other People can Warp Your Memory](http://www.bbc.com/future/story/20160920-four-ways-that-other-people-can-warp-your-memory): A fascinating (scary?) look at some of the ways in which other people can influence our memory. (<http://www.bbc.com/future/story/20160920-four-ways-that-other-people-can-warp-your-memory>)

Exercise: Watch & Learn

[How your “Working Memory” Makes Sense of the World](#): An entertaining look at working memory with activities.



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Video 9.2: How Your “Working Memory” Makes Sense of the World uploaded by Peter Doolittle at TED on June 2013 (https://www.ted.com/talks/peter_doolittle_how_your_working_memory_makes_sense_of_the_world?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare)

Exercise: Read & Learn

[Deep Down, I knew it Didn't Happen: The Woman Who Imagined a Murder](https://www.theguardian.com/film/2017/aug/04/out-of-thin-air-erla-bolladottir-interview-murder-story): An alarming real-life example of false memory (<https://www.theguardian.com/film/2017/aug/04/out-of-thin-air-erla-bolladottir-interview-murder-story>)

Exercises: Watch & Learn

[Are We in Control of Our Own Decisions?](#) A great Ted Talk about decision making in real life



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Video 9.3: Are We In Control of Our Own Decision, (https://www.ted.com/talks/dan_ariely_asks_are_we_in_control_of_our_own_decisions) uploaded by Dab Ariely to TED.

[How Reliable is Eyewitness Testimony](#): A video demonstration of the problems of eyewitness memory



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=129#oembed-4>

Video 9.4: How Reliable is Eyewitness Testimony (https://www.ted.com/talks/dan_ariely_asks_are_we_in_control_of_our_own_decisions?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare) uploaded by National Science Foundation.

Exercises: Do & Think

1. [Are You a Super Recogniser?](http://superrecognisers.com/) Try this short test to see if you have a good memory for faces (<http://superrecognisers.com/>)
2. [See How Well you Remember 10 Famous Company Logos](http://time.com/3743739/company-logo-quiz/): This site challenges you to draw the logo then gives feedback (<http://time.com/3743739/company-logo-quiz/>) [Majority of People Can't Identify the Apple logo, Can You?](https://www.geek.com/apple/majority-of-people-cant-identify-the-apple-logo-can-you-1617614/) Whereas this one offers a recognition test: (<https://www.geek.com/apple/majority-of-people-cant-identify-the-apple-logo-can-you-1617614/>) Try one or both of the tests out on some friends. How did their results compare with yours?
3. [How Good is Your Memory? Take Our Test and Find Out](http://www.telegraph.co.uk/education/educationquestions/11615121/Quiz-how-good-is-your-memory.html): This site looks at a number of different memory abilities – how well did you do? (<http://www.telegraph.co.uk/education/educationquestions/11615121/Quiz-how-good-is-your-memory.html>)
4. [TestMyBrain](https://www.testmybrain.org/): The “test of multiple memory types” on this site assesses your memory for visual information and your long-term memory. (<https://www.testmybrain.org/>)
5. If you regularly spend time with a group of people, you could explore how similar (or different!) their memories are for a specific event. For example, interview all the members of your family about what happened during your last vacation together, or interview your friends about what happened the last time you all had supper together. Clearly, you will want to talk to people individually so that they cannot influence one another’s answers. Prompt them to give as much detail as possible and take notes so that you can compare the different versions. Were there any striking differences? How did YOUR memory of the event compare with other people’s?

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52.

TEST YOUR KNOWLEDGE

It's time to test what you have learned.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/intropsychstudyguide/?p=131#h5p-7>

PART X

CHAPTER 10: INTELLIGENCE AND LANGUAGE

Learning Objectives

- Define intelligence and list the different types of intelligence psychologists study.
- Summarize the characteristics of a scientifically valid intelligence test.
- Outline the biological and environmental determinants of intelligence.
- Explain how very high and very low intelligence is defined and what it means to have them.
- Consider and comment on the meaning of biological and environmental explanations for gender and racial differences in IQ.
- Define stereotype threat and explain how it might influence scores on an intelligence test.
- Review the components and structure of language.
- Explain the biological underpinnings of language.
- Outline the theories of language development.

53.

TRUE OR FALSE?

Remember – don't just answer True or False, see how much you can remember about each topic.

Questions

1. Down syndrome is a chromosomal disorder.
2. In a normal distribution, most scores are toward the low end.
3. If a new intelligence test turned out to measure patience rather than intelligence, it would have high construct validity.
4. Eugenicists believe that people with low intelligence should be deterred from having children.
5. A word is the smallest unit of sound that makes a meaningful difference in a language.
6. Babbling is the same as talking.
7. Convergent thinking seeks to find a single, correct answer.
8. Spearman believed that there were many specific intelligences but no general intelligence factor.
9. Wernicke's area is responsible for language comprehension.
10. The concept of linguistic relativity refers to the fact that some languages are harder to learn than others.

Answers

1. true
2. false
3. false
4. true
5. false
6. false

7. true
8. false
9. true
10. false

54.

SHORT ANSWER/ESSAY QUESTIONS

Try these AFTER you have thoroughly studied the chapter. You should not have to look back at the text to answer them (only to check your answer!). Remember, the point is NOT to memorize parts of the textbook but rather to understand the material and describe it in your OWN WORDS.

If you are going to write more than a couple of paragraphs, think about the structure of your answer.

Questions

1. What have psychologists discovered about sex differences in intelligence?
2. How would a psychologist try to establish the reliability and the validity of an intelligence test? *Note – you may have to go back to Chapter 3 to review these concepts.
3. What role do Broca's area and Wernicke's area play in language?
4. Can animals learn language?

55.

FILL IN THE BLANK(S)

Questions

1. Down syndrome is caused by a problem with the _____ chromosome.
2. The _____ is shaped like a bell with most scores clustering around the middle.
3. $\text{IQ} = \frac{\text{_____ age}}{\text{_____ age}} \times 100$.
4. An intelligence test will have _____ if it actually measures intelligence rather than something else.
5. The set of rules of a language by which we construct sentences is call its _____.
6. _____ proposed that the human species could be improved if only people with “good” genes were allowed to reproduce.
7. _____ area is responsible for language production.
8. The knowledge we have accumulated throughout our lives is called _____ intelligence.
9. _____ intelligence is the ability to understand oneself, including one’s emotions.
10. _____ intelligence is the ability to understand other people, including their emotions and motivations.

Answers

1. 21st
2. normal distribution
3. mental, chronological
4. construct validity
5. syntax
6. eugenics
7. Broca’s
8. crystallized
9. intrapersonal
10. interpersonal

56.

MULTIPLE CHOICE

Questions

1. _____ believed in a general intelligence factor.
 - a. Sternberg
 - b. Spearman
 - c. Gardner
 - d. Thurstone
2. In terms of intelligence:
 - a. identical twins are more similar to one another than are fraternal twins
 - b. fraternal twins are more similar to one another than are non-twin siblings
 - c. adopted children are more similar to their biological parents than their adoptive parents
 - d. all of the above statements are true
3. Fluid intelligence tends to _____ with age while crystallized intelligence tends to _____ with age.
 - a. increase, decrease
 - b. increase, stay the same
 - c. decrease, increase
 - d. decrease, stay the same
4. According to the text, a typical university student has a vocabulary of:
 - a. approximately 500 words
 - b. approximately 5000 words
 - c. approximately 50,000 words
 - d. more than 100,000 words
5. Chomsky argued that:
 - a. all languages share a fundamental universal grammar
 - b. brains contain a language acquisition device
 - c. children are born with a knowledge of general rules of syntax
 - d. all of the above
6. Down syndrome is caused by:

- a. a brain injury during birth
 - b. a chromosomal disorder
 - c. poor education
 - d. a viral infection during childhood
7. On average, women typically outperform men on tests of:
- a. spelling
 - b. mental rotation
 - c. both a and b
 - d. neither a nor b
8. Which of the following is NOT one of Sternberg's triarchic intelligences?
- a. creative intelligence
 - b. practical intelligence
 - c. fluid intelligence
 - d. analytical intelligence
9. Research shows that people are more likely to be successful at learning a second language if:
- a. they start learning it as adults
 - b. they start learning it as children
 - c. they choose Vietnamese
 - d. they stop using their first language completely
10. _____ area is to language comprehension as _____ area is to language production.
- a. Wernicke's, Broca's
 - b. Broca's, Wernicke's
 - c. Chomsky's, Skinner's
 - d. Skinner's, Chomsky's
11. Three-year old Bonita calls every dog she encounters Rover (the name of her family's pet dog). This is an example of:
- a. over-emphasis
 - b. overextension
 - c. over-stimulation
 - d. babbling
12. Sternberg's practical intelligence is pretty much the same as:
- a. vocabulary
 - b. memory
 - c. mechanical ability
 - d. common sense

13. The Flynn effect refers to the observation that:
 - a. scores on intelligence tests have been increasing worldwide for decades
 - b. identical twins are more similar intellectually than fraternal twins
 - c. learning a second language seems to increase cognitive abilities
 - d. language and its structures limit human thought
14. Eight-month old Juan lies in his cot and babbles. Which of the following is his most likely utterance?
 - a. “mummy, mummy, mummy”
 - b. “Juan wants bottle”
 - c. “la la ba oo”
 - d. “Mary had a little lamb”
15. A man may do poorly on a spelling test not because he lacks spelling ability but because he knows that men are not expected to do well on spelling tests. This is an example of:
 - a. test bias
 - b. gender neutrality
 - c. stereotype threat
 - d. the Flynn effect
16. Compared with monolinguals, people who are bilingual usually have:
 - a. more cognitive flexibility
 - b. superior cognitive functioning
 - c. better analytical skills
 - d. all of the above
17. If a proposed intelligence test turned out to really be a test of patience rather than intelligence, it would be criticized for having:
 - a. low reliability
 - b. low construct validity
 - c. low consistency
 - d. low consistent validity
18. The smallest unit of sound that makes a meaningful difference in language is called a:
 - a. sound
 - b. unit
 - c. phoneme
 - d. syntactic phrase
19. People who believe in eugenics would be most likely to support:
 - a. programs that encourage university graduates to start a family
 - b. free contraception for people with a degree
 - c. free childcare for people who perform poorly on intelligence tests
 - d. extended maternity leave for women who have been shown to have a low IQ

20. In the area of intelligence, WAIS stands for:
 - a. Wernicke Aphasic Intelligence Scale
 - b. Wechsler Adult Intelligence Scale
 - c. Wechsler Aptitude and Intelligence Scale
 - d. Wernicke Approximate Intelligence Scale
21. Which of the following is NOT supported by research data?
 - a. brain size is positively correlated with intelligence
 - b. the number of neurons in a brain is positively correlated with intelligence
 - c. thickness of the cortex is positively correlated with intelligence
 - d. having a bigger brain makes people smarter
22. Interpersonal intelligence includes the ability to understand:
 - a. one's own emotions
 - b. how context affects performance on vocabulary tests
 - c. other people's emotions
 - d. the role of schooling in conversational ability
23. If an intelligence test is reliable, you would expect people to:
 - a. be able to cheat on the test
 - b. get a better score each time they write the test
 - c. get a similar score each time they write the test
 - d. take longer to write the test if they take it again
24. Divergent thinking is to _____ as convergent thinking is to _____.
 - a. one solution, many solutions
 - b. many solutions, one solution
 - c. mathematical ability, verbal ability
 - d. extrinsic motivation, intrinsic motivation
25. In order to direct other bees to the location of food sources, honey bees:
 - a. hum
 - b. buzz
 - c. squirt honey
 - d. dance
26. The term "linguistic relativity" refers to the idea that:
 - a. some languages are better than others
 - b. language influences how people think
 - c. it is easier to talk to family members than friends
 - d. there are different language families around the world
27. On average men do better than women on tests requiring:
 - a. spatial ability

- b. spelling
 - c. emotional intelligence
 - d. pronouncing words
28. Intelligence is normally distributed in the population, this means that:
- a. most people have extremely low intelligence
 - b. most people have extremely high intelligence
 - c. most people are average in terms of intelligence
 - d. everyone in the population has approximately the same level of intelligence
29. Which animals have been shown to use language in the same way as people?
- a. bonobos
 - b. chimpanzees
 - c. vervet monkeys
 - d. none of the above
30. Misty Coleman is an outstanding ballerina. Which of Gardner's multiple intelligences is she most clearly demonstrating when she dances?
- a. naturalistic
 - b. linguistic
 - c. logico-mathematic
 - d. kinesthetic

Answers

- 1. b
- 2. d
- 3. c
- 4. d
- 5. d
- 6. b
- 7. a
- 8. c
- 9. b
- 10. a
- 11. b
- 12. d
- 13. a
- 14. c

- 15. c
- 16. d
- 17. b
- 18. c
- 19. a
- 20. b
- 21. d
- 22. c
- 23. c
- 24. b
- 25. d
- 26. b
- 27. a
- 28. c
- 29. d
- 30. d

57.

