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| 1. \_\_\_\_\_ involves making direct observations of the world, whereas \_\_\_\_\_ involves relying on assumptions and beliefs about the world.   |  |  |  | | --- | --- | --- | |  | a. | Methodology; empiricism | |  | b. | Dogmatism; empiricism | |  | c. | Empiricism; dogmatism | |  | d. | Empiricism; methodology |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 2. \_\_\_\_\_ involves holding onto previous assumptions and beliefs about the world, whereas \_\_\_\_\_ involves basing believes on objective observations of the world.   |  |  |  | | --- | --- | --- | |  | a. | Methodology; empiricism | |  | b. | Dogmatism; empiricism | |  | c. | Empiricism; dogmatism | |  | d. | Empiricism; methodology |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 3. The belief that accurate knowledge of the world requires observations of it is called:   |  |  |  | | --- | --- | --- | |  | a. | empiricism. | |  | b. | methodology. | |  | c. | dogmatism. | |  | d. | pragmatism. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 4. The belief that one can obtain accurate knowledge about the causes of human behaviour by observing people behaving in different situations exemplifies:   |  |  |  | | --- | --- | --- | |  | a. | pragmatism. | |  | b. | dogmatism. | |  | c. | empiricism. | |  | d. | parsimony. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 5. Margot wonders if people behave more aggressively when there is a full moon. To attempt to find out, she categorizes arrest records and emergency department admissions by the cycle of the moon. Margot is taking a(n) \_\_\_\_\_ approach to the question.   |  |  |  | | --- | --- | --- | |  | a. | empirical | |  | b. | dogmatic | |  | c. | hypothetical | |  | d. | deductive |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 6. Juliana wonders if male or female college students spend more time on social media. After obtaining university approval, Juliana develops and administers a survey to a random sample of students in an attempt to answer this question. Juliana is taking a(n) \_\_\_\_\_ approach to the question.   |  |  |  | | --- | --- | --- | |  | a. | empirical | |  | b. | dogmatic | |  | c. | hypothetical | |  | d. | deductive |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 7. Throughout most of human history, people have tended to trust \_\_\_\_\_ to answer important questions.   |  |  |  | | --- | --- | --- | |  | a. | logic | |  | b. | science | |  | c. | authority | |  | d. | philosophers |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 8. Eyes and ears is to \_\_\_\_\_ as knowledge from elders is to \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | hypothesis; theory | |  | b. | theory; hypothesis | |  | c. | dogmatism; empiricism | |  | d. | empiricism; dogmatism |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 9. Aaron trusts what he himself observes, not claims by others. Aaron takes a(n) \_\_\_\_\_ approach to knowledge acquisition.   |  |  |  | | --- | --- | --- | |  | a. | correlational | |  | b. | dogmatic | |  | c. | empirical | |  | d. | parsimonious |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 10. Holding to the Church's theory that the earth is the center of the universe, despite contradictory observations made by Galileo upon the invention of the telescope, illustrates:   |  |  |  | | --- | --- | --- | |  | a. | hypothesis testing. | |  | b. | dogmatism. | |  | c. | empiricism. | |  | d. | experimentation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 11. The \_\_\_\_\_ is BEST defined as a procedure for finding facts by using empirical evidence.   |  |  |  | | --- | --- | --- | |  | a. | introspective technique | |  | b. | scientific method | |  | c. | double-blind control | |  | d. | dogmatic approach |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 12. Which statement is TRUE about the scientific method?   |  |  |  | | --- | --- | --- | |  | a. | The scientific method takes a dogmatic approach to knowledge acquisition. | |  | b. | The scientific method limits empirical observations to those consistent with a theory. | |  | c. | The scientific method emphasizes the importance of nonempirical sources of information when constructing new theories. | |  | d. | The scientific method uses empirical evidence to uncover new facts about the world. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 13. \_\_\_\_\_ is defined as a hypothetical explanation of a natural phenomenon.   |  |  |  | | --- | --- | --- | |  | a. | Theory | |  | b. | Science | |  | c. | Hypothesis | |  | d. | Logic |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 14. Which statement presents an attribute of a good theory?   |  |  |  | | --- | --- | --- | |  | a. | It can be proven correct. | |  | b. | It cannot be tested. | |  | c. | It is no more complicated than necessary. | |  | d. | It makes unfalsifiable predictions. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 15. Which statement does NOT present an attribute of a good theory?   |  |  |  | | --- | --- | --- | |  | a. | It can be proven correct. | |  | b. | It is an idea about how something works. | |  | c. | It leads to hypotheses. | |  | d. | It makes falsifiable predictions. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 16. A testable prediction derived from a theory is termed a(n):   |  |  |  | | --- | --- | --- | |  | a. | experiment. | |  | b. | operational definition. | |  | c. | hypothesis. | |  | d. | valid measure. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 17. \_\_\_\_\_ are derived from \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | Hypotheses; theories | |  | b. | Theories; hypotheses | |  | c. | Empirical observations; theories | |  | d. | Empirical observations; hypotheses |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 18. Darnell believes that happiness increases as a result of spending time outside. He makes a specific prediction that people who spend 2 hours per day outside for a month will be happier than those who did not spend time outside. This testable prediction is termed a(n):   |  |  |  | | --- | --- | --- | |  | a. | experiment. | |  | b. | conclusion. | |  | c. | theory. | |  | d. | hypothesis. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 19. Issa suspects that the prefrontal cortex is involved in self-control. She asks participants to choose between $1 now or $30 after 30 minutes while intermittently inactivating the prefrontal cortex. She makes the specific prediction that inactivating the prefrontal cortex will increase choice of $1 delivered now. This testable prediction is termed a(n):   |  |  |  | | --- | --- | --- | |  | a. | experiment. | |  | b. | empirical method. | |  | c. | hypothesis. | |  | d. | theory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 20. Anne has a(n) \_\_\_\_\_ that memory for childhood events is stored in a different place in the brain than memory for movement.   |  |  |  | | --- | --- | --- | |  | a. | naturalistic observation | |  | b. | operational definition | |  | c. | hypothesis | |  | d. | theory |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 21. Trinity has a(n) \_\_\_\_\_ that humans perceive some stimuli without conscious knowledge of doing so.   |  |  |  | | --- | --- | --- | |  | a. | naturalistic observation | |  | b. | operational definition | |  | c. | hypothesis | |  | d. | theory |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 22. The theory that God created the universe is:   |  |  |  | | --- | --- | --- | |  | a. | unfalsifiable. | |  | b. | falsifiable. | |  | c. | necessarily correct. | |  | d. | necessarily incorrect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 23. The theory that ancient aliens seeded the planet with life millions of years ago and then disappeared is:   |  |  |  | | --- | --- | --- | |  | a. | unfalsifiable. | |  | b. | completely falsifiable. | |  | c. | necessarily correct. | |  | d. | necessarily incorrect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 24. Which question is an unfalsifiable research question?   |  |  |  | | --- | --- | --- | |  | a. | Are people who pray daily happier than those who do not? | |  | b. | Does God answer prayers? | |  | c. | Do people who pray while in the hospital recover faster than those who do not? | |  | d. | Is prayer associated with charitable giving? |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 25. Which statement is an unfalsifiable psychological claim?   |  |  |  | | --- | --- | --- | |  | a. | Teenagers are more sexually active than their parents tend to believe they are. | |  | b. | People are less likely to help a stranger in need as the number of other bystanders increases. | |  | c. | The hippocampus is a brain structure critically involved in the formation of long-term memories. | |  | d. | Part of the human unconscious is the id, an unobservable entity that governs basic human drives. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 26. Anna's research yielded results that are consistent with a hypothesis derived from a behavioural theory of substance abuse. Which conclusion is CORRECT regarding the theory?   |  |  |  | | --- | --- | --- | |  | a. | The theory is supported. | |  | b. | The theory is proven. | |  | c. | The theory is unfalsified. | |  | d. | The theory is statistically significant. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 27. Aleskey's research yielded results that are consistent with a hypothesis derived from a cognitive account of language development. Which conclusion is CORRECT regarding the theory?   |  |  |  | | --- | --- | --- | |  | a. | The theory is strengthened. | |  | b. | The theory is proven. | |  | c. | The theory is unfalsified. | |  | d. | The theory is statistically significant. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 28. Sofia's research yielded results that are consistent with a hypothesis derived from a cognitive account of classical conditioning. Which conclusion is CORRECT regarding the theory?   |  |  |  | | --- | --- | --- | |  | a. | The theory is proven. | |  | b. | The theory may be disproven by subsequent research. | |  | c. | The theory is unfalsified. | |  | d. | The theory is statistically significant. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 29. Simon's research yielded results that are consistent with his hypothesis. Which conclusion is INCORRECT regarding the theory?   |  |  |  | | --- | --- | --- | |  | a. | The theory is proven. | |  | b. | The theory is supported. | |  | c. | The theory may be refuted by other investigators. | |  | d. | The theory may be disproven by subsequent research. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 30. A set of rules and techniques for observation is termed an empirical:   |  |  |  | | --- | --- | --- | |  | a. | theory. | |  | b. | study. | |  | c. | definition. | |  | d. | method. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 31. An empirical method is:   |  |  |  | | --- | --- | --- | |  | a. | the logical steps by which a hypothesis is derived from a theory. | |  | b. | a set of rules and techniques for observation. | |  | c. | the process of theory falsification. | |  | d. | the collection of statistical techniques that can be applied to a data set. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 32. Carolina wants to determine if preschoolers are more or less likely to initiate play with same or opposite gender peers. She is trying to devise a plan in which the children will not know that they are being observed. Carolina seeks a(n):   |  |  |  | | --- | --- | --- | |  | a. | empirical method. | |  | b. | theory. | |  | c. | hypothesis. | |  | d. | research question. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 33. Innessa wants to determine whether students use their phones more in the library or in the cafeteria. She is undecided about whether she should observe their actions or ask questions to participants about this topic using a survey. Innessa is trying to decide on the best \_\_\_\_\_ to address her research question.   |  |  |  | | --- | --- | --- | |  | a. | statistical technique | |  | b. | theory | |  | c. | hypothesis | |  | d. | empirical method |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 34. When it gets really hot outside, Sam becomes tired and Charlie becomes angry. Their different reactions to the heat illustrate the challenge of \_\_\_\_\_ to the study of human behaviour.   |  |  |  | | --- | --- | --- | |  | a. | confounds | |  | b. | variability | |  | c. | complexity | |  | d. | reactivity |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 35. Drugs of abuse activate the reward pathway in the brain. This pathway consists of multiple brain structures, many neurotransmitters, and millions of interconnected neurons. Determining the brain changes that underlie the transition from casual drug use to addiction is a difficult process due to the \_\_\_\_\_ of the system.   |  |  |  | | --- | --- | --- | |  | a. | reliability | |  | b. | confounds | |  | c. | complexity | |  | d. | reactions |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 36. According to the textbook, what three things make people especially difficult to study?   |  |  |  | | --- | --- | --- | |  | a. | shyness, moodiness, and unpredictability | |  | b. | complexity, reactivity, and unpredictability | |  | c. | variability, reactivity, and complexity | |  | d. | reactivity, variability, and stubbornness |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 37. Which reason is NOT listed by the textbook as one that makes people especially difficult to study?   |  |  |  | | --- | --- | --- | |  | a. | complexity | |  | b. | emotionality | |  | c. | variability | |  | d. | reactivity |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 38. People are difficult to study because they often behave differently when they know that they are being observed, a phenomenon known as:   |  |  |  | | --- | --- | --- | |  | a. | unpredictability. | |  | b. | variability. | |  | c. | complexity. | |  | d. | reactivity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 39. Cruella would not describe herself as the type of person who cares about animal rights, but when filling out a survey for a psychologist, she says that she does. This illustrates that people can be highly \_\_\_\_\_ when studied.   |  |  |  | | --- | --- | --- | |  | a. | dogmatic | |  | b. | variable | |  | c. | complex | |  | d. | reactive |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 40. When participating in psychological research, participants sometimes report not their true beliefs but rather what they feel to be the socially acceptable answer. This illustrates that people can be highly \_\_\_\_\_ when studied.   |  |  |  | | --- | --- | --- | |  | a. | empirical | |  | b. | variable | |  | c. | complex | |  | d. | reactive |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 41. In 1877, Eadweard Muybridge used rapid-succession photography to show that horses lift all four hooves off the ground when galloping. This is an example of a(n):   |  |  |  | | --- | --- | --- | |  | a. | empirical method. | |  | b. | hypothesis. | |  | c. | theory. | |  | d. | dogma. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 42. Methods of \_\_\_\_\_ are used to study what people do, while methods of \_\_\_\_\_ are used to determine why people do the things that they do.   |  |  |  | | --- | --- | --- | |  | a. | empiricism; dogmatism | |  | b. | observation; explanation | |  | c. | explanation; observation | |  | d. | dogmatism; empiricism |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 43. On a wide range of cognitive abilities, males are more \_\_\_\_\_ than are females.   |  |  |  | | --- | --- | --- | |  | a. | empirical | |  | b. | variable | |  | c. | complex | |  | d. | reactive |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 44. Because males are more \_\_\_\_\_ than are females on a wide range of cognitive abilities, they tend to be \_\_\_\_\_ amongst great scientists.   |  |  |  | | --- | --- | --- | |  | a. | variable; overrepresented | |  | b. | variable; underrepresented | |  | c. | complex; overrepresented | |  | d. | reactive; underrepresented |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 45. Amelia notices that the flowers in her garden appear to be bright blue during the day, but appear dark purple at dusk. This is an example of how everyday observations can be:   |  |  |  | | --- | --- | --- | |  | a. | reliable. | |  | b. | valid. | |  | c. | inconsistent. | |  | d. | incomplete. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 46. When looking at ice cube, it is impossible to know how many water molecules it contains. This is an example of how everyday observations can be:   |  |  |  | | --- | --- | --- | |  | a. | reliable. | |  | b. | incomplete. | |  | c. | inconsistent. | |  | d. | valid. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 47. An operational definition is:   |  |  |  | | --- | --- | --- | |  | a. | a description of a property in measurable terms. | |  | b. | the way sciences tend to operate when forming hypotheses. | |  | c. | the consensus scientists reach when defining their terms. | |  | d. | a set of rules and techniques for making observations. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 48. A description of a property in concrete measurable terms is a(n):   |  |  |  | | --- | --- | --- | |  | a. | theory. | |  | b. | naturalistic observation. | |  | c. | operational definition. | |  | d. | hypothesis. