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| 1. Explain why psychology is a science.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 2. Explain what the empirical approach is, and provide an example of its use in psychological science.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 3. Outline the three key aspects of a scientific attitude and provide an example of each.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 4. An online news story claims that subtle differences between the body odors of male and female infants enable women to correctly identify the sex of a baby solely on the basis of their sense of smell. Describe how the scientific attitude would enable you to think in an intelligent way about this claim.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 5. Explain the relationship between the scientific attitude, critical thinking, and psychological science.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 6. Tetania takes class notes by hand rather than typing them on her laptop. Simona, who often sits beside Tetania in class, missed the last class and asked to see Tetania’s notes from that class. Tetania was happy to help. When Simona finished reviewing the notes, she stated, “Based on your handwriting, you are shy and prefer spending time alone in the library. You have only a few close friends.” Use critical thinking to consider the potential accuracy of Simona’s statements.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 7. Discuss the major differences between structuralism and functionalism.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 8. How did the field of psychology react to the first women who were interested in the field? Give specific examples. How has the treatment of women in the field changed over time?  ​   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 9. Describe how psychology has changed since its early origins as the study of mental processes to the science it is today.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 10. Your friend Andrea, a chemistry major, has trouble believing that psychology is a science. “If we can’t observe other people's thoughts and feelings, how could psychology possibly be a science?” she asks. Explain how Edward Titchener and John B. Watson would have responded to her skepticism.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 11. Compare and contrast behaviorism, Freudian psychology, and humanistic psychology.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 12. Using examples, provide support for the claim that the same underlying processes guide the behavior and mental processes of people everywhere.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 13. Explain how the nature–nurture issue is debated in the field of psychology.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 14. Professor Xi claims to be a positive psychologist. What does that mean?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 15. Walter, a third-grade student, has trouble sitting still and focusing. He often disrupts his class by talking to other students or mocking the teacher. Describe how a biopsychosocial approach might provide both an integrated explanation of Walter’s classroom behavior and practical suggestions for helping Walter to cope more effectively with challenges.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 16. When you tell your friend Mathilda that you’re interested in someday becoming a psychologist, she says “That’s great for you, but I don’t think I’d be good at helping people with mental illnesses.” Use your knowledge of psychology’s perspectives and subfields to expand Mathilda’s limited understanding of career opportunities for psychologists.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 17. Compare and contrast some of the subfields of psychology that are most likely to involve basic research.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 18. Compare and contrast some of the subfields in which psychologists are likely to engage in applied research.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 19. Imagine that you are in graduate school studying industrial-organizational psychology. It is time to start thinking about research topics for the thesis you need to write as part of the program requirements. Identify the focus of industrial-organizational psychology, and discuss the possible implications of research in this area.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 20. When you tell your friend Ben that you are taking a psychology course, he replies, “Why? Psychology’s just common sense. I could learn everything I needed to know about psychology just by watching other people.” Explain why your awareness of both the limits of everyday reasoning and the methods of psychological research would lead you to disagree with Ben's assertion.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 21. Stella is convinced that most immigrants in the United States are criminals. Discuss four reasons that misperceptions such as this one are so readily accepted.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 22. Discuss how social media use can contribute to the dissemination of and belief in untruths. How might people combat these tendencies without discontinuing their social media use entirely?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 23. Explain how research in psychological science is used to create, test, and verify or disprove various theories.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 24. Describe the steps that researchers should take, when constructing theories and planning studies, to ensure that their work will be reliable, accurate, and unbiased.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 25. At your graduation ceremony, university president Dr. Gould compares college and university graduates with adults who are less educated. She correctly notes that, compared to people without degrees, higher-education graduates pay more taxes, vote more frequently, engage in more volunteer activities in their communities, and are less likely to be imprisoned. “So, it’s clear,” she concludes, “that colleges and universities do great things for society.” How might you reasonably challenge the way Dr. Gould reached her conclusion?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 26. Think of a research topic that might lend itself well to a case study. Why would this method be well suited to your topic? What could your case study tell us and not tell us about the topic? What are the limitations of case studies, and how would you take account of these limitations in your research?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 27. Professor James wants to examine children’s classroom behavior in relation to their peers. Explain how he would use naturalistic observation in his research.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 28. Stephanie is a graduate student who is preparing a survey for her thesis. Her survey will assess health-compromising behaviors among college students, such as drug and alcohol use. What should she know about wording effects when developing her survey? What can she do to make sure that her questions are not worded in such a way as to influence the responses of her participants?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 29. Imagine that you are a researcher. Outline a study that you might want to conduct using correlation to determine if a relationship exists between your variables. Identify your variables. What kind of relationship would you expect to find between the variables you selected?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 30. Describing behavior is the first step in being able to predict it. Outline the research method that is used to predict behavior, including how behavior is measured and the types of relationships that are generally found.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 31. We know that correlations do not provide cause-effect explanations. Give an example of a correlation, and explain why it does not demonstrate cause and effect.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 32. Design an experiment to test whether a hot environment affects people's aggression levels. Be sure to specify your experimental hypothesis and identify your experimental and control groups and how people would be randomly assigned to each group. Then identify your dependent and independent variables, as well as any confounding variables. Describe any experimental procedures that would help to ensure the reliability of your research.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 33. Dr. Berkowitz would like to investigate the effectiveness of a new treatment for posttraumatic stress disorder. Specifically, he would like to determine if it is more effective than current treatments for this disorder. With this in mind, design an experiment using the double-blind procedure and explain how the placebo effect could impact the results of this study. Be sure to identify your dependent and independent variables, as well as any confounding variables. Also, specify your experimental and control conditions. Identify any experimental procedures that would help to ensure the reliability of your research.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 34. Professor Ajayi would like to examine the relationship between physical punishment during childhood and aggressive behavior during adolescence. Which research design should he use? What factors would Professor Ajayi need to consider when deciding which research design is best?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 35. The text explains that experimental researchers use simplified lab conditions to illuminate human behavior in everyday life. Identify some of those noted in the text, and discuss why you think they successfully apply theoretical principles.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 36. To investigate the impact of caffeine consumption on arousal, researchers plan to give participants either a caffeinated or an uncaffeinated drink prior to their watching arousing video clips. Describe the appropriate ethical guidelines that the researchers would need to meet in order to conduct this study.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 37. How might the application of psychological principles improve your own life?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 38. Thinking about your academic expectations and goals, explain how you can use what you know about psychology to become a better student.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 39. Explain how you can use the SQ3R method for this course.   |  |  | | --- | --- | | *ANSWER:* |  | |