ACTIVITIES

Exercises: Read & Learn

- [Study: IQ Doesn't Equal Intelligence](https://www.indy100.com/article/iq-level-test-intelligence-myth-new-study-neuron-journal-7599446?utm_source=indy&utm_medium=top5&utm_campaign=i100): A look at a study claiming that intelligence is NOT the same as a high IQ. (https://www.indy100.com/article/iq-level-test-intelligence-myth-new-study-neuron-journal-7599446?utm_source=indy&utm_medium=top5&utm_campaign=i100)
- [Girls Believe Brilliance is a Male Trait, Research into Gender Stereotypes Shows](https://www.theguardian.com/education/2017/jan/26/girls-believe-brilliance-is-a-male-trait-research-into-gender-stereotypes-shows): A worrying look at stereotype threat among little girls. (<https://www.theguardian.com/education/2017/jan/26/girls-believe-brilliance-is-a-male-trait-research-into-gender-stereotypes-shows>)
- [Starved, Tortured, Forgotten: Genie, the Feral Child Who Left a Mark on Researchers](https://www.theguardian.com/society/2016/jul/14/genie-feral-child-los-angeles-researchers): A vivid description of the life of Genie. (<https://www.theguardian.com/society/2016/jul/14/genie-feral-child-los-angeles-researchers>)
- [Physically Active Math, Spelling Lessons Multiply Academic Success](http://www.cbc.ca/news/health/physical-activity-class-lessons-1.3460346): A creative way to improve test scores? (<http://www.cbc.ca/news/health/physical-activity-class-lessons-1.3460346>)
- [Getting to the Bottom of How Apes Think](http://www.smithsonianmag.com/science-nature/getting-bottom-how-apes-think-180961151/): Some fascinating research which seems to show that while apes cannot talk they are far from stupid! (<http://www.smithsonianmag.com/science-nature/getting-bottom-how-apes-think-180961151/>)

Exercise: Listen & Learn

- [Intelligence: Born Smart, Born Equal, Born Different](http://www.bbc.co.uk/programmes/b041xbxc): A podcast that takes an in-depth look at the nature-nurture debate as it relates to intelligence (<http://www.bbc.co.uk/programmes/b041xbxc>)

Exercises: Think & Do

1. The text describes some research into sex differences in particular kinds of tasks, while noting that the differences are small and only refer to average differences between men and women. Why not see if your friends/family conform to these “averages”? Devise a test of spatial ability (something to do with map reading perhaps) and one which requires people to identify emotions and try them both out on some men and some women.
2. [Can you Correctly Answer the Cognitive Reflection Test?](https://mindyourdecisions.com/blog/2013/06/24/can-you-correctly-answer-the-cognitive-reflection-test-83-percent-of-people-miss-at-least-1-question/) Try this incredibly brief “intelligence test” then try it out on some friends and family. Do you think it is a valid measure of intelligence? If not, why not?
(<https://mindyourdecisions.com/blog/2013/06/24/can-you-correctly-answer-the-cognitive-reflection-test-83-percent-of-people-miss-at-least-1-question/>)
3. [IQ-test.cc](http://www.iq-test.cc): This online IQ test focuses on perceptual reasoning. Try it and see whether you think your score accurately captures your intelligence. If not, what do you think is missing?
(<http://www.iq-test.cc>)

Exercise: Watch & Learn

[Robert J. Sternberg – Successful Intelligence](#): In this video, Sternberg expands on his triarchic theory with the concept of “successful intelligence” and its application in the classroom. Do you think his theory captures important aspects of your intelligence? If so, how has this impacted your

educational experience?

Can you think of how the topic of intelligence could be taught/tested in ways that would work for people with (a) analytical, (b) creative and (c) practical strengths?



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=142#oembed-1>

Video 10.1: Robert J. Sternberg – Successful Intelligence, (<https://www.youtube.com/watch?v=ow05B4bjGWQ>) uploaded by Bob Greenberg.

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Sternber, T. Successful Intelligence, (<https://www.youtube.com/watch?v=ow05B4bjGWQ>) uploaded by Bob Greenberg.

Talwalkar, P. (2013, June 24). Can you correctly answer the cognitive reflection test? (83% of people miss at least 1 question) [Blog post]. Retrieved from <https://mindyourdecisions.com/blog/2013/06/24/can-you-correctly-answer-the-cognitive-reflection-test-83-percent-of-people-miss-at-least-1-question/>

58.

TEST YOUR KNOWLEDGE

It's time to test what you learned!



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/intropsychstudyguide/?p=144#h5p-8>

PART XI

CHAPTER 11: EMOTIONS AND MOTIVATIONS

Learning Objectives

- Explain the biological experience of emotion.
- Summarize the psychological theories of emotion.
- Give examples of the ways that emotion is communicated.
- Define stress and review the body's physiological responses to it.
- Summarize the negative health consequences of prolonged stress.
- Explain the differences in how people respond to stress.
- Review the methods that are successful in coping with stress.
- Understand the important role of positive emotions and happiness in responding to stress.
- Understand the factors that increase, and do not increase, happiness.
- Understand the biological and social responses that underlie eating behaviour.
- Understand the psychological and physiological responses that underlie sexual behaviour.

59.

FILL IN THE BLANK(S)

Questions

1. _____ is a general tendency to expect positive outcomes.
2. Glucose levels in the bloodstream are regulated by the hormone _____.
3. The sexual response cycle begins with _____ and ends with _____.
4. The HPA axis is comprised of the _____, the _____ and the _____.
5. The _____ - _____ theory of emotion argues that our experience of emotion occurs alongside our experience of arousal.
6. A _____ is a driving force that initiates and directs behaviour.
7. Gestures, body position, facial expression and paralanguage are all kind of _____.
8. The suggestion that movement of the muscles in our face may trigger corresponding emotions is referred to as the _____ hypothesis.
9. _____ is an eating disorder characterized by binge eating followed by purging.
10. According to the two-factor theory of emotion, the experience of emotion is determined by both arousal and _____.

Answers

1. optimism
2. insulin
3. excitement, resolution
4. hypothalamus, pituitary gland, adrenal glands
5. Cannon-Bard
6. motivation
7. nonverbal communication
8. facial feedback
9. bulimia nervosa
10. cognitive appraisal

60.

TRUE OR FALSE?

Remember – don't just answer True or False, note down what you know about the topic.

Questions

1. In terms of our response to stress, the HPA axis refers to the hippocampus, the pituitary gland and the adrenal glands.
2. The term cognitive appraisal refers to our tendency to judge other people depending on their intelligence.
3. Social support can have both direct effects and appreciation effects.
4. The first stage of the sexual response cycle is orgasm.
5. The pancreas secretes insulin.
6. Stress is more likely to lead to the tend-and-befriend response in men than in women.
7. Proxemics are a form of nonverbal communication to do with personal space.
8. The James-Lange theory of emotion argues that arousal precedes our emotional experience.
9. Bulimia nervosa is an eating disorder characterized by binge eating followed by purging.
10. Selye's general adaptation syndrome referred to five distinct phases of physiological change that occur in response to long term stress.

Answers

1. false
2. false
3. true

4. false
5. true
6. false
7. true
8. true
9. true
10. false

61.

SHORT ANSWER/ESSAY QUESTIONS

Try these AFTER you have thoroughly studied the chapter. You should not have to look back at the text to answer them (only to check your answer!). Remember, the point is NOT to memorize parts of the textbook but rather to understand the material and describe it in your OWN WORDS.

If you are going to write more than a couple of paragraphs, think about the structure of your answer.

1. What is the two-factor theory of emotion? Describe some of the research that has been put forward in support of it.
2. Identify three nonverbal cues and give an example of how each can be used to communicate emotion.
3. Describe the sexual response cycle.
4. How does the human body respond to stress?

62.

ACTIVITIES

Exercises: Read, Listen & Learn

- The article [Why Mind Wandering Can be so Miserable, According to Happiness Experts](http://www.smithsonianmag.com/science-nature/why-mind-wandering-can-be-so-miserable-according-happiness-experts-180962265/) looks at the boost to happiness that may occur when you DON'T let your mind wander (<http://www.smithsonianmag.com/science-nature/why-mind-wandering-can-be-so-miserable-according-happiness-experts-180962265/>)
- [Sad Face](http://www.slate.com/articles/health_and_science/cover_story/2016/08/can_smiling_make_you_happier_maybe_maybe_not_we_have_no_idea.html): A fascinating look at controversy around the facial-feedback hypothesis which makes it clear that psychology is, above all, a human endeavour. (http://www.slate.com/articles/health_and_science/cover_story/2016/08/can_smiling_make_you_happier_maybe_maybe_not_we_have_no_idea.html)
- [How To Stop Being Furious](http://www.telegraph.co.uk/wellbeing/mood-and-mind/how-to-stop-being-furious/): This article looks at what makes people angry and how we can try to control that anger. (<http://www.telegraph.co.uk/wellbeing/mood-and-mind/how-to-stop-being-furious/>)
- [Spend Money, Be Happy](http://www.vancouversun.com/Spend+money+happy/11613024/story.html?__lsa=25e2-6dfc): Some research into what does (and what doesn't) make people happy: (http://www.vancouversun.com/Spend+money+happy/11613024/story.html?__lsa=25e2-6dfc)
- [Case Study: John/Joan – The Boy Who Was Raised as a Girl](http://www.bbc.co.uk/programmes/b00t97xf)
Discussion of a famous Canadian case study that shed light on the role of nature/nurture in gender: (<http://www.bbc.co.uk/programmes/b00t97xf>)
- [A New Way to Look at Emotions – and How to Master Yours](http://www.bbc.com/future/story/20171012-how-emotions-can-trick-your-mind-and-body): An interesting look at research into how context effects emotion. (<http://www.bbc.com/future/story/20171012-how-emotions-can-trick-your-mind-and-body>)

Exercise: Watch & Learn

[Science of Sex Appeal: What Women Find Attractive](#) – A not too serious look at what men and women find attractive



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=155#oembed-2>

Video 11.1: Science of Sex Appeal: What Women Find Attractive (<http://www.youtube.com/watch?v=PoKA-a5vEEc>), uploaded by Discovery UK.

Exercises: Watch, Read & Learn

- [Marshmallow Test Reproduced by Dr. David Walsh@ wcco](#): A re-creation of the marshmallow study.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=155#oembed-3>

Video 11.2: Marshmallow Test Reproduced (<http://www.youtube.com/watch?v=amsqeYOk-w>) uploaded by TodaSyo.

- [Children of Today are Better at Delaying Gratification than Previous Generations](https://digest.bps.org.uk/2017/09/20/children-of-today-are-better-at-delaying-gratification-than-previous-generations/): On the same topic, this article describes some research which seems to show that children today are better at delaying gratification:
(<https://digest.bps.org.uk/2017/09/20/children-of-today-are-better-at-delaying-gratification-than-previous-generations/>)

Exercise: Watch & Learn

- [The Surprising Science of Happiness](#): Dan Gilbert, one of the leading researchers in the field of happiness, describes some of his work in this Ted Talk.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=155#oembed-4>

Video 11.3: The Surprising Science of Happiness (https://www.youtube.com/watch?v=4q1dgn_COAU) uploaded by Dan Gilbert.

- [Social Networks May Lead To Depression](http://www.psyweb.com/videos/depression/social-networks-may-lead-to-depression-video): This short video describes some research showing that frequent users of social media may be more depressed than others. Can you think why that might be?
(<http://www.psyweb.com/videos/depression/social-networks-may-lead-to-depression-video>)

Exercises: Things to Do

1. Read the “research focus” study in chapter 11.3 and see if you can answer the following questions. You may need to review the material on experimental design in Chapter 3.
 - a) What was the Independent Variable (remember it must have at least two conditions)?
 - b) What was the Dependent Variable in the first study?
 - c) What was the Dependent Variable in the second study?
 - d) Which theory of emotion do the results of the two studies support? Explain your answer.
2. [How Happy Are You?](http://www.theguardian.com/lifeandstyle/2016/apr/03/how-happy-are-you-quiz) This VERY quick quiz claims to assess your level of happiness. Try it out on yourself and some friends to see if it seems to be accurate. Can you think of a way of assessing its construct validity? (<http://www.theguardian.com/lifeandstyle/2016/apr/03/how-happy-are-you-quiz>)
3. [Flow – the Secret to Happiness](https://www.ted.com/talks/mihaly_csikszentmihalyi_on_flow): Watch this video on “flow- the secret of happiness” and think about things you could do to increase your own happiness. (https://www.ted.com/talks/mihaly_csikszentmihalyi_on_flow)



Video 11-4: Flow, the Secret to Happiness uploaded by Mihaly Csikszentimihalyi in February 2004.