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 49. Describing length as "change in the location of light over time" is an example of a(n):   |  |  |  | | --- | --- | --- | |  | a. | measurement device. | |  | b. | casual observation. | |  | c. | unit of measurement. | |  | d. | operational definition. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 50. Describing time based on the duration it takes the earth to revolve around the sun is an example of a(n):   |  |  |  | | --- | --- | --- | |  | a. | measurement instrument. | |  | b. | demand characteristic. | |  | c. | operational definition. | |  | d. | reactive observation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 51. Mike wants to know how many licks it takes to get to the center of his all-day sucker. He tells his friends that "one full gyration of the tongue around the outer surface of the lollipop" is what constitutes a "lick." In an informal way, Mike is offering a(n):   |  |  |  | | --- | --- | --- | |  | a. | measurement instrument to answer his question. | |  | b. | way to eliminate the reactivity sometimes associated with observation. | |  | c. | operational definition for the behaviour he wants to measure. | |  | d. | naturalistic observation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 52. Xavier wants to know how many licks it takes to get to the center of his all-day sucker. He tells his friends that "one full gyration of the tongue around the outer surface of the lollipop" is what constitutes a "lick." In an informal way, Xavier is offering a(n) \_\_\_\_\_ but lacks a reliable \_\_\_\_\_ to answer the question.   |  |  |  | | --- | --- | --- | |  | a. | operational definition; theory | |  | b. | hypothesis; instrument | |  | c. | hypothesis; theory | |  | d. | operational definition; detector |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 53. A(n) \_\_\_\_\_ can detect the events to which an operational definition refers.   |  |  |  | | --- | --- | --- | |  | a. | empirical method | |  | b. | observer bias | |  | c. | demand characteristic | |  | d. | detector |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 54. Before measuring a specific property of an object, scientists must \_\_\_\_\_ the property and it must be \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | define; detectable | |  | b. | identify; researchable | |  | c. | detect; measurable | |  | d. | define; vague |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 55. Mike wants to know how many licks it takes to get to the center of his all-day sucker. He tells his friends that "one full gyration of the tongue around the outer surface of the lollipop" is what constitutes a "lick." Unfortunately, he has not developed a reliable, mechanized way to measure licks. Mike's problem deals with:   |  |  |  | | --- | --- | --- | |  | a. | definition. | |  | b. | a third variable. | |  | c. | falsifiability. | |  | d. | detection. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 56. The extent to which the event being measured adequately characterizes a property is referred to as:   |  |  |  | | --- | --- | --- | |  | a. | reliability. | |  | b. | validity. | |  | c. | power. | |  | d. | measurement. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 57. The extent to which the frequency of smiling really defines the property called happiness is an issue of:   |  |  |  | | --- | --- | --- | |  | a. | reliability. | |  | b. | construct validity. | |  | c. | power. | |  | d. | instrumentation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 58. The tendency for a detector to produce the same result whenever it is used to measure the same thing is known as:   |  |  |  | | --- | --- | --- | |  | a. | consistency. | |  | b. | power. | |  | c. | construct validity. | |  | d. | reliability. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 59. A reliable detector is one that:   |  |  |  | | --- | --- | --- | |  | a. | tends to produce the same result whenever it is used to measure the same thing. | |  | b. | tends to differentiate between accurate and inaccurate data. | |  | c. | compensates for a weak operational definition of a property under study. | |  | d. | is an accurate measure of an underlying property. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 60. The tendency for a detector to produce different results when the quantity measured changes only slightly is known as:   |  |  |  | | --- | --- | --- | |  | a. | differentiation. | |  | b. | power. | |  | c. | validity. | |  | d. | reactivity. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 61. Ideally, a detector should have reliability and \_\_\_\_\_ in order to be useful to scientists.   |  |  |  | | --- | --- | --- | |  | a. | definition | |  | b. | accuracy | |  | c. | power | |  | d. | consistency |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 62. A bathroom scale is broken and always weighs 150 pounds, no matter who steps on it. As a measure of weight, the broken scale lacks:   |  |  |  | | --- | --- | --- | |  | a. | reliability. | |  | b. | validity. | |  | c. | consistency. | |  | d. | power. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 63. A bathroom scale cannot detect the difference in weights between Jorge and Carlos, because the two men only differ by 0.2 pounds. As a measure of weight, the scale is limited in terms of its:   |  |  |  | | --- | --- | --- | |  | a. | reliability. | |  | b. | validity. | |  | c. | consistency. | |  | d. | power. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 64. Which measure lacks both reliability and validity?   |  |  |  | | --- | --- | --- | |  | a. | scholastic aptitude as measured by the score on an SAT test | |  | b. | happiness as measured by heart beats per minute | |  | c. | intelligence as measured in terms of birth order | |  | d. | class performance as measured by randomly picking a grade out of a hat |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 65. Roger wants to study whether level of personal income predicts happiness. He operationally defines income as "the gross amount of money a person earns in a calendar year." He operationally defines happiness as "the ability of that person to stand on one leg for longer than 3 minutes." What is glaringly wrong with Roger's study?   |  |  |  | | --- | --- | --- | |  | a. | It lacks validity; income can be measured, but happiness cannot. | |  | b. | It lacks reliability; the operational definitions of the properties under study produce inconsistent measurements. | |  | c. | It lacks validity; the operational definition of happiness is unrelated to the underlying property of happiness. | |  | d. | It lacks reliability; it is difficult to precisely measure both income and happiness. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 66. Vanessa and Jenny take a reaction-time test. Vanessa's reaction time is 0.23 seconds, and Jenny's reaction time is 0.25 seconds. Suppose that the stopwatch the psychologist used only measured to a tenth of a second. The psychologist concludes that Vanessa and Jenny have equal reaction times of 0.2 seconds. As a measure of reaction time, the stopwatch lacks:   |  |  |  | | --- | --- | --- | |  | a. | reliability. | |  | b. | validity. | |  | c. | power. | |  | d. | reactivity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 67. Two important steps in the measurement of a property are to operationally \_\_\_\_\_ the property and reliably \_\_\_\_\_ the property.   |  |  |  | | --- | --- | --- | |  | a. | define; detect | |  | b. | detect; define | |  | c. | validate; characterize | |  | d. | characterize; validate |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 68. When measuring a property, it is important to generate an operational definition that has:   |  |  |  | | --- | --- | --- | |  | a. | reliability | |  | b. | power | |  | c. | construct validity | |  | d. | consistency |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 69. When measuring a property, it is important to generate a(n) \_\_\_\_\_ that has construct validity.   |  |  |  | | --- | --- | --- | |  | a. | detector | |  | b. | operational definition | |  | c. | consistent observation | |  | d. | complete observation |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 70. When aspects of a setting cause participants to behave the way they think an observer wants them to behave, the problem of \_\_\_\_\_ is present.   |  |  |  | | --- | --- | --- | |  | a. | demand characteristics | |  | b. | complexity | |  | c. | validity | |  | d. | variability |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 71. Which statement presents an example of a demand characteristic in everyday life?   |  |  |  | | --- | --- | --- | |  | a. | Xavier enjoys bowling on the weekends. | |  | b. | Tim acts more polite than normal while on a date. | |  | c. | Dae buys a certain brand of cookies because there are only a few of that brand left. | |  | d. | Suzanne speeds so that she won't be late to work. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 72. Which statement presents an example of a demand characteristic in everyday life?   |  |  |  | | --- | --- | --- | |  | a. | Professor Smith is much more passionate and engaging with his class when he knows that his teaching is being evaluated. | |  | b. | Tyler eliminates dairy from his diet to determine whether he has dairy allergies. | |  | c. | Sydney plays tennis at a park she's never played at because the park she usually plays at is closed. | |  | d. | Chin is required to take a foreign language as part of his liberal arts education. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 73. Which statement presents an example of a demand characteristic in everyday life?   |  |  |  | | --- | --- | --- | |  | a. | Self-report measures of every day mood tend to fluctuate unsystematically. | |  | b. | People tend to evaluate physically attractive strangers as more positive on a plethora of dimensions than less attractive strangers. | |  | c. | College students who receive good grades in a course tend to rate that course higher than do students who receive low grades in the course. | |  | d. | School children are much less rowdy on the bus after a noticeable video camera is mounted in the front of the bus. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 74. Which statement presents an example of a demand characteristic in everyday life?   |  |  |  | | --- | --- | --- | |  | a. | Carmen weights the pros and cons of breaking up with her boyfriend. | |  | b. | Adelaide has a hard time getting out of bed on rainy mornings. | |  | c. | Dylan is asked by his girlfriend if her new jeans make her look fat. | |  | d. | Roberto's dog barks every time a person walks by the window. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 75. A technique for gathering scientific information by unobtrusively watching people in their normal environments is termed:   |  |  |  | | --- | --- | --- | |  | a. | the case study approach. | |  | b. | descriptive statistics. | |  | c. | naturalistic observation. | |  | d. | experimentation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 76. A researcher using naturalistic observation will gather scientific information by:   |  |  |  | | --- | --- | --- | |  | a. | measuring participants on at least two variables. | |  | b. | unobtrusively watching people in their normal environments. | |  | c. | manipulating a variable and then measuring any effect on behaviour. | |  | d. | administering surveys to participants that ask questions about their daily lives. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 77. Which description is the BEST example of naturalistic observation research methodology?   |  |  |  | | --- | --- | --- | |  | a. | a grade 2 teacher manipulating reading materials to determine which promotes the greatest literacy | |  | b. | a psychologist measuring symptoms of depression using a survey | |  | c. | an inconspicuous economist observing the buying habits of shoppers at a grocery store | |  | d. | a professor evaluating the degree of student learning through exam performance |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 78. Which description is the BEST example of naturalistic observation research methodology?   |  |  |  | | --- | --- | --- | |  | a. | recording the amount of time using cell phones by groups of students in the cafeteria | |  | b. | asking college students how much time they spend playing games on their phones each day | |  | c. | surveying college students about the phone features they use most | |  | d. | randomly assigning participants to use their phones during a meal or not, and then surveying the participants about their meal satisfaction |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 79. Dara is curious about how many older drivers versus younger drivers shake the handle of the gas pump after they finish fueling their automobiles. Dara walks through the gas station store while casually looking out the window and recording the pump behaviour of the drivers at the fueling stations. What type of research is Dara conducting?   |  |  |  | | --- | --- | --- | |  | a. | double-blind observation | |  | b. | naturalistic observation | |  | c. | an experiment | |  | d. | a case study |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 80. A psychologist poses as a groundskeeper at a local golf course and records instances of cheating. She finds that golfers in twosomes are less likely to cheat then golfers in foursomes. What type of research is the psychologist conducting?   |  |  |  | | --- | --- | --- | |  | a. | double-blind observation | |  | b. | naturalistic observation | |  | c. | an experiment | |  | d. | a case study |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 81. What is one reason naturalistic observation alone cannot solve the problem of demand characteristics?   |  |  |  | | --- | --- | --- | |  | a. | Some things of interest to psychologists do not occur naturally. | |  | b. | It is impossible not to be detected. | |  | c. | People become angry if they discover that someone has been watching them. | |  | d. | Recording devices are too expensive for scientists to purchase. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 82. What is one reason naturalistic observation alone cannot solve the problem of demand characteristics?   |  |  |  | | --- | --- | --- | |  | a. | It is impossible not to be detected. | |  | b. | Some information requires direct interaction with participants. | |  | c. | People become angry if they discover that someone has been watching them. | |  | d. | Recording devices are too expensive for scientists to purchase. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 83. What do the following have in common: a microphone concealed in the ceiling of a laboratory, filler items on a psychological survey meant to distract from a study's true purpose, and a misleading explanation told to participants about the purpose of a study?   |  |  |  | | --- | --- | --- | |  | a. | They all are forms of experimenter bias. | |  | b. | They all are examples of unethical research. | |  | c. | They all are examples of naturalistic observation. | |  | d. | They all are ways of avoiding demand characteristics. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 84. Which technique is NOT used to reduce demand characteristics?   |  |  |  | | --- | --- | --- | |  | a. | ensuring participant anonymity | |  | b. | studying behaviour not under voluntary control | |  | c. | concealing the true purpose of the study to participants | |  | d. | asking participants to respond in front of a group |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 85. What is the BEST way to make it less likely that people will be influenced by demand characteristics?   |  |  |  | | --- | --- | --- | |  | a. | pay them for their participation | |  | b. | randomly select them from the population | |  | c. | require that they sign their name to each survey that they complete | |  | d. | keep them from knowing the true purpose of the observation |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 86. A clinical psychologist is evaluating a client recovering from a substance abuse disorder to evaluate his likelihood of relapse. Which measure is LEAST susceptible to demand characteristics?   |  |  |  | | --- | --- | --- | |  | a. | measuring differences in blood pressure when exposed to drug paraphernalia | |  | b. | asking the client if he has used alcohol or drugs since their last session | |  | c. | asking the client to rate the severity of his daily cravings on a 10-point scale | |  | d. | showing the client pictures of drug paraphernalia and asking him if the pictures are triggering cravings |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 87. A consumer psychologist seeks to determine which of several product prototypes might be most preferred by consumers. The psychologist shows these prototypes to a group of participants. Which measure is LEAST susceptible to demand characteristics?   |  |  |  | | --- | --- | --- | |  | a. | participants' rank-order of the prototypes in terms of interest | |  | b. | participants' estimate of the likelihood that they would purchase the product | |  | c. | participants' pupil dilation during inspection of the prototypes | |  | d. | participants' change in attitude towards the product before and after interacting with each prototype |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 88. In a classic experiment, psychology students were assigned to work either with "fast-learner" rats or with "slow-learner" rats, described as such by the experimenter. After a series of tests, the students' results showed that the fast-learner rats had outperformed the slow-learner rats. However, in fact, all the rats were of the same strain and breed; there were no preexisting differences between the groups. What caused the difference in their performance?   |  |  |  | | --- | --- | --- | |  | a. | By chance, the rats in one group actually were brighter than those in the other group. | |  | b. | Demand characteristics in the experiment cued the rats about how to perform in the mazes. | |  | c. | The students' expectations about the rats' performance influenced their observations and behaviours. | |  | d. | The students looked at average scores, rather than at each rat's individual score. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 89. The results from the classic experiment involving psychology students randomly assigned to work either with "fast-learner" rats or with "slow-learner" rats suggest that:   |  |  |  | | --- | --- | --- | |  | a. | labeling students as "gifted" has negative effects on their social lives. | |  | b. | students identified as "not gifted" actually may work harder academically due to increased motivation. | |  | c. | labeling students as "gifted" actually has unintended negative consequences on academic performance. | |  | d. | students labeled as "gifted" do better in school because teachers treat them differently. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 90. In a classic experiment, psychology students were assigned to work either with "fast-learner" rats or with "slow-learner" rats, described as such by the experimenter. In one task involving maze-running speed, students working with fast-learner rats were more likely to stop timing early, as soon as the rat approached the goal box. This unintentional measurement error illustrates how:   |  |  |  | | --- | --- | --- | |  | a. | expectations can influence observations. | |  | b. | observations can influence measurement. | |  | c. | expectations can influence reality. | |  | d. | observations can influence reality. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 91. In a classic experiment, psychology students were assigned to work either with "fast-learner" rats or with "slow-learner" rats, described as such by the experimenter. In a task involving learning a maze, rats arbitrarily labeled as "bright" learned the maze faster than did rats arbitrarily labeled as slow-learner. The experimenter suspected that the psychology students with fast-learner rats took the learning task more seriously, and this was reflected in their rats' performance. This finding illustrates how:   |  |  |  | | --- | --- | --- | |  | a. | expectations can influence observations. | |  | b. | observations can influence measurement. | |  | c. | expectations can influence reality. | |  | d. | observations can influence reality. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 92. Which technique helps REDUCE observer bias?   |  |  |  | | --- | --- | --- | |  | a. | the case method | |  | b. | double-blind observation | |  | c. | use of a correlation coefficient | |  | d. | random sampling |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 93. An experiment in which the true purpose is hidden from the researcher as well as from the participant is called a:   |  |  |  | | --- | --- | --- | |  | a. | blind experiment. | |  | b. | double-blind experiment. | |  | c. | controlled experiment. | |  | d. | correlational study. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 94. A double-blind study:   |  |  |  | | --- | --- | --- | |  | a. | necessarily has sufficient power to detect group differences. | |  | b. | usually lacks reliability. | |  | c. | minimizes observer bias. | |  | d. | cannot be used to determine cause and effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 95. Participants in a study were all given a glass of the same wine. Half of these participants were told that their wine was rated 92 out of 100 points by a wine expert, while the other half was told that their wine was rated 72 out of 100 points. Those who were told that their wine was rated more highly were MOST likely to:   |  |  |  | | --- | --- | --- | |  | a. | think that the wine tasted better. | |  | b. | believe that the other group of wine-tasters were inferior. | |  | c. | report no difference compared to the other group. | |  | d. | give a better critique of the wine. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 96. Participants in a study were all given a glass of the same wine. Half of these participants were told that their wine was rated 92 out of 100 points by a wine expert, while the other half was told that their wine was rated 72 out of 100 points. Those who were told that their wine was rated more highly were MOST likely to:   |  |  |  | | --- | --- | --- | |  | a. | believe that the other group of wine-tasters were inferior. | |  | b. | pay more for a bottle of the wine. | |  | c. | report no difference compared to the other group. | |  | d. | give a better critique of the wine. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 97. Dr. Rodriguez is investigating a new drug to reduce depression. Patients with depression are treated with either the drug or a sugar pill (placebo) for 2 months, and Dr. Rodriguez records their levels of depression at weekly appointments. If a double-blind procedure is used, who will know if a placebo or drug was administered?   |  |  |  | | --- | --- | --- | |  | a. | the patients but not Dr. Rodriguez | |  | b. | Dr. Rodriguez but not the patients | |  | c. | both Dr. Rodriguez and the patients | |  | d. | neither Dr. Rodriguez nor the patients |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 98. Dr. Gomez is investigating a new drug designed to reduce anxiety. Patients with an anxiety disorder are treated with either the drug or a sugar pill (placebo) for some time, and Dr. Gomez records their anxiety levels at weekly appointments. If a double-blind procedure is used, who will know if a placebo or drug was administered?   |  |  |  | | --- | --- | --- | |  | a. | the patients but not Dr. Gomez | |  | b. | Dr. Gomez but not the patients | |  | c. | neither Dr. Gomez nor the patients | |  | d. | both Dr. Gomez and the patients |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 99. Psychologists tend to measure the properties of \_\_\_\_\_ more often than \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | distributions; statistics | |  | b. | objects; people | |  | c. | variables; observations | |  | d. | samples; populations |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 100. A population is a \_\_\_\_\_ collection of people, while a sample is a \_\_\_\_\_ collection of people.   |  |  |  | | --- | --- | --- | |  | a. | complete; partial | |  | b. | partial; complete | |  | c. | distributed; consistent | |  | d. | consistent; distributed |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 101. A sample is:   |  |  |  | | --- | --- | --- | |  | a. | a property that can take on different values. | |  | b. | the average value of all measurements. | |  | c. | a partial collection of people, animals, or things drawn from a population. | |  | d. | an everyday observation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 102. A graphical representation of the measurements of a sample that are arranged by the number of times each measurement was observed is a:   |  |  |  | | --- | --- | --- | |  | a. | Gaussian distribution. | |  | b. | frequency distribution. | |  | c. | normal distribution. | |  | d. | scatter plot. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 103. A frequency distribution graphically displays the:   |  |  |  | | --- | --- | --- | |  | a. | number of times each measurement occurs. | |  | b. | probability of obtaining a particular measurement. | |  | c. | rate at which a target behaviour occurs. | |  | d. | average derived from a set of measurements. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 104. A frequency distribution in which most measurements are concentrated around the mean and fall off towards the tails, and where the two sides of the distribution are symmetrical, is called a \_\_\_\_\_ distribution.   |  |  |  | | --- | --- | --- | |  | a. | normal | |  | b. | positively skewed | |  | c. | negatively skewed | |  | d. | standard |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 105. Another term for a normal distribution is a \_\_\_\_\_ distribution.   |  |  |  | | --- | --- | --- | |  | a. | standard | |  | b. | Gaussian | |  | c. | skewed | |  | d. | bimodal |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 106. Which statement describes a normal distribution?   |  |  |  | | --- | --- | --- | |  | a. | It is symmetrical around a single peak in the middle. | |  | b. | It has a peak at each end of the distribution. | |  | c. | It is skewed to one side or the other. | |  | d. | It resembles a straight line. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 107. Which statement does NOT describe a normal distribution?   |  |  |  | | --- | --- | --- | |  | a. | It is symmetrical. | |  | b. | It has a peak in the middle. | |  | c. | It is positively skewed. | |  | d. | It trails off at both ends. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 108. Professor Kim creates a frequency distribution of exam scores from her class of 300 students. Possible scores on the exam ranged from zero to 100. What should be displayed on the horizontal axis?   |  |  |  | | --- | --- | --- | |  | a. | the number of times each possible score occurred | |  | b. | each possible score | |  | c. | the mean of the 300 scores | |  | d. | the name of each student |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 109. Professor Kim creates a frequency distribution of exam scores from her class of 300 students. Possible scores on the exam ranged from zero to 100. What should be displayed on the vertical axis?   |  |  |  | | --- | --- | --- | |  | a. | the number of times each possible score occurred | |  | b. | each possible score | |  | c. | the mean of the 300 scores | |  | d. | the name of each student |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 110. An academic clinical psychologist uses Beck's Depression Inventory, a validated scale with scores ranging from zero to 63, with higher scores indicating greater levels of depression, to measure depression levels in the population of 1,000 incoming freshmen students. She creates a frequency distribution of her findings. What should be displayed on the vertical axis?   |  |  |  | | --- | --- | --- | |  | a. | the number of times each possible score occurred | |  | b. | each possible score | |  | c. | the mean of the 1,000 scores | |  | d. | the categorical labels "Not Depressed" and "Depressed" |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 111. The MOST frequent measurement in a frequency distribution is the:   |  |  |  | | --- | --- | --- | |  | a. | mode. | |  | b. | mean. | |  | c. | median. | |  | d. | range. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 112. The arithmetic average of the measurements in a frequency distribution is the:   |  |  |  | | --- | --- | --- | |  | a. | mode. | |  | b. | mean. | |  | c. | median. | |  | d. | range. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 113. If an odd number of scores are put in order from lowest to highest, the score in the middle position is the:   |  |  |  | | --- | --- | --- | |  | a. | mode. | |  | b. | mean. | |  | c. | median. | |  | d. | range. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 114. Half the measurements in a positively skewed frequency distribution are greater than or equal to the \_\_\_\_\_, and half are less than or equal to it.   |  |  |  | | --- | --- | --- | |  | a. | mode | |  | b. | mean | |  | c. | median | |  | d. | range |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 115. In a normal distribution, the peak of the distribution corresponds to which measurement(s)?   |  |  |  | | --- | --- | --- | |  | a. | the mode only | |  | b. | the mean only | |  | c. | the median only | |  | d. | the mode, mean, and median |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 116. Under which type of frequency distribution will the mode, mean, and median all assume the same value?   |  |  |  | | --- | --- | --- | |  | a. | a normal distribution | |  | b. | a positively skewed distribution | |  | c. | a two-peaked (bimodal) distribution | |  | d. | a one-peaked unsymmetrical distribution |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 117. In the number sequence 1 2 3 4 5 5, which number is the mode?   |  |  |  | | --- | --- | --- | |  | a. | 5 | |  | b. | 3 | |  | c. | 1 | |  | d. | 3.33 |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 118. In the number sequence 110 120 120 130 130 140 140 140 150, which number is the mode?   |  |  |  | | --- | --- | --- | |  | a. | 140 | |  | b. | 130 | |  | c. | 131 | |  | d. | 110 |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 119. What is the mean of the number sequence 1 3 4 4?   |  |  |  | | --- | --- | --- | |  | a. | 4 | |  | b. | 3 | |  | c. | 1 | |  | d. | 2 |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 120. What is the mean of the number sequence 2 2 2 6?   |  |  |  | | --- | --- | --- | |  | a. | 2 | |  | b. | 4 | |  | c. | 3 | |  | d. | 6 |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 121. In the number sequence 4 6 3 3 9, which number is the median?   |  |  |  | | --- | --- | --- | |  | a. | 4 | |  | b. | 3 | |  | c. | 5 | |  | d. | 6 |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 122. In the number sequence 4 1 4 7 4, which number is the median?   |  |  |  | | --- | --- | --- | |  | a. | 2 | |  | b. | 1 | |  | c. | 4 | |  | d. | 5 |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 123. Measures of the central tendency of a distribution describe:   |  |  |  | | --- | --- | --- | |  | a. | the approximate midpoint of the distribution. | |  | b. | the extent to which the measurements in a distribution differ from each other. | |  | c. | how much the measurements in a distribution tend to covary. | |  | d. | how much each of the measurements in a distribution differs from the mean. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 124. Measures of the central tendency of a distribution describe:   |  |  |  | | --- | --- | --- | |  | a. | where the measurements of a distribution tend to lie relative to the values on the vertical axis. | |  | b. | the extent to which the measurements in a distribution differ from each other. | |  | c. | how much the measurements in a distribution tend to covary. | |  | d. | how much each of the measurements in a distribution differs from the mean. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 125. Five extremely tall members of the college basketball team are amongst 30 students in an introductory psychology class. If a frequency distribution is taken of height, the distribution probably will be:   |  |  |  | | --- | --- | --- | |  | a. | normal. | |  | b. | positively skewed. | |  | c. | negatively skewed. | |  | d. | bimodal. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 126. Seven students in a class of 30 do not study at all for their upcoming exam. If a frequency distribution is taken of study hours, the mode would be 0 and median and mean scores would be higher. The distribution is:   |  |  |  | | --- | --- | --- | |  | a. | normal. | |  | b. | bimodal. | |  | c. | negatively skewed. | |  | d. | positively skewed. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 127. A college dean is interested in measuring the research productivity of the seven members of the Psychology department. The dean obtains the number of publications for each faculty member. They are as follows: 5, 10, 15, 15, 20, 25, and 180. If the dean wants to describe these data, which measure of central tendency would paint a misleading picture of the research productivity of the department?   |  |  |  | | --- | --- | --- | |  | a. | the mean | |  | b. | the median | |  | c. | the mode | |  | d. | the standard deviation |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 128. A kindergarten teacher has parents keep a log of the number of books read to their children per week. There are 20 children in the class. Most (18 of 20) of the parents reported reading 3–6 books per week. However, two parents each reported reading more than 30 books per week to their children. If the teacher wants to describe these data, which measure of central tendency would paint a misleading picture of at-home reading?   |  |  |  | | --- | --- | --- | |  | a. | the mode | |  | b. | the median | |  | c. | the mean | |  | d. | the standard deviation |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 129. The grade distribution of an "easy" course, in terms of overall percentage score (0–100), is BEST described by a:   |  |  |  | | --- | --- | --- | |  | a. | normal distribution with a large standard deviation. | |  | b. | normal distribution with a small standard deviation. | |  | c. | negatively skewed distribution. | |  | d. | positively skewed distribution. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 130. Life expectancy, in which the majority of people live to old age but some people die young, is BEST described by a:   |  |  |  | | --- | --- | --- | |  | a. | normal distribution with a large standard deviation. | |  | b. | normal distribution with a small standard deviation. | |  | c. | negatively skewed distribution. | |  | d. | positively skewed distribution. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 131. In a negatively skewed distribution, the peak of the distribution corresponds to which measurement(s)?   |  |  |  | | --- | --- | --- | |  | a. | the mode only | |  | b. | the mean only | |  | c. | the median only | |  | d. | the mode, mean, and median |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 132. In a positively skewed distribution, the peak of the distribution corresponds to which measurement(s)?   |  |  |  | | --- | --- | --- | |  | a. | the mode only | |  | b. | the mean only | |  | c. | the median only | |  | d. | the mode, mean, and median |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 133. Which statement is TRUE if scores on an examination are negatively skewed?   |  |  |  | | --- | --- | --- | |  | a. | The modal score is the same as the median score. | |  | b. | The median score is greater than the mean score. | |  | c. | The mean score is greater than the modal score. | |  | d. | The peak of the frequency distribution corresponds to the mean score. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 134. Which statement is TRUE if scores on an examination are positively skewed?   |  |  |  | | --- | --- | --- | |  | a. | The modal score is the same as the median score. | |  | b. | The median score is greater than the mean score. | |  | c. | The mean score is greater than the modal score. | |  | d. | The peak of the frequency distribution corresponds to the mean score. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 135. The numerical difference between the smallest and largest measurements in a frequency distribution is the:   |  |  |  | | --- | --- | --- | |  | a. | mode. | |  | b. | mean. | |  | c. | median. | |  | d. | range. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 136. Which descriptive statistic is a measure of variability?   |  |  |  | | --- | --- | --- | |  | a. | the mode | |  | b. | the mean | |  | c. | the median | |  | d. | the range |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 137. In the number sequence 4 5 2 2 7, what is the range?   |  |  |  | | --- | --- | --- | |  | a. | 2 | |  | b. | 4 | |  | c. | 5 | |  | d. | 7 |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 138. In the number sequence 4 4 1 4 7, what is the range?   |  |  |  | | --- | --- | --- | |  | a. | 1 | |  | b. | 4 | |  | c. | 5 | |  | d. | 6 |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 139. The statistic that describes the average distance between the measurements in a frequency distribution and the mean of that distribution is the:   |  |  |  | | --- | --- | --- | |  | a. | average distance of the individual scores from the mean of the distribution. | |  | b. | total distance of the individual scores from the mean of the distribution. | |  | c. | range of the distribution divided by the number of observations. | |  | d. | range of the distribution divided by the mean of the distribution. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 140. Studies have shown that men and women have the same mean intelligence (IQ) score but that men have a larger range and standard deviation of scores. Based on this information, which statement is TRUE?   |  |  |  | | --- | --- | --- | |  | a. | IQ scores are not normally distributed in men or women. | |  | b. | Men are more likely than women to have extremely low scores. | |  | c. | On average, men have higher IQs than women. | |  | d. | Women are more likely than men to have extremely high scores. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 141. Intelligence tends to be normally distributed, and studies have shown that men and women have the same mean intelligence (IQ) score. However, intelligence scores in women tend to have a smaller range and standard deviation than those in men. Based on this information, which statement is TRUE?   |  |  |  | | --- | --- | --- | |  | a. | The modal score in men is greater than the modal score in women. | |  | b. | The modal score in women is greater than the modal score in men. | |  | c. | Men are more likely to have extremely low scores. | |  | d. | Women are more likely to have extremely high scores. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 142. When two frequency distributions have the same central tendencies but different variability, what will the graph look like?   |  |  |  | | --- | --- | --- | |  | a. | The peaks of the distributions will be separated, and one distribution will be narrow while the other will be wide. | |  | b. | The peaks of the distributions will be separated, and both distributions will be equally wide. | |  | c. | The peaks of the distributions will align, and both distributions will be equally wide. | |  | d. | The peaks of the distributions will align, and one distribution will be narrow while the other will be wide. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 143. When two frequency distributions have different central tendencies but the same variability, what will the graph look like?   |  |  |  | | --- | --- | --- | |  | a. | The peaks of the distributions will be separated, and one distribution will be narrow while the other will be wide. | |  | b. | The peaks of the distributions will be separated, and both distributions will be equally wide. | |  | c. | The peaks of the distributions will align, and both distributions will be equally wide. | |  | d. | The peaks of the distributions will align, and one distribution will be narrow while the other will be wide. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 144. A property with a value that can vary or change is called a(n):   |  |  |  | | --- | --- | --- | |  | a. | variable. | |  | b. | modifier. | |  | c. | adaptation. | |  | d. | outlier. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 145. Correlations detect:   |  |  |  | | --- | --- | --- | |  | a. | the power of a measure. | |  | b. | patterns of variation in a series of measurements. | |  | c. | patterns of selection in a varied population. | |  | d. | sources of unsystematic error in a data set. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 146. A synchronous pattern of variation between two variables, each of which has been measured several times, is referred to as:   |  |  |  | | --- | --- | --- | |  | a. | variance. | |  | b. | power deviation. | |  | c. | a correlation. | |  | d. | an operational definition. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 147. The statement "Eating less spinach is associated with a shorter life span" presents an example of:   |  |  |  | | --- | --- | --- | |  | a. | a correlation. | |  | b. | a causal relationship. | |  | c. | variation. | |  | d. | an estimate. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 148. The statement "Class absences are associated with lower grades" presents an example of a(n):   |  |  |  | | --- | --- | --- | |  | a. | correlation. | |  | b. | causal relationship. | |  | c. | normal distribution. | |  | d. | experiment. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 149. A \_\_\_\_\_ correlation is associated with a more-is-more relationship.   |  |  |  | | --- | --- | --- | |  | a. | negative | |  | b. | positive | |  | c. | strong | |  | d. | weak |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 150. A \_\_\_\_\_ correlation is associated with a less-is-more relationship.   |  |  |  | | --- | --- | --- | |  | a. | negative | |  | b. | positive | |  | c. | strong | |  | d. | weak |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 151. Which statement describes a negative correlation?   |  |  |  | | --- | --- | --- | |  | a. | Increased time working in a group is associated with higher grades on a group project. | |  | b. | Increased time spent in class is associated with fewer hours studying outside of class. | |  | c. | Increased time studying for an exam is associated with higher exam grades. | |  | d. | Increased time engaging in psychology extracurriculars is associated with higher scores on a psychology comprehensive exam. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 152. Which statement describes a negative correlation?   |  |  |  | | --- | --- | --- | |  | a. | Stress levels decrease with increases in aerobic activity. | |  | b. | Personal debt increases with increases in alcohol consumption. | |  | c. | A greater time spent studying is associated with higher grades. | |  | d. | People who make less eye contact have fewer friends. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 153. Increases in illegal drug use are associated with a higher risk of contracting HIV/AIDS. This is MOST clearly an example of:   |  |  |  | | --- | --- | --- | |  | a. | a positive correlation. | |  | b. | a negative correlation. | |  | c. | an experiment. | |  | d. | the double-blind technique. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 154. The less children watch violent television programming, the less aggressive children will tend to be. This is an example of:   |  |  |  | | --- | --- | --- | |  | a. | a positive correlation. | |  | b. | a negative correlation. | |  | c. | cause and effect. | |  | d. | an experiment. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 155. Increased life expectancy is associated with increased risk of degenerative disease. This is an example of:   |  |  |  | | --- | --- | --- | |  | a. | a positive correlation. | |  | b. | a negative correlation. | |  | c. | cause and effect. | |  | d. | an unreliable measure. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 156. Children who watch excessive amounts of TV show reductions in gray matter in the brain. This is an example of:   |  |  |  | | --- | --- | --- | |  | a. | a positive correlation. | |  | b. | a negative correlation. | |  | c. | cause and effect. | |  | d. | an experiment. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 157. Which number represents the STRONGEST correlation coefficient (*r*)?   |  |  |  | | --- | --- | --- | |  | a. | –0.9 | |  | b. | 0.8 | |  | c. | –0.5 | |  | d. | 0 |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 158. Which number represents the STRONGEST correlation coefficient (*r*)?   |  |  |  | | --- | --- | --- | |  | a. | –0.65 | |  | b. | 0.80 | |  | c. | –0.30 | |  | d. | 0.04 |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 159. Which number represents the WEAKEST correlation coefficient (*r*)?   |  |  |  | | --- | --- | --- | |  | a. | –0.7 | |  | b. | 1.0 | |  | c. | –0.2 | |  | d. | 0.4 |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 160. Which number represents the WEAKEST correlation coefficient (*r*)?   |  |  |  | | --- | --- | --- | |  | a. | –0.7 | |  | b. | 1.0 | |  | c. | –0.5 | |  | d. | 0.4 |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 161. Which number represents the STRONGEST correlation coefficient (*r*)?   |  |  |  | | --- | --- | --- | |  | a. | –0.4 | |  | b. | 0.3 | |  | c. | –0.2 | |  | d. | 2.0 |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 162. Which number represents the WEAKEST correlation coefficient (*r*)?   |  |  |  | | --- | --- | --- | |  | a. | –0.8 | |  | b. | 0.1 | |  | c. | –0.3 | |  | d. | –2.0 |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 163. A scatterplot of a perfect positive correlation would depict a(n):   |  |  |  | | --- | --- | --- | |  | a. | linear increasing function. | |  | b. | linear decreasing function. | |  | c. | linear horizontal function. | |  | d. | absence of a linear relationship. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 164. A scatterplot of a perfect negative correlation would depict a(n):   |  |  |  | | --- | --- | --- | |  | a. | linear increasing function. | |  | b. | linear decreasing function. | |  | c. | linear horizontal function. | |  | d. | absence of a linear relationship. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 165. The \_\_\_\_\_ of a correlation coefficient tells you the direction of the relationship, while the \_\_\_\_\_ of a correlation coefficient tells you about the strength of the relationship.   |  |  |  | | --- | --- | --- | |  | a. | range; mean | |  | b. | mean; range | |  | c. | sign; absolute value | |  | d. | absolute value; sign |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 166. The sign of a correlation coefficient tells you the \_\_\_\_\_ of the relationship, while the absolute value of a correlation coefficient tells you about the \_\_\_\_\_ of the relationship.   |  |  |  | | --- | --- | --- | |  | a. | direction; strength | |  | b. | strength; direction | |  | c. | variability; reliability | |  | d. | reliability; variability |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 167. Correlations observed in the world around us are termed:   |  |  |  | | --- | --- | --- | |  | a. | natural experiments. | |  | b. | independent variables. | |  | c. | case studies. | |  | d. | natural correlations. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 168. Natural correlations are:   |  |  |  | | --- | --- | --- | |  | a. | correlations that can be observed under strict laboratory conditions. | |  | b. | strong-to-perfect correlations. | |  | c. | correlations observed in the real world. | |  | d. | perfect correlations. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 169. What does the third-variable problem indicate?   |  |  |  | | --- | --- | --- | |  | a. | The three variables are all causally related to one another; each is a cause of the others. | |  | b. | The correlation between any two of the variables must be established before another correlation can be computed. | |  | c. | Two of the variables are correlated with each other only because each is causally related to a third variable. | |  | d. | Changes in one variable are producing changes in another variable. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 170. Research has shown that there is a correlation between the amount of violence a child sees on TV and the aggressiveness of the child's behaviour. One explanation of this correlation is that children who watch a great deal of violence on television have a lack of adult supervision. This explanation is an example of what kind of correlation?   |  |  |  | | --- | --- | --- | |  | a. | matched sample | |  | b. | matched pair | |  | c. | positive | |  | d. | third-variable |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 171. Fatima wants to study how ice cream consumption in a school cafeteria is related to aggressive playground behaviour during recess. She observes that ice cream consumption is positively correlated with aggressive behaviour. Which of the following is NOT an example of a third-variable problem?   |  |  |  | | --- | --- | --- | |  | a. | Students are more aggressive and eat more ice cream during warmer temperature. | |  | b. | Students who come from wealthier families might be more aggressive and be better able to afford an ice cream treat. | |  | c. | Lack of supervision may underlie both ice cream consumption and aggressive playground behaviour. | |  | d. | Low grades might cause aggressive behaviour, but have no effect on ice cream consumption. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 172. An educational psychologist seeks to determine how studying duration is related to standardized test scores. She realizes that IQ is a possible third variable that could cause both duration of studying and test scores. What could be TRUE of her results?   |  |  |  | | --- | --- | --- | |  | a. | IQ could underlie a relationship between studying duration and standardized test scores. | |  | b. | Longer study duration causes higher standardized test scores. | |  | c. | Higher IQ causes longer study duration. | |  | d. | IQ causes higher standardized test scores. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 173. Researchers have found that ADHD symptoms are correlated with more hours of TV watching per day in children. Based on this, which of the following CANNOT be concluded?   |  |  |  | | --- | --- | --- | |  | a. | TV watching causes ADHD symptoms in children. | |  | b. | Parents of children with ADHD turn on the TV more frequently to distract hyperactive children. | |  | c. | Parents of children with ADHD may also have ADHD symptoms, resulting in greater use of TV in the home. | |  | d. | Children with ADHD may use TV viewing as a coping mechanism. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 174. What is the BIGGEST limitation in natural correlation research?   |  |  |  | | --- | --- | --- | |  | a. | Natural correlations tell us nothing about the relationship between two variables. | |  | b. | A causal relationship cannot be inferred. | |  | c. | Natural correlations have no predictive power. | |  | d. | Most of the time, natural correlations are too complicated to determine. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 175. Many researchers have found that children who watch televised violence tend to act aggressively. What can be concluded based on these findings?   |  |  |  | | --- | --- | --- | |  | a. | There is no third-variable problem in this line of research. | |  | b. | Exposure to televised aggression is an independent variable. | |  | c. | Exposure to televised aggression is a dependent variable. | |  | d. | Exposure to televised aggression and aggression levels of children are positively correlated. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 176. Correlation is to \_\_\_\_\_ as experimentation is to \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | measurement of variables; manipulation of variables | |  | b. | single variables; multiple variables | |  | c. | manipulation of variables; measurement of variables | |  | d. | unobtrusiveness; correlation |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 177. What is the main advantage of experimentation over correlation in determining causal relationships?   |  |  |  | | --- | --- | --- | |  | a. | Experimentation offers the possibility of controlling for all potential third variables at once. | |  | b. | Experimentation involves multiple variables, whereas correlation involves only two variables. | |  | c. | Experimentation systematically controls third variables one at a time, in sequence. | |  | d. | Experimentation uses the matched pairs and matched samples techniques to control for specific third variables. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 178. What are the two key features to an experiment?   |  |  |  | | --- | --- | --- | |  | a. | manipulation and random assignment | |  | b. | manipulation and correlation | |  | c. | random assignment and correlation | |  | d. | manipulation and predictability |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 179. Manipulation and random assignment are two key features of:   |  |  |  | | --- | --- | --- | |  | a. | naturalistic observation. | |  | b. | matched-samples correlational designs. | |  | c. | an experiment. | |  | d. | natural correlations. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 180. What is the only way to determine a causal relationship between two variables?   |  |  |  | | --- | --- | --- | |  | a. | observation | |  | b. | correlation | |  | c. | measurement | |  | d. | experimentation |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 181. If Dr. White wants to determine whether cocaine increases hyperactivity, what research strategy should be used?   |  |  |  | | --- | --- | --- | |  | a. | experiment | |  | b. | natural correlation | |  | c. | matched-pairs correlation | |  | d. | case study method |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 182. If an investigator wants to determine if playing violent video games causes aggression, what research strategy should be used?   |  |  |  | | --- | --- | --- | |  | a. | naturalistic observation | |  | b. | natural correlation | |  | c. | matched-pairs correlation | |  | d. | experiment |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 183. In an experiment, researchers exposed half the children to 2 hours of violence on television every day for a month and made sure the other half saw no violence on television at all. At the end of the month, they measured the aggressiveness in the children. The fact that the researchers arranged for some children to watch violence on television and others to not is an example of:   |  |  |  | | --- | --- | --- | |  | a. | variability. | |  | b. | the third-variable problem. | |  | c. | correlation. | |  | d. | manipulation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 184. In an experiment conducted to determine the effects of alcohol on driving behaviour, researchers administered varying amounts of alcohol to each participant before asking them to use a driving simulator. In this experiment, the amount of alcohol is:   |  |  |  | | --- | --- | --- | |  | a. | positively correlated. | |  | b. | the third-variable problem. | |  | c. | negatively correlated. | |  | d. | manipulated. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 185. What does the term *manipulation* mean in the context of performing an experiment?   |  |  |  | | --- | --- | --- | |  | a. | the ability to design an experiment so that participants react in certain predetermined ways | |  | b. | the ability to change a variable in order to determine its causal powers | |  | c. | the ability to hold constant third variables | |  | d. | the ability to control the responses of research participants |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 186. In the context of an experiment, participants who receive different manipulations are said to be in different:   |  |  |  | | --- | --- | --- | |  | a. | variables. | |  | b. | experiments. | |  | c. | conditions. | |  | d. | correlations. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 187. In an experiment, researchers exposed half the children to 2 hours of violence on television every day for a month and made sure the other half saw no violence on television at all. At the end of the month, they measured the level of aggressiveness in the children. What were the two conditions of the experiment?   |  |  |  | | --- | --- | --- | |  | a. | the independent and dependent variables | |  | b. | manipulation and random assignment | |  | c. | high aggressiveness and low aggressiveness | |  | d. | watching violence on television and seeing no violence on television |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 188. In an experiment, researchers gave half the participants a new experimental drug and the other half a placebo (sugar pill). After 2 weeks, they measured participants' level of depression. What were the two conditions of the study?   |  |  |  | | --- | --- | --- | |  | a. | the independent and dependent variables | |  | b. | manipulation and random assignment | |  | c. | receiving the experimental drug and receiving the placebo | |  | d. | high level of depression and low level of depression |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 189. In the context of an experiment, the variable that is manipulated is termed the \_\_\_\_\_ variable.   |  |  |  | | --- | --- | --- | |  | a. | independent | |  | b. | dependent | |  | c. | third | |  | d. | predictor |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 190. In the context of an experiment, the independent variable is the variable that is:   |  |  |  | | --- | --- | --- | |  | a. | eliminated. | |  | b. | held constant. | |  | c. | manipulated. | |  | d. | measured. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 191. In the context of an experiment, the variable that is measured is termed the \_\_\_\_\_ variable.   |  |  |  | | --- | --- | --- | |  | a. | independent | |  | b. | dependent | |  | c. | third | |  | d. | predictor |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 192. In the context of an experiment, the dependent variable is the variable that is:   |  |  |  | | --- | --- | --- | |  | a. | eliminated. | |  | b. | held constant. | |  | c. | manipulated. | |  | d. | measured. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 193. In an experiment, researchers exposed half the children to 2 hours of violence on television every day for a month and made sure the other half saw no violence on television at all. At the end of the month, they measured the level of aggressiveness in the children. What is/are the independent variable(s)?   |  |  |  | | --- | --- | --- | |  | a. | the level of aggressiveness at the end of the month | |  | b. | the amount of violence watched on television | |  | c. | the level of aggressiveness at the end of the month and the amount of violence watched on television | |  | d. | the children |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 194. In an experiment, researchers exposed half the children to 2 hours of violence on television every day for a month and made sure the other half saw no violence on television at all. At the end of the month, they measured the level of aggressiveness in the children. What is/are the dependent variable(s)?   |  |  |  | | --- | --- | --- | |  | a. | the level of aggressiveness at the end of the month | |  | b. | the amount of violence watched on television | |  | c. | the level of aggressiveness at the end of the month and the amount of violence watched on television | |  | d. | the children |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 195. In an experiment, researchers exposed half of the participants to loud noise during a memory-encoding task. The room was quiet for the other half of the participants. Later, all participants were given a memory test and the number of correct items recalled was obtained for each participant. What is the independent variable?   |  |  |  | | --- | --- | --- | |  | a. | the number of items recalled | |  | b. | the noise level during the encoding task | |  | c. | the time interval between encoding and recall | |  | d. | the probability of being assigned to the two groups |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 196. In an experiment, researchers exposed half of the participants to loud noise during a memory-encoding task. The room was quiet for the other half of the participants. Later, all participants were given a memory test and the number of correct items recalled was obtained for each participant. What is the dependent variable?   |  |  |  | | --- | --- | --- | |  | a. | the number of items recalled | |  | b. | the noise level during the encoding task | |  | c. | the time interval between encoding and recall | |  | d. | the probability of being assigned to the two groups |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 197. In an experiment, researchers exposed half of the participants to loud noise during a memory-encoding task. The room was quiet for the other half of the participants. Later, all participants were given a memory test and the number of correct items recalled was obtained for each participant. Participants in the quiet room tended to recall more items correctly than those in the room with the loud noise. This suggests that:   |  |  |  | | --- | --- | --- | |  | a. | people with better memories prefer quiet environments. | |  | b. | a loud environment prevents memories from forming. | |  | c. | a quiet environment causes better memory performance. | |  | d. | there is no relationship between environmental noise and memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 198. In an experiment, researchers exposed half of the participants to a high-intensity exercise program three times per week. The other half of the participants were told not to exercise at all. Three months later, the body mass index (BMI) of all participants was measured. The researchers found that those who had exercised three times per week had lower BMI than those who did not exercise at all. This suggests that:   |  |  |  | | --- | --- | --- | |  | a. | there is no relationship between exercise and BMI. | |  | b. | people who do not exercise have higher BMI. | |  | c. | people with higher BMI do not enjoy exercise. | |  | d. | high-intensity exercise causes lower BMI. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 199. Researchers wanted to see if adults were actually afraid of the dark by exposing them to different levels of light in a room while measuring their heart rates. In this experiment, heart rate is both the \_\_\_\_\_ and the \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | third variable; dependent variable | |  | b. | operational definition of fear; independent variable | |  | c. | third variable; independent variable | |  | d. | operational definition of fear; dependent variable |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 200. Researchers wanted to see if adults were actually afraid of the dark by exposing them to different levels of light in a room while measuring their heart rates. In this experiment, what are the different levels of light?   |  |  |  | | --- | --- | --- | |  | a. | the dependent variable | |  | b. | the independent variable | |  | c. | the detector | |  | d. | the operational definition |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 201. Researchers wanted to see if adults were actually afraid of the dark by exposing them to different levels of light in a room while measuring their heart rates. In this experiment, what are the heart rates of the participants?   |  |  |  | | --- | --- | --- | |  | a. | the dependent variable | |  | b. | the independent variable | |  | c. | the operational definition | |  | d. | the third variable |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 202. When one manipulates an independent variable, at least how many groups are created?   |  |  |  | | --- | --- | --- | |  | a. | one | |  | b. | two | |  | c. | three | |  | d. | four |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 203. When the \_\_\_\_\_ variable is manipulated, at least \_\_\_\_\_ group(s) is/are created.   |  |  |  | | --- | --- | --- | |  | a. | dependent; one | |  | b. | dependent; two | |  | c. | independent; one | |  | d. | independent; two |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 204. Researchers wanted to see if listening to calm music would reduce heart rates. Half of the research participants sat quietly and listened to calm music, and the other half sat quietly and listened to no music at all. This is an example of a:   |  |  |  | | --- | --- | --- | |  | a. | correlation. | |  | b. | comparison. | |  | c. | measurement. | |  | d. | manipulation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 205. Which of the following is NOT one of the three steps of experimentation?   |  |  |  | | --- | --- | --- | |  | a. | manipulate | |  | b. | measure | |  | c. | compare | |  | d. | correlate |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 206. Researchers wanted to see if listening to calm music would reduce heart rates. Half of the research participants sat quietly and listened to calm music, and the other half sat quietly and listened to no music at all. These groups are the experimental:   |  |  |  | | --- | --- | --- | |  | a. | variables. | |  | b. | observations. | |  | c. | conditions. | |  | d. | measurements. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 207. A researcher wants to assess the effects of varying amounts of marijuana on reaction time. Three groups of people are given a low, moderate, or high dose of the drug. A fourth group is given an inactive dose. After consuming their dose, each participant completes a reaction time task. In this experiment, the independent variable is:   |  |  |  | | --- | --- | --- | |  | a. | the number of groups. | |  | b. | the drug dose. | |  | c. | the reaction time task. | |  | d. | reaction time. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 208. A researcher wants to assess the effects of varying amounts of marijuana on reaction time. Three groups of people are given a low, moderate, or high dose of the drug. A fourth group is given an inactive dose. After consuming their dose, each participant completes a reaction time task. In this experiment, the dependent variable is:   |  |  |  | | --- | --- | --- | |  | a. | the number of groups. | |  | b. | the drug dose. | |  | c. | the reaction time task. | |  | d. | reaction time. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 209. Seamus wants to see if room size affects happiness. He invites participants to the laboratory, where half are seated for 20 minutes in a small booth, and the other half are seated for 20 minutes in a booth that is twice the size but otherwise identical. Seamus then asks members of each group to rate their level of happiness. What is the independent variable in this experiment?   |  |  |  | | --- | --- | --- | |  | a. | the number of participants | |  | b. | the elapsed time | |  | c. | the size of the booths | |  | d. | the rating of happiness |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 210. Seamus wants to see if room size affects happiness. He invites participants to the laboratory, where half are seated for 20 minutes in a small booth, and the other half are seated for 20 minutes in a booth that is twice the size but otherwise identical. Seamus then asks members of each group to rate their level of happiness. What is the dependent variable in this experiment?   |  |  |  | | --- | --- | --- | |  | a. | the number of participants | |  | b. | the elapsed time | |  | c. | the size of the booths | |  | d. | the rating of happiness |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 211. Bydale Health has developed a new cancer-fighting drug. The company tests the effectiveness of the drug by conducting research using people of all age groups. The participants are segregated into groups, and each group is given a different dosage of the same drug. In this scenario, the dependent variable is the:   |  |  |  | | --- | --- | --- | |  | a. | progression of the disease. | |  | b. | amount of money spent in developing the drug. | |  | c. | number of participants in each group. | |  | d. | dosage of the drug received by the first group. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 212. Williams and Ceci (2015) sought to determine if gender biases exist in academic hiring practices. They studied almost 1,000 professors in a mock hiring situation in which each professor read the files of several job applicants and then rank-ordered the applicants in terms of most-to-least qualified. What the professors did not know was that the gender of the job applicants was randomly assigned to the professors. That is, if one professor read that job applicant A was a woman, another professor read that the same job applicant A was a man. As a result, an average rating of each applicant could be compared when that applicant was presented as a male and as a female. In this study, what is the dependent variable?   |  |  |  | | --- | --- | --- | |  | a. | the number of professors | |  | b. | the rank-order of applicants | |  | c. | the gender of the applicants | |  | d. | the number of applicants |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 213. Williams and Ceci (2015) sought to determine if gender biases exist in academic hiring practices. They studied almost 1,000 professors in a mock hiring situation in which each professor read the files of several job applicants and then rank-ordered the applicants in terms of most-to-least qualified. What the professors did not know was that the gender of the job applicants was randomly assigned to the professors. That is, if one professor read that job applicant A was a woman, another professor read that the same job applicant A was a man. As a result, an average rating of each applicant could be compared when that applicant was presented as a male and as a female. In this study, what is the independent variable?   |  |  |  | | --- | --- | --- | |  | a. | the number of professors | |  | b. | the rank-order | |  | c. | the gender of the applicants | |  | d. | the number of applicants |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 214. \_\_\_\_\_ occurs when participants decide which condition to receive.   |  |  |  | | --- | --- | --- | |  | a. | Self-selection | |  | b. | Random assignment | |  | c. | Informed consent | |  | d. | Random sampling |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 215. What is the major problem associated with self-selection as a way to assign participants to different conditions?   |  |  |  | | --- | --- | --- | |  | a. | Participants will choose the condition that they want to be in based on demand characteristics. | |  | b. | The two groups probably will differ on many variables in addition to whether they received the treatment. | |  | c. | Self-selection violates the requirement for informed consent. | |  | d. | Self-selection prevents the manipulation of the independent variable and measurement of the dependent variable. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 216. \_\_\_\_\_ occurs when participants are assigned to a condition by chance.   |  |  |  | | --- | --- | --- | |  | a. | Self-selection | |  | b. | Random assignment | |  | c. | Double-blind experimentation | |  | d. | Random sampling |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 217. Random assignment involves randomly:   |  |  |  | | --- | --- | --- | |  | a. | selecting participants for inclusion into the experiment. | |  | b. | determining which variable will be manipulated and which will be measured. | |  | c. | determining how many levels of the independent variable will be investigated. | |  | d. | placing participants into the different conditions of the experiment. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 218. Sachiko wants to see if watching movies helps people relax. She asks 100 participants to come to the laboratory, and as they walk in, she asks each person if they'd like to watch a movie or sit in a silent room. Based on what they've chosen, participants then spend an hour watching a movie or sitting in silence while Sachiko assesses states of alertness and relaxation. What's wrong with this experiment?   |  |  |  | | --- | --- | --- | |  | a. | She didn't choose an independent variable. | |  | b. | She didn't measure a dependent variable. | |  | c. | She didn't randomly assign participants to the conditions. | |  | d. | She didn't expose participants to both movie and silent conditions. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 219. Jennifer wants to see if the colour of the testing room causes test anxiety. She asks 100 participants to come to a modified classroom, and as they walk in, she asks each person to choose either a testing cubicle painted bright red or a testing cubicle painted off white. On the basis of their choices, participants spend 20 minutes in one or the other cubicle solving challenging math problems. Then they complete a survey asking them questions about how anxious they were during the math test. What's wrong with Jennifer's experiment?   |  |  |  | | --- | --- | --- | |  | a. | She didn't choose an independent variable. | |  | b. | She didn't measure a dependent variable. | |  | c. | She didn't randomly assign participants to the conditions. | |  | d. | She didn't expose participants to both colours. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 220. Which method does NOT use random assignment to assign participants to groups?   |  |  |  | | --- | --- | --- | |  | a. | basing group assignment on a coin flip | |  | b. | basing group assignment on a dice roll | |  | c. | basing group assignment on the outcome of a random number generator | |  | d. | basing group assignment on the order in which participants arrive to be studied |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 221. Valentina wants to examine whether taking practice quizzes before an exam increases exam scores. She considers several methods for assigning groups. Which method does NOT use random assignment to assign participants to groups?   |  |  |  | | --- | --- | --- | |  | a. | basing group assignment on a coin flip | |  | b. | basing group assignment on a dice roll | |  | c. | basing group assignment on the outcome of a random number generator | |  | d. | basing group assignment on which psychology class the students are currently taking |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 222. Random assignment to groups helps ensure that:   |  |  |  | | --- | --- | --- | |  | a. | demand characteristics in each group are minimized. | |  | b. | an independent variable is manipulated in each group. | |  | c. | groups do not differ on variables not of interest. | |  | d. | a correlation does not exist between the independent and dependent variables. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 223. Muller and Schwarz (2018) found a correlation between the number of hate crimes and hate posts on Facebook. They were able to find evidence that increased numbers of hate posts caused hate crimes because:   |  |  |  | | --- | --- | --- | |  | a. | there was no third variable that affected both hate posts and hate crimes. | |  | b. | the hate posts occurred before the hate crimes. | |  | c. | Facebook service was randomly and intermittently interrupted. | |  | d. | correlational research always reveals causation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 224. Muller and Schwarz (2018) examined the relationship between hate crimes and hate posts on Facebook. The main conclusion of their research was:   |  |  |  | | --- | --- | --- | |  | a. | hate posts on Facebook motivated real-life hate crime. | |  | b. | hate crimes occurred before hate posts. | |  | c. | hate posts and hate crimes are not correlated. | |  | d. | there are no third variables underlying both hate posts and hate crimes. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 225. When random assignment fails to create equivalent groups, the problem of \_\_\_\_\_ occurs.   |  |  |  | | --- | --- | --- | |  | a. | sampling error | |  | b. | self-selection | |  | c. | third variables | |  | d. | external validity |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 226. Experiments do NOT adequately control for third variables when:   |  |  |  | | --- | --- | --- | |  | a. | participants are not randomly selected for study. | |  | b. | not enough levels of the independent variable are studied. | |  | c. | the manipulation actually causes changes in the dependent variable. | |  | d. | random assignment fails to create equivalent groups. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 227. If differences between the conditions of an experiment are obtained, and when the odds are acceptably low that random assignment hasn't failed in an experiment, the results of the experiment are said to:   |  |  |  | | --- | --- | --- | |  | a. | be reliable. | |  | b. | have internal validity. | |  | c. | be statistically significant. | |  | d. | have external validity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 228. Which of the following represents the probability that random assignment has failed?   |  |  |  | | --- | --- | --- | |  | a. | *p*-value | |  | b. | correlation coefficient | |  | c. | descriptive statistics | |  | d. | validity coefficients |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 229. A result is said to be statistically significant if the odds that random assignment has failed in an experiment is less than:   |  |  |  | | --- | --- | --- | |  | a. | 2%. | |  | b. | 5%. | |  | c. | 10%. | |  | d. | 25%. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 230. A *p*-value is a(n):   |  |  |  | | --- | --- | --- | |  | a. | measure of central tendency. | |  | b. | measure of variability. | |  | c. | descriptive statistic. | |  | d. | measure of the odds of random assignment failures. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 231. The experimental and control groups differ on the dependent measure. Which result would indicate a statistically significant result?   |  |  |  | | --- | --- | --- | |  | a. | *p* > 0.5 | |  | b. | *p* < 0.5 | |  | c. | *p* > 0.05 | |  | d. | *p* < 0.05 |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 232. The characteristic of an experiment that establishes the causal relationship between variables is termed:   |  |  |  | | --- | --- | --- | |  | a. | power. | |  | b. | reliability. | |  | c. | internal validity. | |  | d. | external validity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 233. If an experiment is internally valid, one can infer that:   |  |  |  | | --- | --- | --- | |  | a. | manipulating the independent variable caused the changes in the dependent variable. | |  | b. | the independent and dependent variables were correlated but not necessarily causally related. | |  | c. | the variables were defined optimally in terms of validity. | |  | d. | the same results would be obtained if we replicated the experiment in a different population. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 234. In a class of 35 students, the odds that two people in the group share a birthday are:   |  |  |  | | --- | --- | --- | |  | a. | 2%. | |  | b. | 10%. | |  | c. | 20%. | |  | d. | 85%. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 235. People routinely \_\_\_\_\_ the likelihood of coincidences happening by chance.   |  |  |  | | --- | --- | --- | |  | a. | underestimate | |  | b. | overestimate | |  | c. | fail to guess | |  | d. | guess accurately |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 236. External validity means that:   |  |  |  | | --- | --- | --- | |  | a. | an experiment used reliable measures of the independent variable. | |  | b. | a correlation was established between an independent and a dependent variable. | |  | c. | an experiment has been verified by a group of scientists not associated with the study. | |  | d. | the variables in an experiment have been defined in a normal, typical, or realistic way. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 237. The closer an experiment is to arranging circumstances similar to the real world, the more psychologists can claim it has:   |  |  |  | | --- | --- | --- | |  | a. | internal validity. | |  | b. | external validity. | |  | c. | reliability. | |  | d. | statistical significance. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 238. Most experiments in psychology lack:   |  |  |  | | --- | --- | --- | |  | a. | external validity. | |  | b. | internal validity. | |  | c. | randomization. | |  | d. | manipulation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 239. Externally invalid experiments are not problematic when the goal of the research is to:   |  |  |  | | --- | --- | --- | |  | a. | model a real-world phenomenon. | |  | b. | generalize research findings to different cultures. | |  | c. | make naturalistic observations. | |  | d. | test hypotheses derived from theories. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 240. The chair of the Psychology department wants to determine the average GPA of all psychology majors at the college. She compiles a list of the GPAs of all the psychology majors and calculates the average. The chairperson is working with data from a(n):   |  |  |  | | --- | --- | --- | |  | a. | experiment. | |  | b. | population. | |  | c. | sample. | |  | d. | case study. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 241. The chair of the Psychology department wants to determine the average GPA of all the psychology majors in the United States. She randomly selects 50 colleges and universities and compiles a list of the GPAs of all the psychology majors at those institutions. This list represents a(n):   |  |  |  | | --- | --- | --- | |  | a. | experimental group. | |  | b. | population. | |  | c. | sample. | |  | d. | case study. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 242. The size of the population is signified by which symbol?   |  |  |  | | --- | --- | --- | |  | a. | *n* | |  | b. | *N* | |  | c. | *p* | |  | d. | *P* |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 243. The size of the sample is signified by which symbol?   |  |  |  | | --- | --- | --- | |  | a. | *n* | |  | b. | *N* | |  | c. | *s* | |  | d. | *S* |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 244. Dr. Sardonicus learned of a woman whose tongue turned a bright shade of green whenever she felt stressed. Although this is a rare event in the general population, Dr. Sardonicus nonetheless interviewed the woman at great length and made detailed observations about her behaviour. Dr. Sardonicus used \_\_\_\_\_ to gather data.   |  |  |  | | --- | --- | --- | |  | a. | naturalistic observation | |  | b. | the case method | |  | c. | random sampling | |  | d. | the law of large numbers |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 245. A psychologist who studies memory processes by investigating the remarkable ability of Akira Haraguchi to accurately recite pi to 100,000 digits is using:   |  |  |  | | --- | --- | --- | |  | a. | experimentation. | |  | b. | the case method. | |  | c. | self-selection. | |  | d. | the double-blind technique. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 246. The phrase "*n* = 1" means that:   |  |  |  | | --- | --- | --- | |  | a. | the results are not statistically significant. | |  | b. | there is a perfect correlation between two variables. | |  | c. | there is only one participant in the study. | |  | d. | there is only one independent variable. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 247. Which mathematical expression distinguishes the case method from other types of research?   |  |  |  | | --- | --- | --- | |  | a. | *n* > *N* | |  | b. | *N* > *n* | |  | c. | *n* = 1 | |  | d. | *N* < 0.05 |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 248. When every member of a population has an equal chance of being included in a sample, what sampling process is being used?   |  |  |  | | --- | --- | --- | |  | a. | reliability sampling | |  | b. | random assignment | |  | c. | random sampling | |  | d. | convenience sampling |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 249. When every member of a population has an equal chance of being included in a sample, the sample is said to be \_\_\_\_\_ the population.   |  |  |  | | --- | --- | --- | |  | a. | representative of | |  | b. | replicable to | |  | c. | statistically significant to | |  | d. | internally valid to |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 250. Random selection allows psychologists to \_\_\_\_\_ the sample to the population.   |  |  |  | | --- | --- | --- | |  | a. | infer causation from | |  | b. | compare | |  | c. | generalize from | |  | d. | remove third variables from |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 251. Random \_\_\_\_\_ allows psychologists to generalize from the \_\_\_\_\_ to the \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | selection; population; sample | |  | b. | selection; sample; population | |  | c. | assignment; population; sample | |  | d. | assignment; sample; population |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 252. Which statement accurately summarizes the way psychologists gather research participants?   |  |  |  | | --- | --- | --- | |  | a. | Psychologists usually use random samples of the population. | |  | b. | Psychologists typically use volunteers, often drawn from a college population. | |  | c. | Psychologists typically select participants at random from the phone book. | |  | d. | Psychologists select only those participants who outwardly appear to be of average intelligence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 253. Psychologists usually select participants for study based on:   |  |  |  | | --- | --- | --- | |  | a. | convenience. | |  | b. | random sampling. | |  | c. | random assignment. | |  | d. | matched pairs. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 254. Terry is interested in whether it is possible for a person to hold more than seven items in working memory at a time. Terry measures memory storage in volunteers who sign up for the study. What rationale would Terry give for NOT using random sampling?   |  |  |  | | --- | --- | --- | |  | a. | Sometimes generality does not matter. | |  | b. | Sometimes generality cannot be determined. | |  | c. | Sometimes generality can be determined. | |  | d. | Sometimes generality is best determined by nonrandom sampling. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 255. If researchers are interested in whether it is physically possible for a person to have a reaction time less than 0.05 sec, what rationale would the researchers give for not using random sampling?   |  |  |  | | --- | --- | --- | |  | a. | Sometimes generality does not matter. | |  | b. | Sometimes generality cannot be determined. | |  | c. | Sometimes generality can be determined. | |  | d. | Sometimes generality is best determined by nonrandom sampling. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 256. If researchers measure how some American children behave after playing a violent video game for 2 hours and then replicate the experiment with Asian, European, and African children and then with teenagers, the researchers would be using which justification of nonrandom sampling?   |  |  |  | | --- | --- | --- | |  | a. | Sometimes generality does not matter. | |  | b. | Sometimes generality is the cause of the effect. | |  | c. | Sometimes generality cannot be determined. | |  | d. | Sometimes generality can be assumed. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 257. If researchers are interested in the average time it takes to press a button when a green light flashes on a screen, and they simply measure the reaction times of volunteers who sign up for the study, what rationale would the researchers give for not using random sampling?   |  |  |  | | --- | --- | --- | |  | a. | Sometimes generality does not matter. | |  | b. | Sometimes generality cannot be determined. | |  | c. | Sometimes generality is the cause of the effect. | |  | d. | Sometimes generality can be assumed. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 258. The representativeness of a study's results can be empirically determined in a(n):   |  |  |  | | --- | --- | --- | |  | a. | natural correlation. | |  | b. | experimental design. | |  | c. | case method. | |  | d. | direct replication with a new sample. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 259. A \_\_\_\_\_ is an experiment that uses the same procedures as a previous experiment but with a new sample from the same population.   |  |  |  | | --- | --- | --- | |  | a. | replication | |  | b. | repetition | |  | c. | case method | |  | d. | natural correlation |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 260. In a replication, which of the following is different from the experiment that is being replicated?   |  |  |  | | --- | --- | --- | |  | a. | procedure | |  | b. | sample | |  | c. | population | |  | d. | method |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 261. No one truly knows whether there is a "replication crisis" in psychology. Which of the following is a reason the replication rate of experiments in psychology is so hard to determine?   |  |  |  | | --- | --- | --- | |  | a. | The studies that researchers choose to replicate are often not representative of the field of psychology as a whole. | |  | b. | Psychological experiments are impossible to replicate perfectly. | |  | c. | The use of different samples amongst replications leads to different results each time. | |  | d. | The odds of random assignment failure are too high with an accepted *p*-value of 0.05. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 262. No one truly knows whether there is a "replication crisis" in psychology. Which of the following is a reason the replication rate of experiments in psychology is so hard to determine?   |  |  |  | | --- | --- | --- | |  | a. | Research teams conducting replications often fail to use the same methods as the original study. | |  | b. | Psychological experiments are impossible to replicate perfectly. | |  | c. | The use of different samples amongst replications leads to different results each time. | |  | d. | The odds of random assignment failure are too high with an accepted *p*-value of 0.05. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 263. A Type I error occurs when researchers conclude that there is:   |  |  |  | | --- | --- | --- | |  | a. | a causal relationship between two variables. | |  | b. | a causal relationship between two variables when there is none. | |  | c. | a third-variable problem. | |  | d. | no causal relationship between two variables. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 264. A Type II error occurs when researchers conclude that there is:   |  |  |  | | --- | --- | --- | |  | a. | a causal relationship between two variables. | |  | b. | a causal relationship between two variables when there is none. | |  | c. | a third-variable problem. | |  | d. | no causal relationship between two variables when in fact there is. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 265. A Type II error is also known as a:   |  |  |  | | --- | --- | --- | |  | a. | false positive. | |  | b. | true positive. | |  | c. | false negative. | |  | d. | true negative. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 266. A Type I error is also known as a:   |  |  |  | | --- | --- | --- | |  | a. | false positive. | |  | b. | true positive. | |  | c. | false negative. | |  | d. | true negative. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 267. The scientific method was FIRST formalized by:   |  |  |  | | --- | --- | --- | |  | a. | Newton. | |  | b. | Galileo. | |  | c. | Bacon. | |  | d. | Descartes. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 268. Which statement about critical thinking is TRUE?   |  |  |  | | --- | --- | --- | |  | a. | Humans have a natural tendency to evaluate evidence critically. | |  | b. | Courses designed to increase critical thinking usually are effective. | |  | c. | Decisions based on empirical data necessarily involve critical thinking. | |  | d. | Thought patterns that have been evolutionary adaptive often interfere with the ability to critically evaluate evidence. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 269. Humans have a natural tendency to:   |  |  |  | | --- | --- | --- | |  | a. | notice evidence that is inconsistent with their beliefs. | |  | b. | ignore what they can't see. | |  | c. | engage in critical thinking as a default cognitive strategy. | |  | d. | give undue importance to events that are contrary to their wishes or desires. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 270. According to the textbook, the FIRST rule of critical thinking is to:   |  |  |  | | --- | --- | --- | |  | a. | be skeptical of everything. | |  | b. | trust only what you observe. | |  | c. | doubt your own conclusions. | |  | d. | believe information published in scientific journals. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 271. Doubting one's own conclusions is:   |  |  |  | | --- | --- | --- | |  | a. | inconsistent with the scientific method. | |  | b. | a vital component of critical thinking. | |  | c. | an adaptive psychological tendency that results from our evolutionary past. | |  | d. | a maladaptive pattern of thinking that is taught to us at an early age. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 272. Darley and Gross (1983) showed participants a video of a girl taking a reading test. They then asked participants to rate the girl's academic ability. These researchers found that participants rated her academic ability higher if they thought that she:   |  |  |  | | --- | --- | --- | |  | a. | was from an affluent family. | |  | b. | was from an extremely religious family. | |  | c. | had struggled to overcome her family's poverty. | |  | d. | was 10 years of age instead of 12 years of age. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 273. Darley and Gross (1983) showed participants a video of a girl taking a reading test. Some participants were told that the girl was from an affluent family and others were told that she was from a poor family. Then participants were asked to rank the girl's academic abilities. Which statement regarding the findings of this experiment is TRUE?   |  |  |  | | --- | --- | --- | |  | a. | Ratings were unaffected by knowledge of the girl's socioeconomic status as long as she was dressed similarly in both videos. | |  | b. | Ratings were unaffected by knowledge of the girl's socioeconomic status as long as the girl performed equally well on the reading test in both videos. | |  | c. | Ratings were higher if they thought the girl was affluent relative to poor, but participants could not justify these ratings with evidence from the video. | |  | d. | Ratings were higher if they thought the girl was affluent relative to poor and participants could justify these ratings with evidence from the video. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 274. Participants in one study (Lord, Ross, & Lepper, 1979) were first asked about their beliefs regarding the death penalty, and then they were provided with evidence both for and against it. After studying these materials, beliefs about the death penalty were reassessed. This study found that participants:   |  |  |  | | --- | --- | --- | |  | a. | reported that their original beliefs were weakened after evaluating arguments on both sides of the debate. | |  | b. | were more likely to favour the death penalty, regardless of their original beliefs. | |  | c. | were more likely to oppose the death penalty, regardless of their original beliefs. | |  | d. | reported that their original beliefs were strengthened after evaluating arguments on both sides of the debate. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 275. Suppose that a local government is considering a construction project that will cost taxpayers a large amount of money. Residents on both sides of the debate have strong views. In an attempt to educate the public, the city arranges several informational sessions in which the pros and cons of the project are discussed. Which result is consistent with the psychological literature?   |  |  |  | | --- | --- | --- | |  | a. | Residents' original attitudes towards the project would be strengthened by attending the informational sessions. | |  | b. | Residents' original attitudes towards the project would be weakened slightly by attending the informational sessions. | |  | c. | The majority of the residents would change their minds after hearing evidence on both sides of the debate. | |  | d. | The informational sessions would have no effect whatsoever on residents' attitudes towards the project. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 276. College administrators are presented with mixed evidence that a recent initiative to increase 1st-year success amongst its students is effective. Based on results from the psychological literature, the administrators probably will decide to:   |  |  |  | | --- | --- | --- | |  | a. | discontinue the program in the absence of clear evidence of effectiveness. | |  | b. | reduce funding for the program as a result of the ambiguous evidence. | |  | c. | continue to fund the program fully for one additional year with the intent to discontinue the program if the data next year are inconclusive. | |  | d. | continue to fund the program as a result of perceived encouraging evidence of effectiveness. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 277. People are more critical of new evidence that is:   |  |  |  | | --- | --- | --- | |  | a. | consistent with common sense. | |  | b. | consistent with their attitudes or beliefs. | |  | c. | inconsistent with their attitudes or beliefs. | |  | d. | presented using emotionally charged language. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 278. When presented with information that is inconsistent with their attitudes or beliefs, people generally ask themselves which question?   |  |  |  | | --- | --- | --- | |  | a. | Is there any evidence here that would make me reconsider my opinion? | |  | b. | Is this evidence stronger than the evidence consistent with my beliefs? | |  | c. | What would be the social repercussions if I change my mind on this issue? | |  | d. | Is this information flawed or limited in some way? |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 279. Consistent with psychological research, politicians tend to surround themselves with advisors who:   |  |  |  | | --- | --- | --- | |  | a. | like to play devil's advocate and challenge the politicians' beliefs on policy issues. | |  | b. | validate the politicians' beliefs on most policy issues. | |  | c. | present both sides of a policy issue in a fair and balanced way. | |  | d. | spend more time objectively considering evidence that opposes the politicians' beliefs. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 280. Jeff must find four sources for a term paper he is writing on corporal punishment (e.g., spanking). Jeff's family spanked him when he misbehaved as a child, and Jeff believes that it is a useful behavioural modification technique. If Jeff is like most people, he probably will:   |  |  |  | | --- | --- | --- | |  | a. | find four studies suggesting that corporal punishment is effective and relatively harmless. | |  | b. | find four studies suggesting that corporal punishment is dangerous but then attempt to discredit this research. | |  | c. | review two studies on each side of the debate in a fair and balanced way. | |  | d. | change his mind once he has reviewed the evidence on both sides of the debate. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 281. April must find four sources for a term paper she is writing on the effectiveness of public assistance such as welfare in combating poverty. April tends to oppose welfare on philosophical grounds. April probably will:   |  |  |  | | --- | --- | --- | |  | a. | summarize four studies suggesting that welfare is actually effective in order to consciously guard against her known biases. | |  | b. | find four studies suggesting that welfare is effective but then attempt to discredit this research. | |  | c. | review two studies on each side of the debate in a fair and balanced way. | |  | d. | summarize four studies suggesting that welfare is ineffective at combating poverty. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 282. An archaeologist discovers new evidence suggesting humans inhabited a particular area long before it was originally believed. If the archaeologist is critically thinking, she should first:   |  |  |  | | --- | --- | --- | |  | a. | critically evaluate the work of other archaeologists who argue the opposite. | |  | b. | contact her professional colleagues who share her views and spread the good news. | |  | c. | conduct additional tests on the evidence in an attempt to falsify her results. | |  | d. | contact the press and begin publicizing her findings. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 283. A psychologist discovers an important research finding in her laboratory that is seemingly inconsistent with what other researchers have found. Her new results have profound implications to our understanding of human behaviour. If the psychologist is critically thinking, she should first:   |  |  |  | | --- | --- | --- | |  | a. | critically evaluate previous research looking for flaws. | |  | b. | attempt to replicate her own findings and rule out alternative explanations for her results. | |  | c. | consider how general her findings are to people living in other cultures. | |  | d. | contact the press and begin publicizing her findings. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 284. To develop your critical thinking skills, you should:   |  |  |  | | --- | --- | --- | |  | a. | try to avoid being skeptical of new evidence. | |  | b. | surround yourself with people who do not share your views. | |  | c. | believe everything published in quality scientific journals. | |  | d. | not base decisions on missing evidence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 285. An archaeologist discovers new evidence suggesting humans inhabited a particular area long before it was originally believed. Because these results are so novel, if the archaeologist is critically thinking, she should first:   |  |  |  | | --- | --- | --- | |  | a. | critically evaluate the work of other archaeologists who argue the opposite. | |  | b. | contact archaeologists who oppose this viewpoint and ask them to evaluate her evidence. | |  | c. | begin writing a book on her findings. | |  | d. | contact the press and begin publicizing her findings. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 286. Which statement about the role of missing evidence in decision making is TRUE?   |  |  |  | | --- | --- | --- | |  | a. | People have a natural tendency to seek out informational gaps in order to arrive at the best possible decision. | |  | b. | People usually overvalue the importance of missing evidence. | |  | c. | People usually ignore missing evidence. | |  | d. | People have a strong tendency to actively seek missing information if what is missing would challenge their existing beliefs. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 287. The public is excited about a new cancer-fighting drug that has saved the lives of more than 1,000 people diagnosed with terminal cancer in just the past year. People may misjudge the effectiveness of the drug, primarily because they rarely ask which question?   |  |  |  | | --- | --- | --- | |  | a. | Does the expense of the drug make its use impractical? | |  | b. | What are the side effects of the drug? | |  | c. | Is the drug more effective than not obtaining any treatment? | |  | d. | How many people took the drug and nevertheless died? |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 288. The public gets suckered into buying the latest weight-loss supplement from television infomercials featuring many testimonials that the supplement is effective, precisely because they rarely consider which question?   |  |  |  | | --- | --- | --- | |  | a. | How expensive will this supplement be to use long term? | |  | b. | Do the side effects of the supplement outweigh the weight-loss benefits? | |  | c. | How many people have taken the supplement and not lost weight? | |  | d. | Is the supplement more effective than diet and exercise? |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 289. According to the textbook, the second rule of critical thinking is to:   |  |  |  | | --- | --- | --- | |  | a. | be skeptical of everything. | |  | b. | trust only what you observe. | |  | c. | consider what you don't see. | |  | d. | believe information published in scientific journals. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 290. An archaeologist discovers new evidence suggesting humans inhabited a particular area long before it was originally believed. Because these results are so novel, if the archaeologist is critically thinking, she should first:   |  |  |  | | --- | --- | --- | |  | a. | critically evaluate the work of other archaeologists who argue the opposite. | |  | b. | contact archaeologists who share her views and ask them to evaluate her evidence. | |  | c. | begin writing a book on her findings. | |  | d. | look for additional evidence that may still be missing that humans inhabited the area. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 291. Which ethical code was developed as a reaction to Nazi atrocities during World War II?   |  |  |  | | --- | --- | --- | |  | a. | the Nuremberg Code | |  | b. | the Belmont Report | |  | c. | the Health Insurance Portability and Accountability Act | |  | d. | the APA Code of Ethics |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 292. From 1932 to 1972, the U.S. government conducted the Tuskegee experiment, an example of unethical research in which African American males were denied treatment for \_\_\_\_\_ in order to study the time course of the disease.   |  |  |  | | --- | --- | --- | |  | a. | cancer | |  | b. | syphilis | |  | c. | schizophrenia | |  | d. | high blood pressure |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 293. Which of the following federal research agencies is NOT part of the "tri-council"?   |  |  |  | | --- | --- | --- | |  | a. | American Psychological Association (APA) | |  | b. | Canadian Institutes of Health Research (CIHR) | |  | c. | National Sciences and Engineering Research Council (NSERC) | |  | d. | Social Sciences and Humanities Research Council (SSHRC) |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 294. The "tri-council" core principle of showing concern for welfare in research suggests that:   |  |  |  | | --- | --- | --- | |  | a. | risks and benefits should be distributed fairly to participants. | |  | b. | participants should not be exposed to risk. | |  | c. | researchers should attempt to maximize the benefits and minimize the risks of their research. | |  | d. | researchers should obtain informed consent from participants. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 295. A social psychologist is constantly evaluating his program of research to make sure that the benefits of the research in terms of knowledge about human behaviour outweigh the risks associated with mild deception. The psychologist is evaluating whether his research:   |  |  |  | | --- | --- | --- | |  | a. | is externally valid. | |  | b. | shows concern for the welfare of his participants. | |  | c. | is just. | |  | d. | involves respect for persons. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 296. Participants in psychological research are free to end their participation at any time, with no threat of retribution or punishment. This freedom is consistent with which feature of ethical research?   |  |  |  | | --- | --- | --- | |  | a. | external validity | |  | b. | concern for welfare | |  | c. | being just | |  | d. | respect for persons |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 297. It is unethical to coerce people into participating in research, even if the research is ultimately beneficial, because doing so violates which feature of ethical research?   |  |  |  | | --- | --- | --- | |  | a. | external validity | |  | b. | concern for welfare | |  | c. | being just | |  | d. | respect for persons |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 298. An educational psychologist is constantly evaluating her program of research to make sure that the benefits of the research in terms of insight into effective educational practices outweigh the risks associated with sometimes studying an ineffective teaching technique. The psychologist is evaluating whether her research:   |  |  |  | | --- | --- | --- | |  | a. | is externally valid. | |  | b. | shows concern for the welfare of her participants. | |  | c. | is just. | |  | d. | involves respect for persons. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 299. As a feature of ethical research, the term *just* refers to which statement?   |  |  |  | | --- | --- | --- | |  | a. | Risks and benefits should be distributed fairly to participants. | |  | b. | Deception should not be used. | |  | c. | Researchers should attempt to maximize the benefits and minimize the risks to participants. | |  | d. | Researchers should obtain informed consent from participants. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 300. An educational psychologist is interested in comparing two educational techniques in a sample of preschool children. In part because she believes that one technique might be more effective than the other, children are randomly assigned to the two techniques so that every child has the same opportunity to be assigned to the more effective technique. Randomly assigning students to groups satisfies which feature of ethical research?   |  |  |  | | --- | --- | --- | |  | a. | external validity | |  | b. | concern for welfare | |  | c. | being just | |  | d. | respecting persons |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 301. A psychiatrist is interested in comparing two different drugs to treat depression in a sample of patients. Because the drugs may differ both in terms of their effectiveness and in terms of side effects, patients are randomly assigned to the two drug conditions. Randomly assigning patients to groups satisfies which feature of ethical research?   |  |  |  | | --- | --- | --- | |  | a. | external validity | |  | b. | concern for welfare | |  | c. | being just | |  | d. | respecting people |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 302. Which of the following is NOT one of the core principles of the Tri-Council Policy Statement (TCPS): Ethical Conduct for Research Involving Humans? Research involving humans should:   |  |  |  | | --- | --- | --- | |  | a. | ensure that participants are monetarily compensated for their time. | |  | b. | show respect for persons and their right to make decisions for and about themselves without coercion. | |  | c. | show concern for welfare of participants by maximizing benefits and reducing risks. | |  | d. | equally distribute the benefits and risks to participants without prejudice. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 303. Informed consent:   |  |  |  | | --- | --- | --- | |  | a. | must be obtained before individuals participate in an experiment. | |  | b. | is strongly recommended but not mandatory for individuals participating in an experiment. | |  | c. | is not necessary unless painful stimuli are involved. | |  | d. | is mandatory only for participants over 18 years of age. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 304. The ethical principle of \_\_\_\_\_ means that research participants are given enough information about a study to make a reasonable decision about whether to participate.   |  |  |  | | --- | --- | --- | |  | a. | freedom from coercion | |  | b. | informed consent | |  | c. | debriefing | |  | d. | protection from harm |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 305. Jill decides to participate in research studies conducted by professors in the psychology department. Before a study begins, she is given what looks like a contract that describes the study, as well as the risks and benefits of participating. This describes:   |  |  |  | | --- | --- | --- | |  | a. | debriefing. | |  | b. | informed consent. | |  | c. | demand characteristics. | |  | d. | research instructions. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 306. An instructor makes it clear to his psychology students that if they do not participate in his research, they will receive a failing grade. What ethical principle has the instructor violated?   |  |  |  | | --- | --- | --- | |  | a. | freedom from coercion | |  | b. | informed consent | |  | c. | debriefing | |  | d. | protection from harm |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 307. If there are two different research methodologies that both would answer a particular research question, psychologists are obligated to use whichever methodology minimizes risk to participants. This illustrates which ethical principle?   |  |  |  | | --- | --- | --- | |  | a. | freedom from coercion | |  | b. | informed consent | |  | c. | debriefing | |  | d. | protection from harm |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 308. According to the American Psychological Association (APA) Code of Ethics, which statement about risk–benefit analysis is TRUE?   |  |  |  | | --- | --- | --- | |  | a. | Participants may not be asked to take small risks. | |  | b. | Participants may be asked to accept large risks. | |  | c. | Participants may not be asked to accept large risks. | |  | d. | Participants may not be asked to take any risks. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 309. Which statement regarding deception in psychological research is TRUE?   |  |  |  | | --- | --- | --- | |  | a. | Deception cannot be used. | |  | b. | Deception is a standard practice to minimize demand characteristics and does not need to be justified. | |  | c. | Deception cannot be used if it puts participants at risk of harm or pain. | |  | d. | Deception involving exposure to harm or pain is a justified risk only if debriefing is provided. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 310. Which statement regarding deception in psychological research is TRUE?   |  |  |  | | --- | --- | --- | |  | a. | Deception cannot be used. | |  | b. | Deception is a standard practice to minimize demand characteristics and does not need to be justified. | |  | c. | Deception can be used only when alternative procedures are not available and the study has applied or scientific value. | |  | d. | Deception can be used anytime it results in answers to an important scientific question. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 311. As part of her course requirements, Jill participates in research studies conducted by professors. After she participates, she is fully informed about the nature of the study. This describes:   |  |  |  | | --- | --- | --- | |  | a. | debriefing. | |  | b. | informed consent. | |  | c. | demand characteristics. | |  | d. | risk–benefit analysis. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 312. As part of her course requirements, Jill participates in research studies conducted by professors. After she participates, she is debriefed, during which:   |  |  |  | | --- | --- | --- | |  | a. | researchers attempt to put her in a good mood prior to her leaving the study. | |  | b. | she is informed if the scientific merits learned from her participation outweigh her right to confidentiality. | |  | c. | she is told the true purpose of the study and an attempt is made to undo any emotional changes that occurred as a result of her participation. | |  | d. | she is informed of both the risks and the benefits of participating in the research. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 313. The ethical principle of \_\_\_\_\_ is related to participants being told the true purpose and nature of an experiment after it is over.   |  |  |  | | --- | --- | --- | |  | a. | informed consent | |  | b. | debriefing | |  | c. | protection from harm | |  | d. | freedom from coercion |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 314. Which statement about divulging the true purpose of an experiment is TRUE?   |  |  |  | | --- | --- | --- | |  | a. | The psychologist need not divulge the true purpose of an experiment. | |  | b. | The psychologist must divulge the true purpose of the experiment before the subject participates. | |  | c. | The psychologist must divulge the true purpose of the experiment only after it has been published. | |  | d. | The psychologist must divulge the true purpose of the experiment after the person participates. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 315. How is the psychological code of ethics enforced?   |  |  |  | | --- | --- | --- | |  | a. | by the honour system (self-regulation) | |  | b. | by research ethics boards (REBs) | |  | c. | by international inspectors from the UN task force on human rights | |  | d. | through the tenure and promotion system at colleges and universities |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 316. Which statement about research ethics boards (REBs) is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | They are part of a federal agency that monitors research with humans. | |  | b. | The boards contain community members, researchers, and university staff. | |  | c. | The boards enforce the psychological code of ethics. | |  | d. | A psychological study cannot be conducted until an REB has reviewed and approved it. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 317. The national organization responsible for establishing standards for the ethical use and care of animals in research is known as the:   |  |  |  | | --- | --- | --- | |  | a. | National Animal Research Council (NARC) | |  | b. | Canadian Council on Animal Care (CCAC) | |  | c. | People for the Ethical Treatment of Animals (PETA) | |  | d. | Canadian Institutes of Animal Research (CIAR) |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 318. Which of the following is NOT one of the Three Rs of animal research?   |  |  |  | | --- | --- | --- | |  | a. | replacement | |  | b. | reduction | |  | c. | respect | |  | d. | refinement |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 319. The ethical analysis and reporting of scientific results is regulated by:   |  |  |  | | --- | --- | --- | |  | a. | the "tri-council." | |  | b. | the American Psychological Association (APA). | |  | c. | research ethics boards (REBs). | |  | d. | the honour system. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 320. Research ethics boards (REBs) ensure that data are ethically:   |  |  |  | | --- | --- | --- | |  | a. | collected. | |  | b. | analyzed. | |  | c. | interpreted. | |  | d. | published. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 321. Which authority is charged with ensuring that the research claims made by scientists respect the truth?   |  |  |  | | --- | --- | --- | |  | a. | research ethics boards (REBs) | |  | b. | the "tri-council" | |  | c. | the American Psychological Association (APA) | |  | d. | no one |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 322. After other researchers tried to replicate his work, the physicist Jan Hendrik Schön was found to have fabricated his data. When caught, he was:   |  |  |  | | --- | --- | --- | |  | a. | fired from his academic position and had his PhD revoked. | |  | b. | verbally warned to stop engaging in fraudulent behaviour; no further action was taken due to a lack of an enforcement agency. | |  | c. | forced to retract those publications in which fraudulent data appeared but allowed to keep his academic position. | |  | d. | fired and sent to prison for 5 years for his fraudulent activities. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 323. Which scenario constitutes fabricating the results of a research study?   |  |  |  | | --- | --- | --- | |  | a. | purposely making a computational "mistake" in order to yield favorable statistical results | |  | b. | suppressing the results of a participant in order to produce a favorable research outcome | |  | c. | rounding data in such a way to produce a statistically desirable outcome | |  | d. | generating fake data to go along with a fictitious study never conducted |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 324. David engages in unethical research practices and changes the result of a statistical test from an otherwise ethically conducted study. David is engaged in:   |  |  |  | | --- | --- | --- | |  | a. | data fabrication. | |  | b. | data falsification involving fudging the results. | |  | c. | suppressing data inconsistent with the study's goals. | |  | d. | willfully ignoring principles of beneficence and justness. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 325. Which of the following is NOT an obligation that psychologists have when writing reports of their studies and publishing them in academic journals?   |  |  |  | | --- | --- | --- | |  | a. | reporting truthfully on what they did and what they found | |  | b. | sharing credit fairly by including people who contributed to the work as co-authors | |  | c. | sharing their data with the scientific community | |  | d. | reporting back to their research ethics board (REB) on their findings |  |  |  | | --- | --- | | *ANSWER:* | d | |