4. [The Deactivation Effect: What 15 Minutes Device-Free Solitude Does to Your Emotions](#): Read

this article on the impact of 15 minutes of down-time on people's emotions. Try the 15-minute break yourself and see whether/how it affects your emotions. (https://main-researchdigest-bps.content.pugpig.com/2017/11/07/the-deactivation-effect-what-15-minutes-device-free-solitude-does-to-your-emotions/pugpig_index.html)Did you enjoy the experience?

5. [Reading the Mind in the Eyes](#): Try the “recognizing emotions” activity on this site to see how good you are at identifying subtle emotions from faces (<https://www.testmybrain.org/>)

Answers to Things to Do Questions

1. a) The IV is whether the participants were given accurate information as to the effects of the drug (i.e. they were told they would experience arousal – this is the INFORMED condition) or whether they did not receive accurate information (i.e. they were not told the drug would cause arousal – this is the UNINFORMED condition)
 b) The DV in the first study was the participants' rating of their emotional state.
 c) The DV in the second study is not clearly stated but appears to have been a measure of the participants' behaviour.
 d) The results support the two-factor theory of emotion. How the participants felt was influenced by both their physiological state and their interpretation of that state.
2. Remember, construct validity is about whether the test measures what it claims to measure so you would probably want to see whether people's performance on this test correlates with some other measure of their happiness (self-report, a behavioural measure (if you can think of one), a different “happiness” test, etc.)

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Test My Brain. Retrieved from <https://www.testmybrain.org/>

63.

MULTIPLE CHOICE

Questions

1. Which of the following is a response of the sympathetic nervous system?
 - a. extra sugar is released into the bloodstream
 - b. increased perspiration
 - c. increased respiration
 - d. all of the above
2. Primary emotions are to the _____ pathway as secondary emotions are to the _____ pathway.
 - a. mild, intense
 - b. hard, soft
 - c. fast, slow
 - d. pleasant, unpleasant
3. When faced with a stressful situation, men are likely to respond with the:
 - a. fight or flight response
 - b. hurt then help response
 - c. fist and knees response
 - d. tend and befriend response
4. The adrenal glands release:
 - a. cortisol
 - b. epinephrine
 - c. a and b
 - d. melatonin
5. The phenomenon of misattribution of arousal (e.g. thinking you are in love when really you are just scared) is best explained by which theory of emotion?
 - a. the James-Lange theory
 - b. the two-factor theory
 - c. the Cannon-Bard theory
 - d. the wishful thinking theory
6. Which of the following is NOT a kind of non-verbal communication?
 - a. facial expression

- b. crying
 - c. swearing
 - d. tone of voice
7. Which of the following is classed as a basic emotion?
- a. guilt
 - b. shame
 - c. jealousy
 - d. disgust
8. The facial feedback hypothesis refers to:
- a. the movements of our facial muscles can trigger emotions
 - b. we can judge someone else's mood by looking at their face
 - c. once we know how we are feeling, we change our facial expression
 - d. some people disguise their emotions if they look in a mirror
9. The ability to control one's emotions is known as:
- a. facial feedback
 - b. interpersonal intelligence
 - c. emotional regulation
 - d. emotional contingency
10. Which is the correct order for the stages of the sexual response cycle?
- a orgasm, excitement, plateau, resolution
 - b excitement, plateau, orgasm, resolution
 - c plateau, excitement, orgasm, resolution
 - d plateau, excitement, resolution, orgasm
11. _____ is the main sugar that the body uses for energy.
- a. insulin
 - b. leptin
 - c. fructose
 - d. glucose
12. Which eating disorder is characterized by binge eating followed by purging?
- a. anorexia nervosa
 - b. fasting
 - c. bulimia nervosa
 - d. 5:2 syndrome
13. When faced with a stressful situation women are likely to respond with the:
- a. fight or flight response
 - b. hurt then help response
 - c. fist and knees response

- d. tend and befriend response
- 14. Physical exercise can:
 - a. lower blood pressure
 - b. improve muscle strength
 - c. slow age-related cognitive decline
 - d. all of the above
- 15. Which of the following is a human sex hormone?
 - a. ghrelin
 - b. estrogen
 - c. insulin
 - d. adrenalin
- 16. The amount of energy we use while at rest is called our:
 - a. basal metabolic rate
 - b. resting heart rate
 - c. relaxing glucose level
 - d. normal insulin level
- 17. Social support can have both _____ and _____ effects on our happiness.
 - a. minimal, continuous
 - b. maximal, sporadic
 - c. direct, appreciation
 - d. indirect, cumulative
- 18. Before taking a test, Sunni says to his friend “I know I can do well on this test.” This best illustrates Sunni’s:
 - a. over-confidence
 - b. self-efficacy
 - c. self-doubt
 - d. peer review
- 19. People who are experiencing high levels of arousal from one event tend to experience unrelated emotions more strongly too. This is called:
 - a. general adaptation syndrome
 - b. spreading activation
 - c. the Cannon-Bard hypothesis
 - d. excitation transfer
- 20. Both the slow and fast emotional pathways are controlled by the:
 - a. thalamus
 - b. hypothalamus
 - c. frontal cortex

- d. amygdala
- 21. According to the text, what kind of role does material wealth play in determining happiness?
 - a. huge
 - b. significant
 - c. small
 - d. non-existent
- 22. The body mass index (BMI) is calculated using:
 - a. calorie intake and calorie output
 - b. activity level and carbohydrate consumption
 - c. height and weight
 - d. blood pressure and heart rate
- 23. According to Selye's general adaptation syndrome, the third stage of our reaction to stress is:
 - a. alarm
 - b. exhaustion
 - c. resistance
 - d. mobilization
- 24. Which 3 structures make up the HPA axis?
 - a. hypothalamus, pineal gland, anterior gyrus
 - b. hippocampus, parietal lobe, affective cortex
 - c. hippocampus, parasympathetic nervous system, adenoids
 - d. hypothalamus, pituitary, adrenal glands
- 25. According to the Cannon-Bard theory of emotion:
 - a. emotional experience and physiological arousal occur at the same time
 - b. emotional experience precedes physiological arousal
 - c. physiological arousal precedes emotional experience
 - d. we cannot experience different emotions
- 26. According to the James-Lange theory of emotion:
 - a. emotional experience and physiological arousal occur at the same time
 - b. emotional experience precedes physiological arousal
 - c. physiological arousal precedes emotional experience
 - d. we cannot experience different emotions
- 27. The most stressful life event included in the Holmes and Rahe Stress Scale is:
 - a. being sent to jail
 - b. getting divorced
 - c. being fired from work
 - d. death of a spouse
- 28. Which of the following does NOT influence our feelings of hunger?

- a. insulin
 - b. ghrelin
 - c. septin
 - d. leptin
29. Anorexia nervosa is characterised by a(n)
- a. distorted body image
 - b. extremely low body weight
 - c. obsessive fear of gaining weight
 - d. all of the above
30. According to the two-factor theory of emotion, emotion equals:
- a. arousal plus cognition
 - b. arousal plus intelligence
 - c. attribution plus explanation
 - d. attribution plus cognition

Answers

- 1. d
- 2. c
- 3. a
- 4. c
- 5. b
- 6. c
- 7. d
- 8. a
- 9. c
- 10. b
- 11. d
- 12. c
- 13. d
- 14. d
- 15. b
- 16. a
- 17. c
- 18. b
- 19. d

20. a

21. c

22. c

23. b

24. d

25. a

26. c

27. d

28. c

29. d

30. a

64.

TEST YOUR KNOWLEDGE

Now test what you know!



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/intropsychstudyguide/?p=157#h5p-9>

PART XII

CHAPTER 12: PERSONALITY

Learning Objectives

- Outline and critique the early approaches to assessing personality.
- Define and review the strengths and limitations of the trait approach to personality.
- Summarize the measures that have been used to assess psychological disorders.
- Describe the strengths and limitations of the psychodynamic approach to explaining personality.
- Summarize the accomplishments of the neo-Freudians.
- Identify the major contributions of the humanistic approach to understanding personality.
- Explain how genes transmit personality from one generation to the next.
- Outline the methods of behavioural genetics and the conclusions that we can draw from them about the determinants of personality.
- Explain how molecular genetics research helps us understand the role of genetics in personality.

65.

TRUE OR FALSE?

Remember – use the opportunity to review what you know about each topic.

Questions

1. The psychodynamic approach was founded by Skinner.
2. Conscientiousness is one of the dimensions included in the five-factor model of personality.
3. The Rorschach is a projective measure of personality.
4. The highest level of Maslow's hierarchy of needs was love/belonging.
5. Carl Rogers was a well-known supporter of the psychodynamic approach.
6. Phrenologists believed that you could measure personality by feeling the bumps on a person's skull.
7. Twin studies are helpful in understanding the contributions of nature and nurture to personality.
8. The genes of different members of the same species are almost identical.
9. According to Freud, from around 18 months to 3 years of age children experience sexual desire for the opposite-sex parent.
10. Traits are transient characteristics that influence our behaviour in specific situations.

Answers

1. false
2. true
3. true
4. false
5. false
6. true
7. true

8. true
9. false
10. false

66.

SHORT ANSWER/ESSAY QUESTIONS

Try these AFTER you have thoroughly studied the chapter. You should not have to look back at the text to answer them (only to check your answer!). Remember, the point is NOT to memorize parts of the textbook but rather to understand the material and describe it in your OWN WORDS.

If you are going to write more than a couple of paragraphs, think about the structure of your answer.

1. Describe Freud's stages of psychosexual development.
2. Describe the five factors in the five-factor model of personality.
3. What is a projective measure of personality? Describe one such measure.
4. How can the study of twins shed light on the influence of nature and nurture on personality?

67.

MULTIPLE CHOICE QUESTIONS

Questions

1. Phrenologists tried to find out about personality by:
 - a. reading a person's horoscope
 - b. feeling a person's skull
 - c. looking at a person's hands
 - d. asking people questions
2. A limitation of selective breeding studies is that they cannot:
 - a. tell us anything about the role of genes
 - b. be used to study human beings
 - c. provide information relevant to the nature/nurture debate
 - d. tell us anything about the role of the environment
3. Which neo-Freudian challenged his ideas about penis envy?
 - a. Adler
 - b. Fromm
 - c. Jung
 - d. Horney
4. Someone who feels as though they are not living up to expectations would be described by Adler as having:
 - a. low self-realization
 - b. an Adlerian complex
 - c. an inferiority complex
 - d. low actualization
5. According to Freud, the mind's three components are:
 - a. ego, id, superego
 - b. unconscious, moral, immoral
 - c. oral, anal, phallic
 - d. primary, secondary, tertiary
6. The idea that you can assess someone's personality by studying their face is called:
 - a. phrenology

- b. physiology
 - c. somatology
 - d. physiognomy
7. The _____ complex is to girls as the _____ complex is to boys.
 - a. Electra, Oedipus
 - b. Oedipus, Electra
 - c. oral, phallic
 - d. phallic, oral
 8. The discovery that the heritability of the Big Five personality traits is around 40% – 50% suggests that:
 - a. the environment plays no role in personality
 - b. genes play no role in personality
 - c. the environment plays an important role in personality
 - d. the Big Five traits account for about half of our personality
 9. Humanistic psychologists embraced the idea of:
 - a. repression
 - b. free will
 - c. unconscious drives
 - d. the id
 10. According to Eysenck, extraverts seek to _____ their arousal while introverts seek to _____ their arousal.
 - a. decrease, increase
 - b. hide, reveal
 - c. increase, decrease
 - d. reveal, hide
 11. Allport believed that traits could be organized into three levels:
 - a. primary, secondary, tertiary
 - b. cognitive, emotional, physiological
 - c. id, ego, superego
 - d. cardinal, central, secondary
 12. The MMPI is used to measure:
 - a. unconscious drives
 - b. the Big Five traits
 - c. personality and psychological disorders
 - d. leadership potential
 13. Which of the following is NOT one of the Big Five traits?
 - a. sense of humour
 - b. openness to experience

- c. conscientiousness
 - d. extraversion
14. Freud founded the _____ approach to understanding human behaviour.
- a. palliative
 - b. psychodynamic
 - c. patronymic
 - d. psychedelic
15. The influence of parents on the personality of their children is:
- a. non-existent
 - b. weakest in early childhood
 - c. strongest in early childhood
 - d. consistent across the lifespan
16. What is special about “knockout” mice?
- a. they are very attractive
 - b. their DNA has been modified
 - c. they are easy to knock out
 - d. they are unusually aggressive
17. The aim of behavioural genetics is to learn about:
- a. the extent to which geneticists can modify people’s behaviour
 - b. the possibility of eradicating behavioural problems in children
 - c. the genetic and environmental influences on human behaviour
 - d. the ability of animals to learn language
18. Monozygotic is to _____ twins as dizygotic is to _____ twins.
- a. male, female,
 - b. female, male
 - c. fraternal, identical
 - d. identical, fraternal
19. Which of the following characteristics describe someone who, according to Maslow, is self-actualized?
- a. creativity
 - b. confidence
 - c. spontaneity
 - d. all of the above
20. According to Freud, children pass through 4 stages of psychosexual development. Which of the following shows the stages in the correct developmental order?
- a. oral, anal, phallic, latency
 - b. latency, oral, anal, phallic
 - c. phallic, anal, oral, latency

- d. oral, phallic, latency, anal
- 21. Projective tests claim to reveal information about:
 - a. career aptitude
 - b. intellectual attainment
 - c. unconscious processes
 - d. parenting style
- 22. Traits are defined as:
 - a. physical characteristics that distinguish us from other people
 - b. relatively enduring characteristics that influence our behaviour across many situations
 - c. unconscious tendencies to act in different ways according to the situation
 - d. permanent personality tendencies that determine our behaviour in any situation
- 23. Sheldon's theory that people with different body types have different personalities has been:
 - a. supported by research
 - b. discredited
 - c. shown to be accurate for thin people but not overweight people
 - d. shown to be accurate for women but not for men
- 24. Which of the following is not a defence mechanism?
 - a. projection
 - b. regression
 - c. ingratiation
 - d. sublimation
- 25. Rohan is self-disciplined, focused on achievement and keen to do his duty. He would be expected to score highly on:
 - a. neuroticism
 - b. agreeableness
 - c. extraversion
 - d. conscientiousness
- 26. The Barnum effect helps to explain people's belief in:
 - a. fortune-telling
 - b. astrology
 - c. horoscopes
 - d. all the above
- 27. _____ are the basic biological units that transmit characteristics from one generation to the next:
 - a. genes
 - b. neurons
 - c. glia
 - d. instincts

28. Which of the following would NOT be useful to a behavioural geneticist?
- a. family studies
 - b. case studies
 - c. adoption studies
 - d. twin studies
29. According to Freud, the id is to the _____ principle as the ego is to the _____ principle.
- a. aggressive, sexual
 - b. sexual, aggressive
 - c. pleasure, reality
 - d. reality, pleasure
30. Lana is friendly, always willing to help others and compassionate. We would expect Lana to score highly on:
- a. extraversion
 - b. agreeableness
 - c. neuroticism
 - d. openness to experience

Answers

- 1. b
- 2. b
- 3. d
- 4. c
- 5. a
- 6. d
- 7. a
- 8. c
- 9. b
- 10. c
- 11. d
- 12. c
- 13. a
- 14. b
- 15. c
- 16. b
- 17. c

18. d
19. d
20. a
21. c
22. b
23. b
24. c
25. d
26. d
27. a
28. b
29. c
30. b

68.

FILL IN THE BLANK(S)

Questions

1. According to Freud, the _____ stage is when children experience sexual desire for the opposite-sex parent.
2. The idea that it is possible to assess personality from facial characteristics is known as _____.
3. Cattell used factor analysis to identify more important or _____ traits and less important or _____ traits.
4. _____ is a defence mechanism in which unacceptable sexual or aggressive desires are channeled into acceptable activities.
5. At the peak of Maslow's hierarchy of needs is the need for _____ - _____.
6. Chromosomes are made up of strands of _____.
7. Adler argued that children who are either overly nurtured or overly neglected by their parents may develop an _____.
8. The big 5 are: openness to experience, neuroticism, extraversion _____ and _____.
9. The Rorschach Inkblot Test is an example of a _____ measure.
10. According to Freud the id is driven by the _____ principle.

Answers

1. phallic
2. physiognomy
3. source, surface
4. sublimation
5. self-actualization
6. DNA deoxyribonucleic acid is obviously an acceptable answer as well!
7. inferiority complex
8. conscientiousness, agreeableness
9. projective
10. pleasure

69.

ACTIVITIES

Exercises: Watch & Learn

[Who Are You Really? The Puzzle of Personality](#): A 15-minute Ted Talk about personality and how malleable it may actually be.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=168#oembed-1>

Video 12.1: Who are You Really? The Puzzle of Personality (https://youtu.be/qYvXk_bqIBk) uploaded by Brian Little.

Exercises: Read, Listen & Learn

- [Psychology by Numbers: A Brief History of Personality Tests](#): A great look at the changing face of personality tests. (<https://theconversation.com/psychology-by-numbers-a-brief-history-of-personality-tests-53927>)
- [Theories and Terminology of Personality Psychology](#): This site explores most of the major

theories of personality. (<https://www.verywell.com/personality-psychology-study-guide-2795699>)

- [Carl Rogers and the Person-Centred Approach](http://www.bbc.co.uk/programmes/b063ztb0): A discussion of Maslow's work on the hierarchy of needs. (<http://www.bbc.co.uk/programmes/b063ztb0>)
- [Genetube](https://genetube.org/ddda95?fv=#/start-video): Six short videos explaining genetics to ordinary people! (<https://genetube.org/ddda95?fv=#/start-video>)
- [2016-17 Noba + Psy Chi Student Video Award Recipients](http://nobaproject.com/student-video-award-winners?utm_source=Noba&utm_campaign=53a3503110-2015_Student_Video_Award_Announcement5_6_2015&utm_medium=email&utm_term=0_51cfc109ef-53a3503110-151163649): These award-winning videos about personality were made by Psychology students. Think about what you would do if challenged to make your own video. (http://nobaproject.com/student-video-award-winners?utm_source=Noba&utm_campaign=53a3503110-2015_Student_Video_Award_Announcement5_6_2015&utm_medium=email&utm_term=0_51cfc109ef-53a3503110-151163649)

Exercises: Do & Think

1. [Is This a Circle? Your Answer Could Reveal a Lot About Your Outlook on Life](http://www.telegraph.co.uk/news/science/12037540/Is-this-a-circle-test-reveals-a-lot-about-your-personality.html): This very simple quiz claims to reveal something about your personality – why not try it yourself and on some friends? How do you think it rates in terms of validity? (<http://www.telegraph.co.uk/news/science/12037540/Is-this-a-circle-test-reveals-a-lot-about-your-personality.html>)
2. [Researchers Asked These British Mothers Which Personality Traits They Would most Wish for Their Babies – Extraversion Came out on Top](https://digest.bps.org.uk/2017/09/06/most-mothers-hope-their-babies-will-become-extroverts-more-than-smart-or-self-disciplined/): A recent study. Which traits would you wish for and why? How do your answers compare with the mothers in the study? (<https://digest.bps.org.uk/2017/09/06/most-mothers-hope-their-babies-will-become-extroverts-more-than-smart-or-self-disciplined/>)
3. [Do You Have a Healthy Sense of Self-Esteem](https://www.theguardian.com/lifeandstyle/2016/jul/27/do-you-have-a-healthy-sense-of-self-esteem/narcissism): Another VERY short quiz, this time looking at self-esteem/narcissism. Having answered the questions, did the interpretation of your score surprise you? ([https://www.theguardian.com/lifeandstyle/2016/jul/27/do-you-have-a-healthy-sense-of-](https://www.theguardian.com/lifeandstyle/2016/jul/27/do-you-have-a-healthy-sense-of-self-esteem/narcissism)

self-esteem-take-this-quiz-to-find-out)

4. [Big Five Personality Tests](#): A brief version of a Big 5 personality test.
Were the questions what you expected, given what you read in the text?
Was the interpretation of your answers surprising? (<https://www.truity.com/view/tests/big-five-personality>)

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70.

TEST YOUR KNOWLEDGE

Test what you have learned!



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/intropsychstudyguide/?p=170#h5p-10>

PART XIII

CHAPTER 13: DEFINING PSYCHOLOGICAL DISORDERS

Learning Objectives

- Define “psychological disorder” and summarize the general causes of disorder.
- Explain why it is so difficult to define disorder and how the Diagnostic and Statistical Manual of Mental Disorders (DSM) is used to make diagnoses.
- Describe the stigma of psychological disorders and their impact on those who suffer from them.
- Outline and describe the different types of anxiety disorders.
- Outline and describe the different types of dissociative disorders.
- Explain the biological and environmental causes of anxiety and dissociative disorders.
- Summarize and differentiate the different forms of mood disorders, in particular dysthymia, major depressive disorder and bipolar disorder.
- Explain the genetic and environmental factors that increase the likelihood that a person will develop a mood disorder.
- Categorize and describe the three major symptoms of schizophrenia.
- Differentiate the five types of schizophrenia and their characteristics.
- Identify the biological and social factors that increase the likelihood that a person will develop schizophrenia.
- Categorize the different types of personality disorders and differentiate antisocial personality disorder from borderline personality disorder.
- Outline the biological and environmental factors that may contribute to a person developing a personality disorder.
- Differentiate the symptoms of somatoform and factitious disorders.
- Summarize the sexual disorders and paraphilias.

71.

TRUE OR FALSE?

Remember – go beyond True or False, review what you know about each topic.

Questions

1. Bipolar disorder is a type of mood disorder.
2. One common criticism of the DSM is that it leaves no room for subjectivity in diagnosis.
3. A behaviour can be classed as a psychological disorder simply on the basis that it is unusual.
4. ADHD is diagnosed much less often nowadays than in the past.
5. Asperger's disorder is categorized as an autism spectrum disorder.
6. Schizophrenia is usually diagnosed between the ages of 16 and 30.
7. Hallucinations are classified as a positive symptom of schizophrenia.
8. Conversion disorder is a type of somatoform disorder.
9. Male erectile disorder is always the result of psychological factors.
10. Exhibitionism is a type of paraphilia.

Answers

1. true
2. false
3. false
4. false
5. true
6. true
7. true
8. true

9. false
10. true

72.

SHORT ANSWER/ESSAY QUESTIONS

Try these AFTER you have thoroughly studied the chapter. You should not have to look back at the text to answer them (only to check your answer!). Remember, the point is NOT to memorize parts of the textbook but rather to understand the material and describe it in your OWN WORDS.

If you are going to write more than a couple of paragraphs, think about the structure of your answer.

1. What is the DSM and how is it used?
2. How have psychologists tried to explain anxiety and dissociation disorders?
3. Identify two sexual dysfunctions and describe how each of them can negatively impact a person's enjoyment of sex.
4. What is borderline personality disorder and what is known about its causes?

73.

FILL IN THE BLANK(S)

Questions

1. The _____ Manual of Mental Disorders provides standard criteria for the classification of mental disorders.
2. Social withdrawal, poor hygiene, apathy and limited speech are all _____ symptoms of schizophrenia.
3. _____ disorder is a psychological disorder characterized by sudden attacks of anxiety and terror.
4. A person suffering from OCD will be bothered by repetitive _____ and repetitive _____.
5. _____ is a fear of germs or dirt.
6. _____ disorders involve the disruption or breakdown of memory, awareness and identity.
7. Conversion disorder is a type of _____ disorder.
8. Voyeurism is classified as a _____.
9. Bipolar disorder and dysthymia are both _____ disorders.
10. Multiple personality disorder is now called _____ disorder.

Answers

1. Diagnostic and Statistical
2. negative
3. panic
4. thoughts, actions
5. mysophobia
6. dissociative
7. somatoform
8. paraphilia sexual disorder may be an acceptable answer depending on your prof.
9. mood
10. dissociative identity

74.

MULTIPLE CHOICE

Questions

1. Comorbidity occurs when:
 - a. several members of a family have the same mental health issue
 - b. an individual spends too much time thinking about death
 - c. a person suffers from more than one disorder at the same time
 - d. nothing can be done to prevent a disorder from occurring
2. In OCD, _____ are to thoughts as _____ are to actions.
 - a. opinions, convictions
 - b. obsessions, conditions
 - c. obsessions, compulsion
 - d. compulsions, obsessions
3. Schizophrenia is usually diagnosed in:
 - a. infancy
 - b. childhood
 - c. early adulthood
 - d. old age
4. Malingering and Munchausen syndrome are:
 - a. somatoform disorders
 - b. anxiety disorders
 - c. sexual disorders
 - d. factitious disorders
5. The prevalence rate of a disorder refers to:
 - a. its frequency of occurrence in a population at a given time
 - b. its severity within an individual
 - c. how much coverage there is of the disorder in the media
 - d. how long it typically takes an individual to recover from the disorder
6. Which of the following was NOT included in the Canadian Mental Health Survey:
 - a. depression
 - b. obesity

- c. drug abuse
 - d. anxiety
7. DSM stands for:
- a. diagnostic and scientific manual of mental disorders
 - b. diagnostic and statistical manual of major disorders
 - c. diagnostic and scientific manual of major disorders
 - d. diagnostic and statistical manual of mental disorders
8. Trepanation was used in olden times to help “cure” psychological disorders by:
- a. drilling holes in the skull
 - b. using electric shock to “reset” the brain
 - c. giving people more than one drug at the same time
 - d. explaining that it is normal to be scared
9. Dissociative identity disorder is sometimes called:
- a. schizophrenia
 - b. dissociative fugue
 - c. multiple personality disorder
 - d. generalized anxiety disorder
10. Which of the following does the DSM NOT take into account when providing guidance re: a diagnosis?
- a. cultural factors
 - b. medical conditions
 - c. everyday functioning
 - d. the DSM takes ALL of the above into account
11. GAD is more common in _____, while ADHD is more common in _____.
- a. educated people, uneducated people
 - b. uneducated people, educated people
 - c. females, males
 - d. males, females
12. Until the 18th century the most common treatment for the mentally ill was to:
- a. lock people up in asylums
 - b. give people experimental drugs
 - c. give people psychoanalysis
 - d. make people do community service
13. ADHD is usually first diagnosed in:
- a. infancy
 - b. childhood
 - c. adulthood
 - d. old age

14. Frotteurism is:
 - a. a type of schizophrenia
 - b. an eating disorder
 - c. a paraphilia
 - d. a somatoform disorder
15. Gender identity disorder is a controversial diagnosis because:
 - a. it seems to occur only in North America
 - b. only people who have undergone psychoanalysis are ever diagnosed with it
 - c. people who “suffer” from it do not regard their feelings or behaviours as a disorder
 - d. it has a prevalence rate of zero
16. Which of the following is NOT a characteristic of borderline personality disorder?
 - a. mood swings
 - b. hallucinations
 - c. impulsivity
 - d. identity problems
17. Which category/cluster of personality disorder does borderline personality disorder come under?
 - a. dramatic/erratic
 - b. odd/eccentric
 - c. avoidant/dependant
 - d. anxious/inhibited
18. A person suffering from hypoactive sexual desire disorder has:
 - a. too little interest in sex
 - b. too much interest in sex
 - c. an obsessive need to expose their genitals in public
 - d. a desire to witness suffering in other people
19. Acrophobia is to _____ as arachnophobia is to _____.
 - a. open spaces, spiders
 - b. spiders, open spaces
 - c. heights, spiders
 - d. spiders, heights
20. Which of the following has NOT been classified as a sexual disorder?
 - a. dyspareunia
 - b. vaginismus
 - c. premature ejaculation
 - d. creatinuria
21. A person who worries excessively about having a serious illness is most likely to be diagnosed as suffering

from:

- a. borderline personality disorder
- b. conversion disorder
- c. hypochondria
- d. mitochondria

22. In the context of psychological disorders, APD stands for:
- a. anxious personality disorder
 - b. arousal paraphilia disorder
 - c. antisocial personality disorder
 - d. antagonistic performance disorder
23. BPD is more common in _____; APD is more common in _____.
- a. uneducated people, educated people
 - b. children, adolescents
 - c. extraverts, introverts
 - d. women, men
24. Hallucinations are classed as a _____ symptom of schizophrenia.
- a. positive
 - b. cognitive
 - c. negative
 - d. transitive
25. Dysthymia appears to be a milder form of:
- a. bipolar disorder
 - b. clinical depression
 - c. schizophrenia
 - d. Munchausen syndrome
26. To understand anxiety disorders we need to take account of:
- a. only biological factors
 - b. only environmental factors
 - c. both biological and environmental factors
 - d. neither biological nor environmental factors
27. APD is a type of _____ disorder.
- a. internalizing
 - b. mood
 - c. somatoform
 - d. externalizing
28. The difference between somatoform disorders and factitious disorders is that:
- a. somatoform disorders only happen to men, factitious disorders only happen to women

- b. somatoform disorders involve cognition, factitious disorders involve emotion
 - c. in somatoform disorders the physical symptoms are real, in factitious disorders the physical symptoms are not real
 - d. somatoform disorders are caused by environmental factors, factitious disorders are caused by genetic factors
29. Which of the following would be classified as a social-cultural influence in the bio-psycho-social model of illness?
- a. neurotransmitters
 - b. homelessness
 - c. patterns of negative thinking
 - d. genetic makeup of the individual
30. A criticism of the DSM is that it:
- a. hasn't changed since the 1950s
 - b. is not actually used by therapists, insurers etc
 - c. only includes a handful of disorders
 - d. is primarily focused on Western illness

Answers

- 1. c
- 2. c
- 3. c
- 4. d
- 5. a
- 6. b
- 7. d
- 8. a
- 9. c
- 10. d
- 11. c
- 12. a
- 13. b
- 14. c
- 15. c
- 16. b
- 17. a

- 18. a
- 19. c
- 20. d
- 21. c
- 22. c
- 23. d
- 24. a
- 25. b
- 26. c
- 27. d
- 28. c
- 29. b
- 30. d

75.

ACTIVITIES

Exercises: Read & Learn

- [PsychCentral](https://psychcentral.com/) is a website with extensive coverage of mental health topics (useful for Chapter 14 as well).
(<https://psychcentral.com/>)
- [What Freudian Slips Really Reveal About Your Mind](http://www.bbc.com/future/story/20160706-what-freudian-slips-really-reveal-about-your-mind): Some modern research into Freudian slips!
(<http://www.bbc.com/future/story/20160706-what-freudian-slips-really-reveal-about-your-mind>)
- [Symptoms, Treatments and Causes of Depression](http://thebrain.mcgill.ca/flash/d/d_08/d_08_p/d_08_p_dep/d_08_p_dep.html): This website focuses on depression and manic depression. (http://thebrain.mcgill.ca/flash/d/d_08/d_08_p/d_08_p_dep/d_08_p_dep.html)

Exercise: Watch & Learn

[Psychological Disorders: Crash Course Psychology #28](#): A short video looking at the how we define “abnormal”.

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One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=181#oembed-1>

Video 13.1: Psychological Disorders: Crash Course Psychology #28 (<https://www.youtube.com/watch?v=wuhJ-GkRRQc>) uploaded by CrashCourse.

Exercises: Watch & Learn

Look at this series of videos on specific disorders (often with additional information about how the disorders are treated):

1. [Depressive and Bipolar Disorders: Crash Course Psychology #30](#)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=181#oembed-2>

Video 13.2: Depressive and Bipolar Disorders, (<https://www.youtube.com/watch?v=ZwMIHkWKDwM>) uploaded by CrashCourse.

2. [OCD & Anxiety Disorders: Crash Course Psychology #29](#)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=181#oembed-3>

Video 13.3: OCD & Anxiety Disorders, (<https://www.youtube.com/watch?v=aX7jnVXXG5o>) uploaded by CrashCourse.

3. [Personality Disorder: Crash Course Psychology #34](#)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=181#oembed-4>

Video 13-4: Personality Disorders, (<https://www.youtube.com/watch?v=4E1jiDFxFGk>), uploaded by CrashCourse.

4. [Eating and Body Dysmorphic Disorders: Crash Course Psychology #33](#)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=181#oembed-5>

Video 13.5: Eating and Body Dysmorphic Disorders, (<https://www.youtube.com/watch?v=eMVyZ6Ax-74>) uploaded by Crash Course on October 6, 2014

5. [Schizophrenia & Dissociative Disorders: Crash Course Psychology #32](#)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=181#oembed-6>

Video 13.6: Schizophrenia & Dissociative Disorders, (<https://www.youtube.com/watch?v=uxktavpRdzU>) uploaded by Crash Course.

[The Party: A Virtual Experience of Autism – 360 Film](#): How does a person with autism experience a social event? This 360 degree video will give you some idea.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=181#oembed-7>

Video 13.7: The Party: A Virtual Experience of Autism, (<https://www.youtube.com/watch?v=OtwOz1GVkDg&feature=youtu.be>) uploaded by The Guardian.

Exercise: Watch & Learn

[What Social Anxiety Feels Like](#): This short film describes what it is like to live with social anxiety



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=181#oembed-8>

Video 13.8: What Social Anxiety Feels Like, (<https://youtu.be/OMGUzXknoVQ>) uploaded by As/Is.

Exercises: Do & Think

1. [21 Amazing Movies that Actually Understand Mental Illness](#) lists a number of movies in which a central character suffers from a psychological disorder. Having studied this chapter and explored some of the disorders in more depth, watch some of the movies and see how accurately you think they capture the disorder. (<https://screenrant.com/best-films-depicting-mental-illness/>)
 - a) what symptoms did the character show/talk about?
 - b) who diagnosed the disorder?
 - c) would you have reached the same diagnosis based on the information in your text?
 - d) were there symptoms which seemed to contradict the diagnosis?
2. You could run a small experiment to investigate the stigma surrounding psychological disorders by looking at how people react to a description of an individual who has or does not have a psychological disorder. The basic procedure would be:
 - **Step 1** – write a couple of paragraphs describing a job applicant (name, age, qualifications, interests etc) but produce two versions. In one, state that the person suffers from a specific disorder (e.g. depression), in the other simply omit that statement. This is your IV (which application people read) with two conditions (with/without mention of a psychological disorder)
 - **Step 2** – design some questions to find out how people feel about the job applicant. You could use a scale (from 1 – 5 how likely is it that you would hire the person), ask them to list the applicant's strengths and weaknesses etc. People's responses are your DV.
 - **Step 3** – ask each friend/participant to read ONE of the versions and answer the questions to see if responses to the two versions differ.
Remember – it is important that you randomly assign your friends to the two conditions.
 - **Step 4** – are there any differences between the two conditions?
 - **Step 5** – if you had the time and resources, how would you change/improve this study?
3. People with no background in psychology often have misconceptions about schizophrenia. Put together a short quiz to assess people's knowledge of the disorder, then try it out on some friends and family members. How did they do? Was there any pattern in the data? For example, were older people more knowledgeable or perhaps people with more exposure to healthcare? What can we do to increase people's understanding?
4. [Anxiety Canada: Youth](#) focuses on anxiety. Is anxiety a problem for you? Take the quiz.

(<http://youth.anxietybc.com/anxiety-problem-me-take-quiz>) How useful did you find the quiz? What about the information presented in the Anxiety 101 tab? Did you learn anything new? Why not try some of the suggestions offered in the How to Chill Tab?

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76.

TEST YOUR KNOWLEDGE

What do you know?



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/intropsychstudyguide/?p=183#h5p-11>

PART XIV

CHAPTER 14: TREATING PSYCHOLOGICAL DISORDERS

Learning Objectives

- Outline and differentiate the psychodynamic, humanistic, behavioural and cognitive approaches to psychotherapy.
- Explain the behavioural and cognitive aspects of cognitive-behavioural therapy and how CBT is used to reduce psychological disorders.
- Classify the different types of drugs used in the treatment of mental disorders and explain how they each work to reduce disorder.
- Critically evaluate direct brain intervention methods that may be used by doctors to treat patients who do not respond to drug or other therapy.
- Explain the advantages of group therapy and self-help groups for treating disorder.
- Evaluate the procedures and goals of community mental health services.
- Summarize the ways that scientists evaluate the effectiveness of psychological, behavioural and community service approaches to preventing and reducing disorders.
- Summarize which types of therapy are most effective for which disorders.

77.

TRUE OR FALSE?

Remember to use this test as an opportunity to review how much you know about each topic.

Questions

1. TMS and ECT are both biomedical therapies.
2. Psychoanalysis focuses on the patient's unconscious.
3. The most commonly prescribed drugs for ADHD are depressants.
4. Antipsychotic drugs are also called neuroleptics.
5. CBT stands for Compassion Based Therapy.
6. Carl Rogers developed person-centred therapy.
7. When administering ECT, physicians deliberately trigger a brief seizure.
8. Antianxiety medications typically target the neurotransmitter serotonin.
9. Flooding involves forcing a patient to confront their fear head on/all at once.
10. In a primary prevention community mental health service, all members of the community receive the treatment.

Answers

1. true
2. true
3. false
4. true
5. false
6. true
7. true

8. false
9. true
10. true

78.

SHORT ANSWER/ESSAY QUESTIONS

Try these AFTER you have thoroughly studied the chapter. You should not have to look back at the text to answer them (only to check your answer!). Remember, the point is NOT to memorize parts of the textbook but rather to understand the material and describe it in your OWN WORDS.

If you are going to write more than a couple of paragraphs, think about the structure of your answer.

1. Describe two direct brain intervention therapies.
2. What is CBT and how is it used to treat psychological problems?
3. How do researchers evaluate the effectiveness of different therapies?
4. How do SSRIs work and what are some of their side effects?

79.

FILL IN THE BLANK(S)

Questions

1. SSRIs are drugs that block the reuptake of _____.
2. _____ studies assess the effectiveness of treatments.
3. A _____ – _____ is a statistical technique that integrates data from existing studies.
4. Psychoanalysis is also known as _____.
5. CBT makes use of both _____ and _____ techniques.
6. Person-centred therapy was developed by Carl _____.
7. In _____ therapy the therapist uses a number of different types of therapy rather than sticking with only one approach.
8. ECT involves passing _____ through a patient's brain.
9. _____ therapy involves the use of positive punishment to reduce the frequency of an undesirable behaviour.
10. Thorazine, Haldol and Risperdal are different _____ drugs.

Answers

1. serotonin
2. outcome research
3. meta-analysis
4. psychodynamic therapy
5. cognitive, behavioural
6. Rogers
7. eclectic
8. electric currents electricity is also an acceptable answer.
9. aversion
10. antipsychotic neuroleptic is also an acceptable answer.

80.

MULTIPLE CHOICE

Questions

1. Women are _____ likely than men to visit a doctor because they are anxious.
 - a. more
 - b. less
 - c. no more or less likely
 - d. there is no data on this issue
2. Stimulants are most likely to be prescribed to a person suffering from:
 - a. ADHD
 - b. anxiety disorders
 - c. bipolar disorders
 - d. Munchausen syndrome
3. Natural improvement is a threat to the _____ of outcome research.
 - a. reliability
 - b. validity
 - c. stability
 - d. ingenuity
4. Exposure therapy makes use of which conditioning principle?
 - a. negative reinforcement
 - b. negative punishment
 - c. both a and b
 - d. extinction
5. In the context of psychological treatment, what does CBT stand for?
 - a. client based therapy
 - b. complex brain therapy
 - c. cognitive behavioural therapy
 - d. compassion based therapy
6. Psychiatric service dogs have been trained to help people suffering from:
 - a. bipolar disorder
 - b. panic attacks

- c. anxiety disorder
 - d. all of the above
7. Giving alcoholics “Antabuse” to make them feel nauseous if they drink alcohol is an example of:
- a. aversion therapy
 - b. exposure therapy
 - c. ECT
 - d. AAT
8. In the context of treatment for psychological disorders, TMS is a type of:
- a. hormone
 - b. neurotransmitter
 - c. brain stimulation
 - d. antipsychotic medication
9. Concern about nonspecific treatment effects in evaluation research reflects the possibility that:
- a. patients will improve in a way that cannot be measured
 - b. some patients will improve while others will not
 - c. no treatment will work
 - d. receiving any kind of treatment will be beneficial
10. Primary prevention strategies target _____ while secondary prevention strategies target _____.
- a. children, adults
 - b. seriously disturbed people, mildly disturbed people
 - c. everyone, selected individuals
 - d. adults, children
11. Risk factors for psychological disorders may be:
- a. social
 - b. economic
 - c. environmental
 - d. all of the above
12. The biomedical approach to treating psychological disorders emphasizes:
- a. family and cognitive therapy
 - b. medication and brain intervention
 - c. psychoanalytic intervention
 - d. CBT and projective testing
13. The main aim of psychodynamic therapy is to explore the patient’s:
- a. friendships
 - b. unconscious
 - c. work relationships
 - d. neuronal health

14. One of the founders of humanistic therapy was:
 - a. Carl Rogers
 - b. Sigmund Freud
 - c. Karl Lashley
 - d. Edward Thorndike
15. Both flooding and systematic desensitization are types of:
 - a. systemic therapy
 - b. psychodynamic therapy
 - c. behavioural therapy
 - d. biomedical therapy
16. MAO inhibitors, tricyclics and SSRIs are all used to treat:
 - a. ADHD
 - b. psychosis
 - c. bipolar disorder
 - d. depression
17. Eclectic therapy may include:
 - a. medication
 - b. CBT
 - c. psychotherapy
 - d. all of the above
18. An anti-psychotic drug would be most likely to be prescribed for a person suffering from:
 - a. anxiety
 - b. schizophrenia
 - c. ADHD
 - d. all of the above
19. Improvement that occurs simply because a patient expects to feel better rather than because of the actual treatment is called:
 - a. a treatment effect
 - b. a placebo effect
 - c. an illusory correlation
 - d. a Barnum effect
20. A fetus is most vulnerable to damage from drugs used to treat the mother's mental illness during:
 - a. the first trimester
 - b. the second trimester
 - c. the final trimester
 - d. there is no risk to the fetus from these drugs

21. Meta-analysis involves:
 - a. using descriptive rather than inferential statistics
 - b. using results from the study with the largest number of participants
 - c. combining results from different studies
 - d. replicating a study until you achieve the same results
22. Antipsychotic medications appear to influence both _____ and _____.
 - a. estrogen, testosterone
 - b. dopamine, serotonin
 - c. serotonin, GABA
 - d. adrenalin, GABA
23. Ativan, Valium and Xanax are types of _____ medication.
 - a. anti-psychotic
 - b. anti-convulsive
 - c. anti-anxiety
 - d. anti-depressant
24. You are most likely to encounter the principles of operant conditioning in:
 - a. CBT
 - b. humanistic therapy
 - c. psychodynamic therapy
 - d. dream analysis
25. Drug therapies are based on the assumption that psychological disorders are associated with:
 - a. brain injury
 - b. disordered thinking
 - c. chemical imbalance
 - d. unconscious conflicts
26. SSRIs work by blocking the reuptake of:
 - a. imipramine
 - b. glucose
 - c. reactine
 - d. serotonin
27. A criticism of drug therapies is that:
 - a. they provide no relief for the majority of people
 - b. they have been shown to be helpful for people suffering from ADHD, but there is no evidence they help people suffering from depression
 - c. they provide temporary relief, but do not treat the underlying cause of the disorder
 - d. they take much longer to help people than psychodynamic therapy
28. The difference between group therapy and a self-help group is:

- a. group therapy involves a therapist, but a self-help group does not
 - b. group therapy is for more than one person, but a self-help group is just for an individual
 - c. group therapy is a short-term fix, while a self-help group provides long term benefits
 - d. group therapy is usually online, while a self-help group is never online
29. ECT is most commonly used to treat:
- a. anxiety
 - b. depression
 - c. addiction
 - d. schizophrenia
30. Prefrontal lobotomy and cingulotomy are types of:
- a. drug intervention
 - b. psychotherapy
 - c. psychosurgery
 - d. community intervention

Answers

- 1. a
- 2. a
- 3. b
- 4. d
- 5. c
- 6. d
- 7. a
- 8. c
- 9. d
- 10. c
- 11. d
- 12. b
- 13. b
- 14. a
- 15. c
- 16. d
- 17. d
- 18. b
- 19. b

20. a

21. c

22. b

23. c

24. a

25. c

26. d

27. c

28. a

29. b

30. c

81.

ACTIVITIES

Exercises: Read, Listen & Learn

- [Have we Overestimated the Effectiveness of Psychotherapy](https://digest.bps.org.uk/2017/03/20/have-we-overestimated-the-effectiveness-of-psychotherapy/): An article describing the results of a meta-analysis of studies looking at the effectiveness of psychotherapy. (<https://digest.bps.org.uk/2017/03/20/have-we-overestimated-the-effectiveness-of-psychotherapy/>)
- [Beyond Entertainment: Virtual Reality to Ease Anxiety no Longer Just Sci-Fi Stuff](http://www.cbc.ca/news/technology/beyond-entertainment-virtual-reality-to-ease-anxiety-no-longer-just-sci-fi-stuff-1.3896459): Looking at the use of virtual reality in helping people suffering from anxiety. (<http://www.cbc.ca/news/technology/beyond-entertainment-virtual-reality-to-ease-anxiety-no-longer-just-sci-fi-stuff-1.3896459>)
- [Can Apps Improve Your Mental Wellbeing](https://www.theguardian.com/lifeandstyle/2016/sep/12/can-apps-improve-your-mental-wellbeing): An overview of some apps directed at improving people's mental wellbeing. (<https://www.theguardian.com/lifeandstyle/2016/sep/12/can-apps-improve-your-mental-wellbeing>)
- [Therapy Wars: The Revenge of Freud](https://www.theguardian.com/news/audio/2016/jan/25/therapy-wars-the-revenge-of-freud): A podcast discussing the potential benefits of psychotherapy. (<https://www.theguardian.com/news/audio/2016/jan/25/therapy-wars-the-revenge-of-freud>)
- [The Placebo Effect](https://ed.ted.com/lessons/the-power-of-the-placebo-effect-emma-bryce): A great TedEd talk. (<https://ed.ted.com/lessons/the-power-of-the-placebo-effect-emma-bryce>)

Exercises: Read & Learn

- A discussion of [Carl Rogers and the Person-Centred Approach](http://www.bbc.co.uk/programmes/b063ztb0) (<http://www.bbc.co.uk/programmes/b063ztb0>)
- [‘I’m Sorry to Hear that’: Why Training Siri to be a Therapist Won’t be Easy](http://www.cbc.ca/news/technology/i-m-sorry-to-hear-that-why-training-siri-to-be-a-therapist-won-t-be-easy-1.4302866): An article looking at the problems inherent in using Siri to respond to mental-health issues (<http://www.cbc.ca/news/technology/i-m-sorry-to-hear-that-why-training-siri-to-be-a-therapist-won-t-be-easy-1.4302866>)

Exercises: Do & Think

1. [Biomedical Treatments: Crash Course Psychology #36](https://youtu.be/w2efaHgJ93A) – A quick look at how we can evaluate the effectiveness of different therapies. <https://youtu.be/w2efaHgJ93A> *Video 14.1: Biomedical Treatments* (<https://www.youtube.com/watch?v=w2efaHgJ93A>) uploaded by CrashCourse on October 27, 2014.
2. [Pop Psych: the Best \(and Worst\) TV Therapists of 2016](http://www.observer.com/2016/12/pop-psych-the-best-and-worst-tv-therapists-of-2016/)
Sometimes we can learn what makes a good teacher by watching a bad one at work – the same is true with therapists. Many TV shows feature therapists, this article spotlights some of the good ones and some of the bad. Watch the shows and see if you can identify what the “good” therapists have in common (<http://www.observer.com/2016/12/pop-psych-the-best-and-worst-tv-therapists-of-2016/>).
3. Watch this video, [Getting Help – Psychotherapy: Crash Course Psychology #35](https://www.youtube.com/watch?v=6nEL44QkL9w), then see if you can answer the questions a through d (<https://www.youtube.com/watch?v=6nEL44QkL9w>)



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Video 14.1: Getting Help – Psychotherapy (<https://www.youtube.com/watch?v=6nEL44QkL9w>) uploaded by Crash Course.

a. Humanistic based therapy would be most likely to focus on:

- i) personal growth
- ii) early childhood experiences
- iii) unconscious feelings
- vi) unconscious behaviour

b. Free association and dream analysis would most likely be used by a(n):

- i) behaviorist
- ii) psychoanalyst
- iii) humanist
- vi) rationalist

c. Which of these is the odd one out?

- i) Pavlov
- ii) Thorndike
- iii) Skinner
- vi) Maslow

d. Client centred therapy was developed by:

- i) Freud
- ii) Jung
- iii) Rogers
- vi) Skinner

e. Cognitive therapy tends to focus on:

- i) what people dream about
- ii) what people think
- iii) how people behave
- vi) people's physiological state

Answers for 3: a. i | b. ii | c. vi | d. iii | e. ii

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82.

TEST YOUR KNOWLEDGE

Test what you know!



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/intropsychstudyguide/?p=196#h5p-12>

PART XV

CHAPTER 15: PSYCHOLOGY IN OUR SOCIAL LIVES

Learning Objectives

- Review the principles of social cognition, including the fundamentals of how we form judgments about other people.
- Define the concept of attitude and review the ways that attitudes are developed and changed, and how attitudes relate to behaviour.
- Summarize the genetic and environmental factors that contribute to human altruism.
- Provide an overview of the causes of human aggression.
- Explain the situations in which people conform to others and their motivations for doing so.
- Summarize the advantages and disadvantages of working together in groups to perform tasks and make decisions.
- Review the factors that increase group productivity.

83.

TRUE OR FALSE?

Remember – try to go beyond just True or False. What do you know about the topic?

Questions

1. Milgram's (in)famous studies explored under what circumstances people were prepared to reward others.
2. An intimate relationship is characterized by caring, warmth, social support and acceptance.
3. Groupthink involves making better decisions than the members of the group would make on their own.
4. People tend to perform better when they have an audience provided they are good at the task to start with.
5. People are described as being interdependent if they rely on each other to meet their goals.
6. The fundamental attribution error describes our tendency to assume that other people are more religious than we are.
7. Prejudice refers to actions, while discrimination refers to beliefs.
8. People are more likely to be altruistic if they are experiencing guilty feelings.
9. People are more likely to be altruistic if they are in a good mood.
10. Latané and Darley argued that the social situation is largely irrelevant in influencing whether someone will help another person.

Answers

1. false
2. true
3. false
4. true
5. true

6. false
7. false
8. true
9. true
10. false

84.

SHORT ANSWER/ESSAY QUESTIONS

Try these AFTER you have thoroughly studied the chapter. You should not have to look back at the text to answer them (only to check your answer!). Remember, the point is NOT to memorize parts of the textbook but rather to understand the material and describe it in your OWN WORDS.

If you are going to write more than a couple of paragraphs, think about the structure of your answer.

1. Explain what is meant by a self-fulfilling prophecy and describe how it might influence our social relationships.
2. Describe Latane and Darley's model of helping and explain how it was influenced by the Kitty Genovese incident.
3. Describe four variables known to increase helping.
4. Discuss how social loafing and groupthink may contribute to a group process loss.

85.

FILL IN THE BLANK(S)

Questions

1. The social norm that condones and even encourages responding to insults with aggression is known as the _____.
2. We may conform because we want to be liked by others, this is known as _____ conformity.
3. _____ involves attributing personality characteristics to people on the basis of their physical appearance or membership of a social group.
4. The implicit association test aims to measure _____ stereotyping.
5. Our tendency to underestimate the impact of the situation and overestimate the role of personal factors when we try to explain other people's behaviour is known as the _____.
6. _____ is the tendency to perform tasks more poorly when other people are present.
7. Milgram's (in)famous studies focused on _____.
8. The study of _____ investigates what makes people like, and even love, each other.
9. On average, viewing violent media _____ aggression.
10. _____ refers to the discomfort we experience when we choose to behave in ways that conflict with our beliefs or attitudes.

Answers

1. culture of honour
2. normative
3. stereotyping
4. unconscious
5. fundamental attribution error correspondence bias is also an acceptable answer.
6. social inhibition
7. obedience
8. interpersonal attraction
9. increases
10. cognitive dissonance

86.

MULTIPLE CHOICE

Questions

1. Physically attractive people are usually perceived as:
 - a. more intelligent than unattractive people
 - b. more dominant than unattractive people
 - c. more socially skilled than unattractive people
 - d. all of the above
2. Research has shown a positive correlation between aggression and the level of:
 - a. acetylcholine
 - b. testosterone
 - c. estrogen
 - d. GABA
3. In Milgram's original study on obedience, what percentage of participants were willing to administer the maximum level of shock:
 - a. 5%
 - b. 30%
 - c. 65%
 - d. 95%
4. People are more likely to help others if:
 - a. they are in a bad mood
 - b. they feel guilty about something
 - c. someone else is already helping
 - d. they are in a hurry
5. Punching a wall or kicking a chair when you are angry at a co-worker are examples of:
 - a. displaced aggression
 - b. inanimate hostility
 - c. repression
 - d. avoidant attachment
6. An advertiser who seeks to associate their product with something people already like (for example, a celebrity or a popular song) is making use of:

- a. classical conditioning principles
 - b. pseudoscience
 - c. operant conditioning principles
 - d. sublimation
7. According to Moreland and Beach, the more frequently we see a person the:
- a. less likely we are to recognize them
 - b. less likely we are to trust them
 - c. more likely we are to dislike them
 - d. more likely we are to like them
8. Having an audience typically _____ us if we are doing an easy task and _____ us if we are doing a difficult task.
- a. hinders, hinders
 - b. helps, helps
 - c. helps, hinders
 - d. hinders, helps
9. Groupthink is most likely when:
- a. there is time pressure
 - b. group members feel no sense of group identity
 - c. there is a weak leader
 - d. group members are in frequent contact with people outside the group
10. Stimulation of the amygdala is most likely to increase feelings of:
- a. happiness
 - b. guilt
 - c. shyness
 - d. aggression
11. Evolutionary theory predicts that we will be most likely to help:
- a. old people
 - b. family members
 - c. poor people
 - d. strangers
12. Research has shown that people are LESS willing to administer severe shocks in the Milgram paradigm if:
- a. they choose the level of shock themselves
 - b. the person telling them to administer the shock is in another room
 - c. they knew that other people had refused to administer severe shocks
 - d. all of the above
13. In terms of interpersonal attraction, research suggests that:

- a. opposites attract
 - b. similarity breeds contempt
 - c. birds of a feather flock together
 - d. a stitch in time saves nine
14. We tend to stereotype people on the basis of their:
- a. physical appearance
 - b. age
 - c. race
 - d. all of the above
15. People who are high in self-monitoring are _____ likely to act in ways consistent with their attitudes than people who are low in self-monitoring.
- a. more
 - b. less
 - c. neither more nor less
 - d. more if they are angry, less if they are sad
16. To be classed as “intimate”, a relationship must be based on:
- a. passion
 - b. acceptance
 - c. social support
 - d. all of the above
17. Prejudice is to _____ as discrimination is to _____.
- a. thought, action
 - b. race, age
 - c. stereotype, categorization
 - d. negative, positive
18. The tendency to underestimate the role of situational factors when deciding why a stranger behaved in a particular way is known as the:
- a. self-serving bias
 - b. fundamental attribution error
 - c. situational exploitation bias
 - d. causal explanation error
19. If you want someone to be attracted to you, research suggests that you should:
- a. ask them about themselves
 - b. argue with them
 - c. talk only about yourself
 - d. all of the above
20. The fact that as group size increases, group productivity tends to decrease is most likely explained by:

- a. groupthink
 - b. stereotyping
 - c. social loafing
 - d. social facilitation
21. According to the “foot in the door” technique, you are more likely to be able to change someone’s attitude if you:
- a. visit them in their home
 - b. start by complimenting them on their choice of footwear
 - c. tell them how many celebrities hold the attitude you want them to adopt
 - d. get them to make a small change in attitude to start with
22. Jill and John have been married for many years and rely on each other to meet important goals. This reliance reveals that they are:
- a. passionate
 - b. interdependent
 - c. self-serving
 - d. all of the above
23. Groups that set _____ and _____ goals are more likely to be effective than groups that don’t set these kind of goals.
- a. easy, vague
 - b. vague, unreachable
 - c. specific, attainable
 - d. difficult, unattainable
24. Which of the following best illustrates the concept of minority influence?
- a. a union is successful in negotiating an improved benefits package for its members
 - b. three teenagers manage to persuade their school to adopt a new anti-litter policy
 - c. Shari is able to persuade her friend Ivy to give up smoking
 - d. the government passes a law requiring cyclists to wear helmets
25. According to cognitive dissonance theory, we may be motivated to change our attitudes to:
- a. reduce negative feelings
 - b. conform to the attitudes of high-status individuals
 - c. force others to do the same
 - d. increase our level of anxiety
26. Another term for the fundamental attribution error is:
- a. commitment
 - b. correspondence bias
 - c. cognitive dissonance
 - d. stereotype threat

27. We are likely to make a _____ attribution to explain our success, and a _____ attribution to explain our failure.
- a. causal, correlational
 - b. correlational, causal
 - c. person, situation
 - d. situation, person
28. Benjamin thinks that if he kicks his car and swears at his computer he will release his anger and be less aggressive with his co-workers. Benjamin believes in:
- a. the fundamental attribution error
 - b. social loafing
 - c. social facilitation
 - d. catharsis
29. One likely explanation for why so many people ignored Kitty Genovese's situation is:
- a. social facilitation
 - b. the social responsibility norm
 - c. diffusion of responsibility
 - d. groupthink
30. The Implicit Association Test is designed to measure:
- a. verbal ability
 - b. unconscious stereotyping
 - c. hidden mathematical ability
 - d. dream content

Answers

- 1. d
- 2. b
- 3. c
- 4. b
- 5. a
- 6. a
- 7. d
- 8. c
- 9. a
- 10. d
- 11. b

12. d
13. c
14. d
15. b
16. d
17. a
18. b
19. a
20. c
21. d
22. b
23. c
24. b
25. a
26. b
27. c
28. d
29. c
30. b

87.

ACTIVITIES

Exercises: Read & Learn

- [The Bystander Effect is about More than the Diffusion of Responsibility](https://digest.bps.org.uk/2016/06/29/the-bystander-effect-is-about-more-than-the-diffusion-of-responsibility/) shows research following-up the Kitty Genovese story. (<https://digest.bps.org.uk/2016/06/29/the-bystander-effect-is-about-more-than-the-diffusion-of-responsibility/>)
- [New Milgram Replication in Poland](https://digest.bps.org.uk/2017/05/05/new-milgram-replication-finds-90-per-cent-of-polish-participants-willing-to-deliver-highest-shock/) shows shocking new replication on Milgram's study: (<https://digest.bps.org.uk/2017/05/05/new-milgram-replication-finds-90-per-cent-of-polish-participants-willing-to-deliver-highest-shock/>)
- [Why the Sound of Ed Sheeran Helps Sell Fries](https://www.theguardian.com/business/shortcuts/2017/apr/02/why-the-sound-of-ed-sheeran-helps-sell-fries) reflects some creative work on the use of music in advertising/consumer behaviour. (<https://www.theguardian.com/business/shortcuts/2017/apr/02/why-the-sound-of-ed-sheeran-helps-sell-fries>)
- [A Harvard Psychologist Says People Judge you Based on 2 Criteria When they First Meet You](http://www.independent.co.uk/life-style/a-harvard-psychologist-says-people-judge-you-based-on-2-criteria-when-they-first-meet-you-a6819501.html) is an article looking at how we judge others. (<http://www.independent.co.uk/life-style/a-harvard-psychologist-says-people-judge-you-based-on-2-criteria-when-they-first-meet-you-a6819501.html>)

Exercise: Watch & Learn

[This Girl Was Getting Bullied](#) is a (mostly) sad look at how people respond to a little girl being bullied.

Video 15.1: This Girl was Getting Bullied (<https://m.youtube.com/watch?v=PqU-hnowpZA>) uploaded by UPTv.

Exercise: Read, Watch & Learn

[Asch Conformity Experiment](#): Some original footage of the Asch conformity studies



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=207#oembed-3>

Video 15.2: Asch Conformity Experiment (<https://www.youtube.com/watch?v=FnT2FcuZaYI&index=4&list=PLM3D10PuvT4xBtvd1f4NriS5C5Ro9bBUh>) uploaded by pumpitoutdotcom.

[Solomon Asch-Conformity](#) is a discussion of the Asch conformity studies. (<http://www.bbc.co.uk/programmes/p00f8mzr>)

Exercise: Watch & Learn

[Solving Problems Through Team Training](#) features an organizational psychologist describing the breadth of his work.





One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=207#oembed-4>

Video 15.3: Solving Problems Through Team Training (<https://www.youtube.com/watch?v=EvnlzUgs8x4>) uploaded by the American Psychological Association.

Exercises: Do & Think

1. Watch this [Girl Vs. Guy Pickpocket Experiment](#) video which shows what's described as a "social experiment", then answer the questions a-c below.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=207#oembed-1>

Video 15.4: Guy vs. Girl Pickpocket Experiment (https://www.youtube.com/watch?v=EeEXYZFR_Ic) uploaded by Coby Persin.

- a) What did you think of the results of the "experiment"?
- b) Can you think of anything other than the gender of the victim that may have influenced how people responded to the theft? For example, people may have been influenced by how many other people were in the area, whether the victim was engaged in a conversation, the size of the item being stolen etc.
- c) If you were given the opportunity to explore this topic in an experiment of your own, how would you improve on this study? Remember, the aim is to control as many of the variables as possible leaving just the IV as the causal variable.

2. Now see what you make of this video [Does Appearance Change How People Are Treated](#)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=207#oembed-2>

Video 15.5: Does Appearance Change how People Are Treated (<https://www.youtube.com/watch?v=F5CvGJds6DQ>) uploaded by Coby Persin.

- a) How do you think you would have reacted to the two scenarios?
- b) What would have influenced your behaviour?
- c) Think about how you could investigate the impact of clothing on behaviour.

3. A chance to play [The Prisoners' Dilemma](#) game (<http://serendip.brynmawr.edu/playground/pd.html>)

4. The [Social Psychology Network](#) provides links to lots of online social psychology studies you can participate in. Why not try a few? (<https://www.socialpsychology.org/expts.htm>)

- a) Be sure to read the preliminary information to see how the researchers deal with ethical issues (and to decide if you want to participate!).
- b) Were you able to “guess” the point of the study before it was revealed? If so, how do you think this might have influenced your responses?
- c) What would you do differently if you had the time and resources to investigate the topic?

5. Try one of the [Implicit Association](#) tests (<https://implicit.harvard.edu/implicit/>) NEED TO SET UP LOGIN

Then read this article [Deep Down, most of us are Racist – or Are We?](#) critiquing the IAT (http://www.theglobeandmail.com/opinion/deep-down-most-of-us-are-racist-or-are-we/article34265471/?utm_source=Shared+Article+Sent+to+User&utm_medium=E-mail:+Newsletters+/-E-Blasts+/-etc.&utm_campaign=Shared+Web+Article+Links)

6. Try the “your social brain” activity on [TestMyBrain](#) for insight into your social style. (<https://www.testmybrain.org/>)

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88.

TEST YOUR KNOWLEDGE

See what you have learned!



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.nsc.ca/intropsychstudyguide/?p=209#h5p-13>

PART XVI

CHAPTER 16: STRESS, HEALTH AND COPING

Learning Objectives

- Understand the nature of stress and its impact on personal, social, economic and political health.
- Describe the psychological and physiological interactions initiated by stress.
- Identify health symptoms resulting from stress.
- Define coping and adaptation.
- Understand the various conceptualizations of stress as stimulus, response and transactional process.
- Understand the role of cognition and physiology in coping with stress.
- Recognize emotion-focused and problem-focused coping strategies.
- Understand the relationships and interactions between health, stress and coping.
- Appreciate the costs associated with stress-related illness in the workplace.
- Understand the unique role that organizational change plays in the growing levels of workplace stress.
- Gain a general understanding of prevalent stress management and workplace wellness strategies.

89.

TRUE OR FALSE

Remember – as you answer True or False, imagine explaining to a friend how you reached your decision.

Questions

1. Stress in the workplace has physical, psychological and social costs.
2. People who believe that their success is a matter of luck have an internal locus of control.
3. Cortisol and adrenaline are neurotransmitters.
4. Deep breathing and yoga are examples of physical stress management techniques.
5. The inverted U hypothesis describes the impact of increasing arousal on performance.
6. Selye proposed the concept of eustress to describe how stress impacts males and females differently.
7. People suffering from presenteeism may continue working even when they are injured.
8. Employees who survive in high-demand environments are described as “resilient”
9. During our primary appraisal of a stressor, we evaluate our coping strategies.
10. A person who believes that their success is the result of their own effort would be described as having an internal locus of control.

Answers

1. true
2. false
3. false
4. true
5. true
6. false
7. true

8. true
9. false
10. true

90.

SHORT ANSWER/ESSAY QUESTIONS

Try these AFTER you have thoroughly studied the chapter. You should not have to look back at the text to answer them (only to check your answer!). Remember, the point is NOT to memorize parts of the textbook but rather to understand the material and describe it in your OWN WORDS.

If you are going to write more than a couple of paragraphs, think about the structure of your answer.

1. Describe the ways in which stress can have a negative impact on health.
2. What are the elements of hardiness and how can they help a person cope with stress?
3. Describe Lazarus' transactional theory of stress and coping.
4. Describe three cognitive action strategies that can be used to deal with stress in the workplace.

91.

FILL IN THE BLANK(S)

Questions

1. Stress can be viewed as a response, a stimulus or a _____.
2. A coping strategy called _____ involves working while ill or injured or putting in longer hours.
3. In response to stress, the adrenal glands release adrenalin and _____.
4. Stress is experienced both _____ and psychologically.
5. Hardiness includes elements of commitment, challenge and _____.
6. The idea that stress can sometimes have a positive effect is captured by Selye's concept of _____.
7. The three phases of the general adaptation syndrome are _____, resistance and _____.
8. Secondary appraisal involves an individual's evaluation of their _____ resources and/or coping strategies.
9. Reading, meditation and time management are all types of _____ stress management techniques.
10. The _____ _____ hypothesis argues that too much or too little stress can result in poor performance, while moderate amounts of stress produce optimal performance.

Answers

1. transaction
2. presenteeism
3. cortisol
4. physiologically
5. control
6. eustress
7. alarm, exhaustion
8. secondary
9. cognitive
10. inverted u

92.

MULTIPLE CHOICE

Questions

1. According to the Canadian government, stress has _____ costs.
 - a. social
 - b. economic
 - c. personal
 - d. all of the above
2. Commitment, control and challenge are all elements of:
 - a. tardiness
 - b. stress
 - c. hardiness
 - d. depression
3. One response to stress in the workplace is “presenteeism”. This may include:
 - a. working longer hours
 - b. working while ill
 - c. not taking holidays
 - d. all of the above
4. According to the inverted U hypothesis, optimal performance occurs when:
 - a. there are high levels of stress
 - b. there is no stress
 - c. there is a moderate level of stress
 - d. the inverted U hypothesis does not address this issue
5. The fight or flight response is instigated by the:
 - a. hypothalamus
 - b. hippocampus
 - c. cerebellum
 - d. pons
6. In the context of stress research, GAS stands for:
 - a. generalized anxiety symptoms
 - b. general adaptation syndrome

- c. gustatory alimentary system
 - d. generic adrenal sensitivity
7. A person with an internal locus of control generally feels that:
- a. location matters most when it comes to understanding behaviour
 - b. internal feelings are more important than outward appearance
 - c. they are responsible for their own achievements
 - d. emotional control is the best way of coping with stress
8. In response to stress, levels of adrenaline _____ and levels of cortisol _____.
- a. rise, rise
 - b. fall, fall
 - c. rise, fall
 - d. fall, rise
9. Selye used the term _____ to refer to the fact that stress can sometimes be beneficial.
- a. pro-stress
 - b. eustress
 - c. buzz
 - d. compensation
10. A person who believes that his/her achievements are determined by fate would be described as having an _____ locus of control.
- a. interrupted
 - b. internal
 - c. exacting
 - d. external
11. Which stress hormone increases sugars in the bloodstream and enhances the brain's use of glucose?
- a. adrenalin
 - b. testosterone
 - c. cortisol
 - d. all of the above
12. Which of the following would be classed as a cognitive action strategy for dealing with stress?
- a. goal setting
 - b. asking questions
 - c. analyzing the problem
 - d. all of the above
13. Self-confidence is a _____ measure; self-efficacy is a _____ measure.
- a. state, trait
 - b. trait, state
 - c. useful, useless

- d. useless, useful
14. Deep breathing, yoga and exercise would all be _____ stress management techniques.
- a. religious
 - b. cognitive
 - c. physical
 - d. social
15. According to the transactional theory of stress and coping, our response to stress follows which path?
- a. primary appraisal, secondary appraisal, stressor, coping response
 - b. stressor, emotional appraisal, cognitive appraisal, coping response
 - c. stressor, primary appraisal, secondary appraisal, coping response
 - d. emotional appraisal, cognitive appraisal, stressor, coping response
16. Another term for hardiness is:
- a. resilience
 - b. control
 - c. eustress
 - d. aerobic fitness
17. According to Selye's GAS model, we respond to stress with alarm, then with resistance and, finally, with _____.
- a.. adjustment
 - b. eustress
 - c. commitment
 - d. exhaustion
18. Which stress hormone increases heart rate and elevates blood pressure?
- a. cortisol
 - b. progesterone
 - c. adrenaline
 - d. dopamine
19. Which of the following is NOT associated with workplace stress?
- a. work overload
 - b. job insecurity
 - c. supervisory support
 - d. conflict with co-workers
20. The adrenal glands are located:
- a. at the top of the kidneys
 - b. in the brain
 - c. in the stomach
 - d. to the left of the heart

Answers

1. d
2. c
3. d
4. c
5. a
6. b
7. c
8. a
9. b
10. d
11. c
12. d
13. b
14. c
15. c
16. a
17. d
18. c
19. c
20. a

93.

ACTIVITIES

Exercises: Read & Learn

- [New Evidence Shows the Calming Power of Reminiscing About Happy Times](https://digest.bps.org.uk/2017/05/12/new-evidence-shows-the-calming-power-of-reminiscing-about-happy-times/) offers insight into interesting research about dealing with stress (<https://digest.bps.org.uk/2017/05/12/new-evidence-shows-the-calming-power-of-reminiscing-about-happy-times/>)
- [The Psychology and Neuroscience of Terrorism](http://www.cnn.com/2016/03/25/health/brain-and-terrorist-attack/index.html) is a timely look at the impact of the threat of terror (<http://www.cnn.com/2016/03/25/health/brain-and-terrorist-attack/index.html>)
- A cardiologist talks about the effect of stress and how NOT to deal with it in [Proven Ways to Relieve Stress That Could be Damaging Your Heart](http://www.news1130.com/2016/03/17/video-proven-ways-to-relieve-stress-that-could-be-damaging-your-heart/) (<http://www.news1130.com/2016/03/17/video-proven-ways-to-relieve-stress-that-could-be-damaging-your-heart/>)
- [Where is the World's Most Stressful City](http://www.theguardian.com/cities/2015/oct/08/where-world-most-stressful-city-urban-life-depression-anxiety) is an interesting discussion of the role our physical environment may play in our stress. (<http://www.theguardian.com/cities/2015/oct/08/where-world-most-stressful-city-urban-life-depression-anxiety>)

Exercises: Read, Watch & Learn

1. Stress research has tended to focus on the impact of pretty major events (loss of a job, moving house etc) but little things can be stressful too!
This has been captured by work on the impact of “daily hassles”. Read [Find Relief From the Stress of Life's Daily Hassles](#) which describes some of the research; then put together a list of the hassles you are typically exposed to and the things you can do that could minimize your stress and/or lift your mood on a daily basis?

(<https://www.psychologytoday.com/blog/the-mindful-self-express/201410/find-relief-the-stress-lifes-daily-hassles>)

2. Watch this Ted Talk which explores the possibility of [How to Make Stress Your Friend](#)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.nsc.ca/intropsychstudyguide/?p=220#oembed-1>

Video 16.1: How To Make Stress Your Friend, (https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend) uploaded by Kelly McGonigal.

- a) What did you think? Has the speaker convinced you?
- b) Are you motivated to change your behaviour?

Exercises: Watch & Learn

- [Could you be Addicted to your Cell-Phone?](#) looks at how much Canadians are using their phones (and tablets). After watching it are you motivated to reduce your cell phone use? (<https://www.cbc.ca/marketplace/episodes/2017-2018/addicted-to-your-phone>)
- If you are feeling over-whelmed, read these [6 Helpful Reminders for the Overwhelmed Person!](#) (<http://www.raptitude.com/2013/10/6-helpful-reminders-for-the-overwhelmed-person/>)

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94.

TEST YOUR KNOWLEDGE

Test what you've learned!



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<https://pressbooks.nsc.ca/intropsychstudyguide/?p=222#h5p-14>

This is where you can add appendices or other back matter.