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| 1. To say that a test was empirically derived means that it   |  |  |  | | --- | --- | --- | |  | a. | was developed by testing a pool of items and then selecting those that discriminate between groups. | |  | b. | contains longer questions, covering a wide range of feelings and behaviors. | |  | c. | is used to assess selected personality traits. | |  | d. | identifies clusters of test items that tap basic trait components. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 2. *Personality* is best defined as an individual’s   |  |  |  | | --- | --- | --- | |  | a. | characteristic pattern of thinking, feeling, and acting. | |  | b. | most noticeable characteristics. | |  | c. | implicit memories. | |  | d. | hidden thoughts and emotions. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 3. Compared with those living in individualist cultures, people in collectivist cultures are likely to experience   |  |  |  | | --- | --- | --- | |  | a. | more privacy and less security. | |  | b. | less privacy and more security. | |  | c. | more privacy and more loneliness. | |  | d. | less privacy and more loneliness.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 4. Carl Jung proposed the importance of   |  |  |  | | --- | --- | --- | |  | a. | identification. | |  | b. | erogenous zones. | |  | c. | a collective unconscious. | |  | d. | the inferiority complex. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 5. Nate usually responds to stress calmly and thoughtfully. Chad tends to be anxious and worried. Their differing reactions indicate that each has a distinctive   |  |  |  | | --- | --- | --- | |  | a. | reaction formation. | |  | b. | collective unconscious. | |  | c. | Oedipus complex. | |  | d. | personality.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 6. Humanistic theories focus on   |  |  |  | | --- | --- | --- | |  | a. | characteristic patterns of behavior. | |  | b. | our inner capacities for growth and self-fulfillment. | |  | c. | the interaction between people’s traits and their social context. | |  | d. | childhood sexuality and unconscious motivations. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 7. Trait theories focus on   |  |  |  | | --- | --- | --- | |  | a. | characteristic patterns of behavior. | |  | b. | our inner capacities for growth and self-fulfillment. | |  | c. | the interaction between people’s traits and their social context. | |  | d. | childhood sexuality and unconscious motivations. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 8. Social-cognitive theories built upon   |  |  |  | | --- | --- | --- | |  | a. | psychoanalytic theories. | |  | b. | humanistic theories. | |  | c. | both psychoanalytic and humanistic theories. | |  | d. | neither psychoanalytic nor humanistic theories. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 9. Psychodynamic theorists emphasize the importance of   |  |  |  | | --- | --- | --- | |  | a. | schemas. | |  | b. | growth and fulfillment. | |  | c. | unconscious mental processes. | |  | d. | epigenetics. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 10. Andrea loves her partner Karyn, but unconsciously resents that Karyn spends so much time at work. Andrea's therapist suggests that their relationship would improve if Andrea recognized the conflict between these two feelings. The therapist’s belief best illustrates the \_\_\_\_\_\_\_\_ perspective.   |  |  |  | | --- | --- | --- | |  | a. | trait | |  | b. | humanistic | |  | c. | social-cognitive | |  | d. | psychodynamic |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 11. Freud called his theory of personality and the associated treatment techniques   |  |  |  | | --- | --- | --- | |  | a. | psychodynamic theory. | |  | b. | archetypes. | |  | c. | epigenetics. | |  | d. | psychoanalysis. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 12. After medical school, \_\_\_\_\_\_\_\_ set up a private practice specializing in nervous disorders.   |  |  |  | | --- | --- | --- | |  | a. | Alfred Adler | |  | b. | Sigmund Freud | |  | c. | Karen Horney | |  | d. | Carl Jung |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 13. The belief that some distressing physical symptoms made no neurological sense contributed most directly to   |  |  |  | | --- | --- | --- | |  | a. | Adler’s interest in the inferiority complex. | |  | b. | Freud’s interest in unconscious conflicts. | |  | c. | Horney’s interest in women’s views. | |  | d. | Jung’s interest in the collective unconscious. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 14. Melvin has no memory of crashing his bike into a tree when he was 6 years old. Freud would suggest that this memory has been repressed into the   |  |  |  | | --- | --- | --- | |  | a. | collective unconscious. | |  | b. | unconscious. | |  | c. | preconscious mind. | |  | d. | ego.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 15. Prior to his use of free association, Freud unsuccessfully tried to make use of   |  |  |  | | --- | --- | --- | |  | a. | hypnosis. | |  | b. | projective tests. | |  | c. | psychoactive drugs. | |  | d. | fixation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 16. Which of the following techniques was Freud most likely to use in an attempt to discover the hidden conflicts underlying his patients’ symptoms?   |  |  |  | | --- | --- | --- | |  | a. | questionnaires | |  | b. | free association | |  | c. | projective testing | |  | d. | fixation |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 17. Free association is a method designed to   |  |  |  | | --- | --- | --- | |  | a. | reduce anxiety. | |  | b. | explore the unconscious. | |  | c. | help achieve self-actualization. | |  | d. | show total acceptance of another person. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 18. Easton’s therapist tells him to close his eyes and report any images, words, or thoughts that come to mind as he recalls a difficult situation from his childhood. The therapist is using a procedure called   |  |  |  | | --- | --- | --- | |  | a. | reaction formation. | |  | b. | free association. | |  | c. | projection. | |  | d. | identification. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 19. The image of an iceberg is frequently used to illustrate \_\_\_\_\_\_\_\_ idea of the mind’s structure.   |  |  |  | | --- | --- | --- | |  | a. | Adler’s | |  | b. | Freud’s | |  | c. | Jung’s | |  | d. | Murray’s |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 20. In suggesting that the mind is mostly hidden, Freud was most clearly emphasizing the importance of   |  |  |  | | --- | --- | --- | |  | a. | the inferiority complex. | |  | b. | erogenous zones. | |  | c. | the unconscious. | |  | d. | psychosexual stages. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 21. According to Freud, the preconscious is the   |  |  |  | | --- | --- | --- | |  | a. | reservoir of images derived from our species’ universal experiences. | |  | b. | area where some easily retrievable memories are stored temporarily. | |  | c. | reservoir of mostly unacceptable thoughts and wishes. | |  | d. | sight of our inferiority complex.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 22. According to Freud, we store thoughts temporarily in a(n) \_\_\_\_\_\_\_\_ area before they are brought into \_\_\_\_\_\_\_\_ awareness.   |  |  |  | | --- | --- | --- | |  | a. | preconscious; conscious | |  | b. | conscious; unconscious | |  | c. | unconscious; preconscious | |  | d. | conscious; preconscious |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 23. Renata has not seen her high school friend in several years. When they do meet, Renata is easily able to recognize her friend because, according to Freud, her face is stored at a(n) \_\_\_\_\_\_\_\_ level.   |  |  |  | | --- | --- | --- | |  | a. | conscious | |  | b. | preconscious | |  | c. | unconscious | |  | d. | repressed  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 24. According to Freud, thoughts that are too unsettling for people to acknowledge are   |  |  |  | | --- | --- | --- | |  | a. | manifest contents. | |  | b. | stored in the collective unconscious. | |  | c. | repressed. | |  | d. | inferiority complexes. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 25. Freud emphasized that effective treatment of psychological disorders involves the   |  |  |  | | --- | --- | --- | |  | a. | fixation of repressed sexual desires. | |  | b. | projection of repressed fears. | |  | c. | exploration of repressed memories. | |  | d. | displacement of repressed hostilities. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 26. Sherilyn experienced trauma as a child. Now as an adult, according to Freud, she has banished memories of this trauma from her conscious thoughts and feelings; that is, she has \_\_\_\_\_\_\_\_ her memories of the trauma.   |  |  |  | | --- | --- | --- | |  | a. | denied | |  | b. | displaced | |  | c. | rationalized | |  | d. | repressed |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 27. According to Freud, understanding how the id, ego, and superego interact is essential to grasping the nature of   |  |  |  | | --- | --- | --- | |  | a. | the collective unconscious. | |  | b. | free association. | |  | c. | conflict between impulse and restraint. | |  | d. | an inferiority complex. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 28. According to Freud’s theory, the behavior of a newborn is controlled by   |  |  |  | | --- | --- | --- | |  | a. | the reality principle. | |  | b. | the ego. | |  | c. | the superego. | |  | d. | the id. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 29. The \_\_\_\_\_\_\_\_ demands immediate gratification based on the pleasure principle.   |  |  |  | | --- | --- | --- | |  | a. | id | |  | b. | ego | |  | c. | superego | |  | d. | self-concept |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 30. Herlinde frequently makes mean, angry comments about her boss. Freud would have suggested that her behavior illustrates the powerful influence of the   |  |  |  | | --- | --- | --- | |  | a. | schemas. | |  | b. | superego. | |  | c. | ego. | |  | d. | id. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 31. The pleasure principle is to the \_\_\_\_\_\_\_\_ as the reality principle is to the \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | id; superego | |  | b. | id; ego | |  | c. | Oedipus complex; Electra complex | |  | d. | conscious; unconscious |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 32. Freud emphasized that the ego operates on the \_\_\_\_\_\_\_\_ principle.   |  |  |  | | --- | --- | --- | |  | a. | pleasure | |  | b. | identification | |  | c. | reality | |  | d. | priming |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 33. The \_\_\_\_\_\_\_\_ contains our partly conscious perceptions, thoughts, judgments, and memories.   |  |  |  | | --- | --- | --- | |  | a. | id | |  | b. | ego | |  | c. | superego | |  | d. | personality |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 34. Samuel is upset because he failed to catch the football for a potentially game-winning touchdown. His parents explain to him that he is upset because his ego is bruised. Without being aware of it, Samuel’s parents are actually referencing   |  |  |  | | --- | --- | --- | |  | a. | Sigmund Freud. | |  | b. | Alfred Adler. | |  | c. | Karen Horney. | |  | d. | Carl Jung. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 35. Fifteen-year-old Claire wants to buy a new necklace, but she is $10 short. She thinks about stealing the money from her sister’s piggy bank but instead asks her mother if she can wash the dishes all week to earn some money. According to Freud, asking to earn the money comes from the \_\_\_\_\_\_\_\_, which provides a compromise solution that reflects the \_\_\_\_\_\_\_\_ principle.   |  |  |  | | --- | --- | --- | |  | a. | id; pleasure | |  | b. | ego; pleasure | |  | c. | id; reality | |  | d. | ego; reality  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 36. Mark has a crush on Christina but is not allowed to date yet. So, he decides to join the same after-school clubs as Christina. Which part of his personality, according to Freud, helped him make this decision and balance his desires with what is allowed?   |  |  |  | | --- | --- | --- | |  | a. | id | |  | b. | ego | |  | c. | superego | |  | d. | executive |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 37. If personality were a balance scale, the \_\_\_\_\_\_\_\_ would balance the \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | superego; id and ego | |  | b. | ego; id and superego | |  | c. | id; ego and superego | |  | d. | superego; id and executive |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 38. The superego is the part of personality that   |  |  |  | | --- | --- | --- | |  | a. | mediates between the demands of biology and the external world. | |  | b. | operates on the reality principle. | |  | c. | provides standards for judgments. | |  | d. | performs all of these functions. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 39. Cooper insulted his older brother and now feels guilty for doing so. Freud would have attributed these feelings to Cooper’s   |  |  |  | | --- | --- | --- | |  | a. | id. | |  | b. | superego. | |  | c. | ego. | |  | d. | collective unconscious. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 40. As a college sophomore, Jeroen impulsively and carelessly spends all his time and money on partying at the local bar. Freud would have suggested that Jeroen shows signs of a(n)   |  |  |  | | --- | --- | --- | |  | a. | strong ego. | |  | b. | weak id. | |  | c. | Electra complex. | |  | d. | weak superego.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 41. According to Freud’s theory, the ego   |  |  |  | | --- | --- | --- | |  | a. | is the executive part of personality. | |  | b. | operates on the pleasure principle. | |  | c. | is the major source of guilt feelings. | |  | d. | operates only on a conscious level. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 42. Ayden never bothers to think about how his behavior affects others and so just listens to his impulses. A psychoanalyst would suggest that Ayden shows signs of a   |  |  |  | | --- | --- | --- | |  | a. | strong ego. | |  | b. | strong superego. | |  | c. | weak id. | |  | d. | weak ego. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 43. Although Jessica wants to move in with her romantic partner, she also wants to be on her own for a while. Freud would have suggested that both desires might be partially satisfied by Jessica’s   |  |  |  | | --- | --- | --- | |  | a. | ego. | |  | b. | id. | |  | c. | superego. | |  | d. | Oedipus complex.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 44. Freud suggested that pleasure-seeking energies focus on distinct erogenous zones as we progress through various   |  |  |  | | --- | --- | --- | |  | a. | defense mechanisms. | |  | b. | psychosexual stages. | |  | c. | free associations. | |  | d. | identifications. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 45. In Freud’s theory, erogenous zones are areas of the body in which the   |  |  |  | | --- | --- | --- | |  | a. | ego focuses its pleasure-seeking energies. | |  | b. | superego focuses its pleasure-seeking energies. | |  | c. | id focuses its pleasure-seeking energies. | |  | d. | personality focuses its pleasure-seeking energies. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 46. According to Freud, the most important erogenous zone during earliest infancy consists of the   |  |  |  | | --- | --- | --- | |  | a. | eyes. | |  | b. | mouth. | |  | c. | bowels. | |  | d. | breasts. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 47. According to Freud, the mouth is the most important erogenous zone during   |  |  |  | | --- | --- | --- | |  | a. | the anal stage. | |  | b. | the oral stage. | |  | c. | latency. | |  | d. | the phallic stage.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 48. Chase, who is 9 months old, puts everything in his mouth and sucks his thumb. According to Freud, Chase is in the \_\_\_\_\_\_\_\_ psychosexual stage of development.   |  |  |  | | --- | --- | --- | |  | a. | oral | |  | b. | anal | |  | c. | phallic | |  | d. | genital |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 49. In the \_\_\_\_\_\_\_\_ stage of development, pleasure focuses on bowel and bladder elimination and coping with the demands of toilet training.   |  |  |  | | --- | --- | --- | |  | a. | phallic | |  | b. | anal | |  | c. | genital | |  | d. | latency |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 50. Pablo is 22 months old and is in the process of being toilet trained. He makes sure to tell his parents every time he is successful at “going” in the toilet. Freud would say that Pablo is in the \_\_\_\_\_\_\_\_ psychosexual stage.   |  |  |  | | --- | --- | --- | |  | a. | oral | |  | b. | anal | |  | c. | phallic | |  | d. | genital |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 51. Which psychosexual stage of development focuses on coping with incestuous sexual feelings?   |  |  |  | | --- | --- | --- | |  | a. | oral | |  | b. | anal | |  | c. | genital | |  | d. | phallic |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 52. According to Freud, boys develop unconscious sexual desires for their mother during the \_\_\_\_\_\_\_\_ stage.   |  |  |  | | --- | --- | --- | |  | a. | oral | |  | b. | phallic | |  | c. | anal | |  | d. | latency |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 53. Five-year-old Cole tries to compete with his father for his mother’s attention. Freud would have suggested that Cole is going through the \_\_\_\_\_\_\_\_ stage of development.   |  |  |  | | --- | --- | --- | |  | a. | phallic | |  | b. | latency | |  | c. | anal | |  | d. | oral |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 54. A boy’s sexual desires for his mother and feelings of hostility toward his father constitute what Freud called   |  |  |  | | --- | --- | --- | |  | a. | reaction formation. | |  | b. | the Oedipus complex. | |  | c. | regression. | |  | d. | an oral fixation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 55. Rowan has little interest in physics, but he has chosen it as his college major simply to prove that he is just as smart as his father, who is a well-known physicist. A psychoanalyst would be most likely to suggest that Rowan suffers from an unresolved   |  |  |  | | --- | --- | --- | |  | a. | oral fixation. | |  | b. | free association. | |  | c. | Oedipus complex. | |  | d. | projection.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 56. According to Freud, children cope with the incestuous sexual feelings they experience during the phallic stage   |  |  |  | | --- | --- | --- | |  | a. | through reaction formation. | |  | b. | by denying them. | |  | c. | by repressing them. | |  | d. | through projection. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 57. Freud suggested that the superego strengthens through the process of   |  |  |  | | --- | --- | --- | |  | a. | fixation. | |  | b. | free association. | |  | c. | repression. | |  | d. | identification. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 58. According to Freud, what psychologists now call our gender identity develops most rapidly during the \_\_\_\_\_\_\_\_ stage.   |  |  |  | | --- | --- | --- | |  | a. | anal | |  | b. | phallic | |  | c. | genital | |  | d. | oral |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 59. Our sense of being male, female, neither, or some combination of male and female is what psychologists now call our   |  |  |  | | --- | --- | --- | |  | a. | biological sex. | |  | b. | gender identity. | |  | c. | social identity. | |  | d. | reality principle.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 60. Julia’s sense of being a female would be considered her   |  |  |  | | --- | --- | --- | |  | a. | displaced identity. | |  | b. | gender rationalization. | |  | c. | gender projection. | |  | d. | gender identity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 61. Some psychoanalysts of Freud’s era claimed that girls experienced an Electra complex involving an unconscious   |  |  |  | | --- | --- | --- | |  | a. | denial of their gender identity. | |  | b. | hostility toward their father. | |  | c. | sexual desire for their father. | |  | d. | identification with their father. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 62. Aretha always tries to sit or stand beside her father when the family goes somewhere, keeping her mother away from her father. According to some psychoanalysts in Freud’s era, Aretha has developed a(n)   |  |  |  | | --- | --- | --- | |  | a. | Oedipus complex. | |  | b. | gender identity. | |  | c. | gender projection. | |  | d. | Electra complex. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 63. According to Freud’s theory, sexual feelings are dormant during the \_\_\_\_\_\_\_\_ stage of development.   |  |  |  | | --- | --- | --- | |  | a. | oral | |  | b. | anal | |  | c. | genital | |  | d. | latency |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 64. According to Freud, the phallic stage, in which the child has sexual feelings for the opposite-sex parent, is followed by \_\_\_\_\_\_\_\_ stage, in which sexual feelings are dormant.   |  |  |  | | --- | --- | --- | |  | a. | anal | |  | b. | oral | |  | c. | latency | |  | d. | phallic |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 65. Freud suggested that in the process of development, people pass through   |  |  |  | | --- | --- | --- | |  | a. | a genital stage before they enter a latency stage. | |  | b. | a latency stage before they enter a phallic stage. | |  | c. | a genital stage before they enter a phallic stage. | |  | d. | a latency stage before they enter a genital stage. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 66. Jacob, who is 8 years old, spends all of his time outdoors playing soccer with his friends. He has no interest in any kind of sexual encounter. Jacob is in Freud’s \_\_\_\_\_\_\_\_ stage.   |  |  |  | | --- | --- | --- | |  | a. | genital | |  | b. | phallic | |  | c. | latency | |  | d. | anal |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 67. Which psychosexual stage of development focuses on maturation of sexual interests?   |  |  |  | | --- | --- | --- | |  | a. | oral | |  | b. | anal | |  | c. | genital | |  | d. | phallic |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 68. In Freud’s view, conflicts unresolved during earlier psychosexual stages could surface as maladaptive behavior in the adult years. When this occurs, according to Freud, the person is \_\_\_\_\_\_\_\_ at a psychosexual stage.   |  |  |  | | --- | --- | --- | |  | a. | projecting | |  | b. | identifying | |  | c. | fixated | |  | d. | free-associating |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 69. Freud emphasized that unresolved childhood conflicts often lead to   |  |  |  | | --- | --- | --- | |  | a. | identification. | |  | b. | an Oedipus complex. | |  | c. | free association. | |  | d. | a fixation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 70. According to Freud, a fixation involves the focus of one’s energies on   |  |  |  | | --- | --- | --- | |  | a. | repression. | |  | b. | free association. | |  | c. | false memories. | |  | d. | an earlier psychosexual stage. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 71. Byron is always looking to others for advice, approval, and affection. According to the psychoanalytic perspective, Byron is most likely fixated at the \_\_\_\_\_\_\_\_ stage.   |  |  |  | | --- | --- | --- | |  | a. | phallic | |  | b. | anal | |  | c. | latency | |  | d. | oral |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 72. Gregor has increased his vaping from only on weekends to daily. Freud might say that he is \_\_\_\_\_\_\_\_ in the oral stage of development.   |  |  |  | | --- | --- | --- | |  | a. | fixated | |  | b. | repressed | |  | c. | primed | |  | d. | projected  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 73. Micah chain-smokes and goes through periods of binge eating and drinking. According to Freud, he is fixated at the \_\_\_\_\_\_\_\_ stage.   |  |  |  | | --- | --- | --- | |  | a. | phallic | |  | b. | latency | |  | c. | anal | |  | d. | oral |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 74. Psychoanalytic theory suggests that the ego disguises threatening impulses and reduces anxiety by means of   |  |  |  | | --- | --- | --- | |  | a. | free association. | |  | b. | self-understanding. | |  | c. | defense mechanisms. | |  | d. | erogenous zones. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 75. According to Freud, the defense mechanism that underlies all others is   |  |  |  | | --- | --- | --- | |  | a. | reaction formation. | |  | b. | projection. | |  | c. | displacement. | |  | d. | repression. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 76. Professor Schmidt is a psychoanalyst and so would agree with Freud that all defense mechanisms   |  |  |  | | --- | --- | --- | |  | a. | function at a conscious level. | |  | b. | are controlled by the id. | |  | c. | are controlled by the superego. | |  | d. | function indirectly and unconsciously. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 77. Freud would have suggested that a man’s inability to remember his childhood Oedipus complex illustrates   |  |  |  | | --- | --- | --- | |  | a. | rationalization. | |  | b. | repression. | |  | c. | displacement. | |  | d. | projection. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 78. Although Layla has detailed memories of her early school years, she remembers very little about the romantic partner who abruptly ended their relationship. According to psychoanalytic theory, it appears that Layla is using the defense mechanism of   |  |  |  | | --- | --- | --- | |  | a. | regression. | |  | b. | repression. | |  | c. | displacement. | |  | d. | projection. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 79. Who emphasized that slips of the tongue often reveal the personality dynamics that contribute to psychological disorders?   |  |  |  | | --- | --- | --- | |  | a. | Alfred Adler | |  | b. | Sigmund Freud | |  | c. | Carl Jung | |  | d. | Karen Horney |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 80. During a casual conversation, James experienced a slip of the tongue. Freud would say that this illustrates an incomplete   |  |  |  | | --- | --- | --- | |  | a. | fixation. | |  | b. | displacement. | |  | c. | rationalization. | |  | d. | repression. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 81. Coping with anxiety by retreating to behavior patterns characteristic of an earlier stage of development is called   |  |  |  | | --- | --- | --- | |  | a. | projection. | |  | b. | reaction formation. | |  | c. | regression. | |  | d. | displacement. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 82. After Mr. Fernandes was furloughed from the position he had held for nearly 15 years, he became short-tempered and aggressive in his behavior toward others. His behavior is most clearly an example of   |  |  |  | | --- | --- | --- | |  | a. | an Oedipus complex. | |  | b. | denial. | |  | c. | regression. | |  | d. | projection.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 83. Which defense mechanism involves expressing feelings that are the exact opposite of their anxiety-arousing unconscious feelings?   |  |  |  | | --- | --- | --- | |  | a. | regression | |  | b. | denial | |  | c. | reaction formation | |  | d. | displacement |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 84. Mr. Jefferson attempts to overcome his hidden doubts about the honesty of his boss telling everyone that his boss is the best boss he’s ever had. This illustrates most clearly the defense mechanism of   |  |  |  | | --- | --- | --- | |  | a. | reaction formation. | |  | b. | projection. | |  | c. | regression. | |  | d. | displacement.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 85. As her parents became increasingly angry toward her, Nova began, with apparent sincerity, to emphatically express her great admiration for her parents. Nova’s behavior illustrates most clearly the defense mechanism of   |  |  |  | | --- | --- | --- | |  | a. | projection. | |  | b. | displacement. | |  | c. | rationalization. | |  | d. | reaction formation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 86. Disguising one’s own threatening impulses by attributing them to others is the defense mechanism called   |  |  |  | | --- | --- | --- | |  | a. | regression. | |  | b. | projection. | |  | c. | displacement. | |  | d. | denial. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 87. Using the defense mechanism of projection, a person experiences an internal   |  |  |  | | --- | --- | --- | |  | a. | threat as if it were an external virtue. | |  | b. | virtue as if it were an external threat. | |  | c. | threat as if it were an external threat. | |  | d. | virtue as if it were an external virtue. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 88. Projection refers to the process by which people   |  |  |  | | --- | --- | --- | |  | a. | consciously express feelings that are the opposite of underlying unconscious impulses. | |  | b. | disguise unacceptable unconscious impulses by attributing them to others. | |  | c. | retreat to behavior patterns characteristic of a more infantile stage of development. | |  | d. | offer self-justifying explanations in place of real, but unacceptable, unconscious reasons for action. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 89. Although Daniel has repressed his own same-sex desires, he is distressed by a false suspicion that all the men he meets want to begin a relationship with him. According to psychoanalytic theory, Daniel’s thinking best illustrates   |  |  |  | | --- | --- | --- | |  | a. | displacement. | |  | b. | projection. | |  | c. | denial. | |  | d. | rationalization. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 90. Rationalization refers to Freud’s defense mechanism in which people   |  |  |  | | --- | --- | --- | |  | a. | disguise their own threatening impulses by attributing them to others. | |  | b. | offer self-justifying explanations instead of real, more threatening unconscious reasons for their actions. | |  | c. | shift sexual or aggressive impulses toward a more acceptable object or person. | |  | d. | refuse to believe or even perceive painful realities. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 91. A habitual drinker who says she drinks with her friends “just to be sociable” best illustrates   |  |  |  | | --- | --- | --- | |  | a. | displacement. | |  | b. | rationalization. | |  | c. | reaction formation. | |  | d. | free association. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 92. Mr. Santiago, who is unconsciously motivated by an excessive desire to save money, refused to help his son make a down payment on a new car. In defending his actions, Mr. Santiago explained that “parental financial aid prevents young people from developing into mature, independent adults.” Mr. Santiago’s explanation is an example of   |  |  |  | | --- | --- | --- | |  | a. | rationalization. | |  | b. | projection. | |  | c. | displacement. | |  | d. | reaction formation.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 93. Displacement refers to the process by which people   |  |  |  | | --- | --- | --- | |  | a. | consciously express feelings that are the opposite of unacceptable, unconscious impulses. | |  | b. | disguise threatening impulses by attributing them to others. | |  | c. | retreat to behavior patterns characteristic of a more infantile stage of development. | |  | d. | redirect aggressive or sexual impulses toward less threatening targets. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 94. After Zach’s mother scolds him for not completing last night’s homework, he goes to his room and starts yelling at his younger brother for no real reason. Which defense mechanism does this represent?   |  |  |  | | --- | --- | --- | |  | a. | regression | |  | b. | reaction formation | |  | c. | rationalization | |  | d. | displacement |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 95. Shortly after receiving a traffic ticket for speeding, Joaquin made numerous hostile comments to his wife about the incompetence of women drivers. Joaquin’s comments illustrate most clearly the defense mechanism of   |  |  |  | | --- | --- | --- | |  | a. | reaction formation. | |  | b. | rationalization. | |  | c. | identification. | |  | d. | displacement. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 96. Denial is a defense mechanism that involves   |  |  |  | | --- | --- | --- | |  | a. | attributing one’s own threatening impulses to others. | |  | b. | refusing to believe or even perceive painful realities. | |  | c. | shifting aggressive or sexual impulses toward less threatening targets. | |  | d. | retreating to behavior patterns characteristic of a more infantile stage of development. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 97. Adrian refuses to believe that he is addicted to drugs despite overwhelming evidence to the contrary. He is most clearly demonstrating the defense mechanism of   |  |  |  | | --- | --- | --- | |  | a. | displacement. | |  | b. | regression. | |  | c. | projection. | |  | d. | denial. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 98. According to Freud, the remembered content of dreams that is a censored expression of the dreamer’s unconscious wishes is   |  |  |  | | --- | --- | --- | |  | a. | the latent content. | |  | b. | the dreamer’s free association. | |  | c. | the manifest content. | |  | d. | a false memory.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 99. Aaron dreamt that he was in a candy store and was told he could have any candy he wanted. His therapist believes that his dream represents an unconscious sexual desire. The therapist’s interpretation of the dream would be referred to as \_\_\_\_\_\_\_\_ by Freud.   |  |  |  | | --- | --- | --- | |  | a. | repression | |  | b. | suppression | |  | c. | latent content | |  | d. | manifest content |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 100. Julie reported dreaming that she was chased by a large dog. According to Freud, Julie’s account represents the \_\_\_\_\_\_\_\_ content of her dream.   |  |  |  | | --- | --- | --- | |  | a. | latent | |  | b. | repressed | |  | c. | manifest | |  | d. | psychosexual |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 101. Freud believed that the latent content of dreams is   |  |  |  | | --- | --- | --- | |  | a. | fixated. | |  | b. | a free association. | |  | c. | repressed. | |  | d. | a false memory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 102. Neo-Freudians placed greater emphasis than did Freud on the role of \_\_\_\_\_\_\_\_ in personality development.   |  |  |  | | --- | --- | --- | |  | a. | defense mechanisms | |  | b. | the Oedipus complex | |  | c. | the conscious mind | |  | d. | genetic predispositions |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 103. Both Karen Horney and Alfred Adler placed greater emphasis than did Freud on the role of \_\_\_\_\_\_\_\_ in personality development.   |  |  |  | | --- | --- | --- | |  | a. | defense mechanisms | |  | b. | social interactions | |  | c. | the collective unconscious | |  | d. | genetic predispositions |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 104. Who agreed with Freud that childhood is important and added that childhood anxiety triggers our desire for love and security?   |  |  |  | | --- | --- | --- | |  | a. | Karen Horney | |  | b. | Carl Jung | |  | c. | Drew Westen | |  | d. | Henry Murray |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 105. Which neo-Freudian introduced the concept of an inferiority complex?   |  |  |  | | --- | --- | --- | |  | a. | Carl Jung | |  | b. | Hermann Rorschach | |  | c. | Karen Horney | |  | d. | Alfred Adler |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 106. Ten-year-old Werner is frustrated because he feels that he is not as smart as the other children in his class. During recess, he picks on the other boys in his class. According to Alfred Adler, Werner’s behavior is a result of   |  |  |  | | --- | --- | --- | |  | a. | projection. | |  | b. | an inferiority complex. | |  | c. | repression. | |  | d. | the pleasure principle.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 107. Professor Hun-Lee explains to his psychology class that children’s desire for love and security is triggered not by unconscious sexual conflicts but by anxiety. Professor Hun-Lee’s views reflect the views of   |  |  |  | | --- | --- | --- | |  | a. | Sigmund Freud. | |  | b. | Alfred Adler. | |  | c. | Karen Horney. | |  | d. | Carl Jung. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 108. Neo-Freudians such as \_\_\_\_\_\_\_\_ were among the first to highlight a masculine bias in Freud’s theories.   |  |  |  | | --- | --- | --- | |  | a. | Carl Jung | |  | b. | Karen Horney | |  | c. | Alfred Adler | |  | d. | Henry Murray |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 109. Carl Jung agreed with Freud that   |  |  |  | | --- | --- | --- | |  | a. | the self-concept is the basis of personality development. | |  | b. | we all have a hierarchy of needs. | |  | c. | unconditional positive regard is important. | |  | d. | the unconscious exerts a great influence on us. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 110. According to Carl Jung, the collective unconscious   |  |  |  | | --- | --- | --- | |  | a. | includes memories of our childhood social tensions. | |  | b. | triggers attempts to achieve superiority. | |  | c. | contains archetypes derived from our species’ universal experiences. | |  | d. | is a reservoir for our sexual and aggressive motivations. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 111. Maira recently had a vivid dream that was strikingly similar to an ancient but unfamiliar religious myth. This coincidence would have been of particular interest to   |  |  |  | | --- | --- | --- | |  | a. | Alfred Adler. | |  | b. | Henry Murray. | |  | c. | Carl Jung. | |  | d. | Karen Horney. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 112. Which of the following statements best describes Jung’s notion of archetypes?   |  |  |  | | --- | --- | --- | |  | a. | Each person is motivated to overcome the weaknesses in his or her particular archetype. | |  | b. | Each person inherits mental images that reflect universal human themes. | |  | c. | Each person develops a strong sense of competence in a particular skill or area of knowledge, which becomes that person’s archetype. | |  | d. | A person’s personality or archetype is shaped by his or her upbringing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 113. Professor Trimmingham believes that spiritual concerns are deeply rooted in our psyche, and that people in different cultures share certain myths and images. Professor Trimmingham’s belief fits into Carl Jung’s   |  |  |  | | --- | --- | --- | |  | a. | ego. | |  | b. | superego. | |  | c. | collective unconscious. | |  | d. | id. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 114. Based on current psychological research, which of the following is NOT a contradiction of Freud’s ideas?   |  |  |  | | --- | --- | --- | |  | a. | Development is a lifelong process, not something that ends during childhood. | |  | b. | Gender identity forms as children resolve the Oedipus complex. | |  | c. | Parental influence is overestimated in the developmental process. | |  | d. | False memories can be created by how questions regarding childhood sexual abuse are worded. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 115. Today’s researchers explain a slip of the tongue as   |  |  |  | | --- | --- | --- | |  | a. | demonstrating the collective unconscious. | |  | b. | revealing hidden unconscious desires. | |  | c. | a component of the Oedipus or Electra complex. | |  | d. | competition between similar verbal choices in our memory network. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 116. In preparing an article for the local newspaper, Gretchen types “sex” instead of “sect.” Modern research would describe her slip of the keyboard as a(n)   |  |  |  | | --- | --- | --- | |  | a. | combination of similar verbal choices in our memory network. | |  | b. | unconscious defense mechanism. | |  | c. | expression of repressed urges. | |  | d. | attempt to redirect anxiety by distorting reality. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 117. Which of the following is a scientific shortcoming of Freud’s ideas?   |  |  |  | | --- | --- | --- | |  | a. | a focus on the self-concept | |  | b. | the inability to offer testable hypotheses | |  | c. | reliance on unconditional positive regard from the therapist | |  | d. | the use of a hierarchy of needs |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 118. Which of Freud’s ideas has endured the test of time?   |  |  |  | | --- | --- | --- | |  | a. | the importance of the unconscious mind | |  | b. | development is complete by the end of childhood | |  | c. | infants can experience emotional trauma | |  | d. | gender identity forms as a child resolves the Oedipus complex |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 119. Twelve-year-old Cawley demonstrates a strongly masculine sense of self-identity even though he was raised without a father or father substitute. This fact represents the most serious threat to \_\_\_\_\_\_\_\_ theory of personality.   |  |  |  | | --- | --- | --- | |  | a. | Freud’s | |  | b. | Adler’s | |  | c. | Murray’s | |  | d. | Rorschach’s |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 120. A major criticism of Freud’s theory is that it   |  |  |  | | --- | --- | --- | |  | a. | failed to predict behavior. | |  | b. | examined one’s state of mind. | |  | c. | endures over time. | |  | d. | was the first to examine the unconscious mind. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 121. Which theory has been most severely criticized for offering after-the-fact explanations without advancing testable predictions?   |  |  |  | | --- | --- | --- | |  | a. | humanistic theory | |  | b. | trait theory | |  | c. | psychoanalytic theory | |  | d. | social-cognitive theory |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 122. Which of the following Freudian ideas is most clearly contradicted by contemporary psychological theory and research?   |  |  |  | | --- | --- | --- | |  | a. | Conscious awareness of what goes on in our minds is very limited. | |  | b. | Painful experiences are commonly repressed. | |  | c. | Memories are often distorted and incomplete. | |  | d. | Individuals seek to defend themselves against anxiety. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 123. During an earthquake last year, Nick lost his beloved cat. Since then, he refuses to talk about the event or earthquakes. Freud might say that Nick is repressing this painful experience, and modern psychologists might say that   |  |  |  | | --- | --- | --- | |  | a. | Freud was right. | |  | b. | Nick is exaggerating his experience. | |  | c. | Nick is actually experiencing suppression. | |  | d. | repression is a rare mental response to trauma.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 124. Survivors of traumatic events are often haunted by persistent and vivid memories of this experience. This most clearly serves to challenge Freud’s concept of   |  |  |  | | --- | --- | --- | |  | a. | free association. | |  | b. | erogenous zones. | |  | c. | motivational conflict. | |  | d. | repression. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 125. Compared with Freud, contemporary research psychologists are LESS likely to think of unconscious mental dynamics as involving   |  |  |  | | --- | --- | --- | |  | a. | information processing. | |  | b. | repression. | |  | c. | implicit memory. | |  | d. | right-hemisphere activity. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 126. To Freud, the goal of defense mechanisms was to \_\_\_\_\_\_\_\_, but to today’s researchers neglecting threatening information helps people to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | repress aggressive impulses; maintain a negative self-perception | |  | b. | maintain a negative self-perception; repress aggressive impulses | |  | c. | maintain a positive self-image; suppress sexual and aggressive urges | |  | d. | suppress sexual and aggressive urges; preserve their self-esteem  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 127. Professor James, a neuroscientist, believes that extreme, prolonged stress might disrupt memory by damaging the   |  |  |  | | --- | --- | --- | |  | a. | hippocampus. | |  | b. | hypothalamus. | |  | c. | amygdala. | |  | d. | cortex. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 128. Which of the following Freudian ideas is most consistent with today’s psychological research findings?   |  |  |  | | --- | --- | --- | |  | a. | The conscience is largely formed in the process of resolving the Oedipus complex. | |  | b. | Excessive smoking reflects an oral fixation. | |  | c. | Most memory loss results from unconsciously motivated repression. | |  | d. | Conscious awareness of what goes on in our own minds is very limited. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 129. The implicit memories that operate even among those with amnesia best illustrate the importance of   |  |  |  | | --- | --- | --- | |  | a. | the id, ego, and superego. | |  | b. | defense mechanisms. | |  | c. | unconscious thought. | |  | d. | displacement. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 130. Eight-year-old Mae has been watching a cooking show while her mother prepares dinner. When the show is over, Mae asks her mother for a toy stove and a particular brand of ingredients to make an angel food cake. A psychologist might say that Mae was \_\_\_\_\_\_\_\_ to ask for these things because of what she saw on the cooking show.   |  |  |  | | --- | --- | --- | |  | a. | sublimated | |  | b. | displaced | |  | c. | projected | |  | d. | primed |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 131. In one study, men who reported strong anti-gay attitudes experienced greater sexual arousal when watching videos of gay men having sex even though they said the films did not make them sexually aroused. This study was said to offer support for Freud’s concept of   |  |  |  | | --- | --- | --- | |  | a. | free association. | |  | b. | reaction formation. | |  | c. | projection. | |  | d. | fixation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 132. People who frequently break speed limits tend to think that many others do the same. This false consensus effect is most similar to what Freud called   |  |  |  | | --- | --- | --- | |  | a. | displacement. | |  | b. | reaction formation. | |  | c. | regression. | |  | d. | projection. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 133. Bonnie, who frequently cheats at cards, greatly overestimates the extent to which other card players do the same. Her overestimate best illustrates   |  |  |  | | --- | --- | --- | |  | a. | reaction formation. | |  | b. | repression. | |  | c. | the false consensus effect. | |  | d. | identification.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 134. Alfred Miranda-Allen, a mayoral candidate in his town, believes that he is the best person for the job and so predicts that he will certainly be elected. He is demonstrating what Freud called   |  |  |  | | --- | --- | --- | |  | a. | projection. | |  | b. | repression. | |  | c. | the unconscious. | |  | d. | affiliation motivation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 135. Tests that present ambiguous stimuli designed to uncover hidden personality dynamics are called \_\_\_\_\_\_\_\_ tests.   |  |  |  | | --- | --- | --- | |  | a. | identification | |  | b. | projective | |  | c. | psychoanalytic | |  | d. | dynamic |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 136. Which projective test was based on a childhood game?   |  |  |  | | --- | --- | --- | |  | a. | TAT | |  | b. | Rorschach inkblot test | |  | c. | Implicit Association Test | |  | d. | free association test |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 137. After engaging his daughter’s friends in a frightening game, Henry Murray saw the potential for developing a projective test called the   |  |  |  | | --- | --- | --- | |  | a. | Unconditional Positive Regard test. | |  | b. | Hierarchy of Needs test. | |  | c. | Rorschach inkblot test. | |  | d. | Thematic Apperception Test. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 138. The Thematic Apperception Test requires people to respond to   |  |  |  | | --- | --- | --- | |  | a. | incomplete sentences. | |  | b. | ambiguous pictures. | |  | c. | unfamiliar melodies. | |  | d. | meaningless inkblots. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 139. Janice is asked by her therapist to look at a picture of a boy staring at a violin. The therapist then instructs her to write a story about the boy. The therapist, who is using the \_\_\_\_\_\_\_\_, expects that Janice’s story will demonstrate \_\_\_\_\_\_\_\_ of her implicit motives.   |  |  |  | | --- | --- | --- | |  | a. | Rorschach inkblot test; projection | |  | b. | Thematic Apperception Test; repression | |  | c. | Rorschach inkblot test; repression | |  | d. | Thematic Apperception Test; projection |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 140. Vicki needs to a hire another social worker for her department. To find the best candidate, she is administering a test that is intended to assess affiliation motivation. Which projective test is she using?   |  |  |  | | --- | --- | --- | |  | a. | TAT | |  | b. | Rorschach inkblot test | |  | c. | Personality assessment test | |  | d. | Free association test |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 141. Research has confirmed that the TAT is   |  |  |  | | --- | --- | --- | |  | a. | reliable. | |  | b. | valid. | |  | c. | both reliable and valid. | |  | d. | neither reliable nor valid. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 142. The projective test that asks test-takers to say what they see in meaningless inkblots is the   |  |  |  | | --- | --- | --- | |  | a. | Hierarchy of Needs test. | |  | b. | Rorschach inkblot test. | |  | c. | Self-Concept test. | |  | d. | Thematic Apperception Test. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 143. Rona was asked by her psychotherapist to describe what she saw in 10 ambiguous inkblots. Rona was most likely responding to a(n) \_\_\_\_\_\_\_\_ test.   |  |  |  | | --- | --- | --- | |  | a. | projective | |  | b. | self-esteem | |  | c. | priming | |  | d. | implicit memory |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 144. Which of the following personality assessment tools has been the most harshly criticized for lacking validity?   |  |  |  | | --- | --- | --- | |  | a. | TAT | |  | b. | Rorschach inkblot test | |  | c. | Personality test | |  | d. | Free association test |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 145. The Rorschach inkblot test has been harshly criticized for lacking   |  |  |  | | --- | --- | --- | |  | a. | archetypes. | |  | b. | validity. | |  | c. | latent content. | |  | d. | priming. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 146. Which personality theories offered a third-force perspective that emphasized our potential for healthy personal growth?   |  |  |  | | --- | --- | --- | |  | a. | psychoanalytic | |  | b. | social-cognitive | |  | c. | humanistic | |  | d. | trait  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 147. Professor Yon-lu tells his class that he believes that psychologists should ask people to report their own experiences and feelings instead of conducting objective laboratory experiments. Professor Yon-lu is a   |  |  |  | | --- | --- | --- | |  | a. | behaviorist. | |  | b. | psychodynamic psychologist. | |  | c. | trait theorist. | |  | d. | humanistic psychologist. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 148. Who proposed that we are motivated by a hierarchy of needs?   |  |  |  | | --- | --- | --- | |  | a. | Alfred Adler | |  | b. | Karen Horney | |  | c. | Abraham Maslow | |  | d. | Carl Rogers |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 149. After climbing through the mountains of Brazil for several hours, Alycia was so thirsty that she could think of nothing but finding something to drink. Maslow would say that she was focused on satisfying the \_\_\_\_\_\_\_\_ needs at the bottom of his hierarchy.   |  |  |  | | --- | --- | --- | |  | a. | self-actualization | |  | b. | self-transcendence | |  | c. | physiological | |  | d. | safety |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 150. According to Maslow, the desire to fulfill one’s potential is the motivation for   |  |  |  | | --- | --- | --- | |  | a. | genuineness. | |  | b. | self-actualization. | |  | c. | self-esteem. | |  | d. | unconditional positive regard. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 151. Catalina has a secure sense of her own identity and is strongly motivated to develop her unique talents and interests so as to achieve her full potential. According to Abraham Maslow, Catalina exemplifies   |  |  |  | | --- | --- | --- | |  | a. | unconditional positive regard. | |  | b. | selflessness. | |  | c. | a self-actualizing person. | |  | d. | empathy. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 152. According to Maslow, the highest needs that arise after all other needs have been met include the needs for self-actualization and   |  |  |  | | --- | --- | --- | |  | a. | self-esteem. | |  | b. | self-transcendence. | |  | c. | self-awareness. | |  | d. | social acceptance. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 153. Cedric has a nice apartment in a gated community and has finances to provide for his basic physiological needs. He is married to the love of his life and seems to have high self-esteem. He has gone back to school at night and is expected to graduate next semester. He has been offered a position at his ideal location. According to Maslow, Cedric is now ready to seek   |  |  |  | | --- | --- | --- | |  | a. | self-actualization. | |  | b. | self-transcendence. | |  | c. | unconditional positive regard. | |  | d. | individualism. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 154. Maslow studied healthy creative people to investigate   |  |  |  | | --- | --- | --- | |  | a. | self-actualization. | |  | b. | empathy. | |  | c. | genuineness. | |  | d. | unconditional positive regard. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 155. Self-actualized people, as described by Maslow, are especially likely to   |  |  |  | | --- | --- | --- | |  | a. | demonstrate a reactive temperament. | |  | b. | be open and spontaneous. | |  | c. | avoid political disagreements. | |  | d. | enjoy many unusually close friendships. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 156. According to Maslow, self-actualized people are LEAST likely to   |  |  |  | | --- | --- | --- | |  | a. | have task-centered interests. | |  | b. | have peak experiences. | |  | c. | be self-centered in their needs. | |  | d. | be self-accepting. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 157. Ahanu tends to be self-aware and self-accepting. He is open and spontaneous, loving and caring, and not paralyzed by the opinions of others. According to Maslow, Ahanu has the characteristics of those who have reached   |  |  |  | | --- | --- | --- | |  | a. | self-actualization. | |  | b. | self-transcendence. | |  | c. | unconditional positive regard. | |  | d. | individualism. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 158. Which of the following is NOT an item you would expect to see on the Characteristics of Self-Actualization Scale?   |  |  |  | | --- | --- | --- | |  | a. | I take responsibility for my actions. | |  | b. | I often have a clear perception of reality. | |  | c. | I am selective about using my creativity. | |  | d. | I have a genuine desire to help the human race. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 159. The personality theory based on the ideas that people are basically good and endowed with self-actualizing tendencies is called   |  |  |  | | --- | --- | --- | |  | a. | the hierarchy of needs theory. | |  | b. | the person-centered perspective. | |  | c. | psychodynamic theory. | |  | d. | psychoanalysis. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 160. Which of the following theorists believed that people have self-actualizing tendencies?   |  |  |  | | --- | --- | --- | |  | a. | Carl Jung | |  | b. | Alfred Adler | |  | c. | Carl Rogers | |  | d. | Karen Horney |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 161. According to Carl Rogers, people nurture our growth by being genuine, accepting, and   |  |  |  | | --- | --- | --- | |  | a. | self-indulgent. | |  | b. | consistent. | |  | c. | repressed. | |  | d. | empathic. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 162. Josiah is hostile, aggressive, and socially destructive. According to Carl Rogers, this behavior pattern is most likely to result from   |  |  |  | | --- | --- | --- | |  | a. | a growth-inhibiting environment. | |  | b. | self-transcendence. | |  | c. | individualism. | |  | d. | unconditional positive regard. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 163. Valeria’s parental philosophy is to accept and love her children regardless of their behavioral, emotional, and academic problems. According to Carl Rogers, Valeria is giving her children   |  |  |  | | --- | --- | --- | |  | a. | self-transcendence. | |  | b. | unconditional positive regard. | |  | c. | the reality principle. | |  | d. | self-actualization. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 164. Total acceptance is synonymous with   |  |  |  | | --- | --- | --- | |  | a. | Freud’s latency stage of psychosexual development. | |  | b. | Jung’s archetypes. | |  | c. | Rogers’ unconditional positive regard. | |  | d. | Maslow’s hierarchy of needs. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 165. Julian tends to be inconsiderate of others and self-centered, yet the church deacon has always accepted and respected him. The deacon’s attitude toward Julian is most explicitly recommended by   |  |  |  | | --- | --- | --- | |  | a. | B. F. Skinner. | |  | b. | Carl Rogers. | |  | c. | Hans Eysenck. | |  | d. | Gordon Allport.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 166. Clara feels that she can be herself completely when she is with her romantic partner because she expresses   |  |  |  | | --- | --- | --- | |  | a. | a positive self-concept. | |  | b. | unconditional positive regard. | |  | c. | genuineness. | |  | d. | empathy. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 167. Which of the following is NOT associated with Carl Rogers’ explanation of genuineness?   |  |  |  | | --- | --- | --- | |  | a. | transparency | |  | b. | self-disclosure | |  | c. | openness | |  | d. | sharing another’s feelings |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 168. Dionata is open with her own feelings with her friend Veronica and is transparent and self-disclosing. She is demonstrating which aspect of Rogers’ growth-promoting climate?   |  |  |  | | --- | --- | --- | |  | a. | acceptance | |  | b. | genuineness | |  | c. | empathy | |  | d. | sympathy |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 169. In Carl Rogers’ theory, sharing another’s feelings and reflecting that person’s meaning back to them demonstrates   |  |  |  | | --- | --- | --- | |  | a. | acceptance. | |  | b. | genuineness. | |  | c. | empathy. | |  | d. | sympathy. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 170. Dr. Cavaliero is a therapist who shares and mirrors his clients’ feelings and reflects their meanings so that they can understand their problems. Dr. Cavaliero is utilizing \_\_\_\_\_\_\_\_ in his practice.   |  |  |  | | --- | --- | --- | |  | a. | individualism | |  | b. | denial | |  | c. | empathy | |  | d. | self-transcendence |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 171. All of our thoughts and feelings about ourselves make up our   |  |  |  | | --- | --- | --- | |  | a. | personality traits. | |  | b. | humanism. | |  | c. | self-actualization. | |  | d. | self-concept. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 172. According to \_\_\_\_\_\_\_\_, one’s self-concept is a central feature of personality.   |  |  |  | | --- | --- | --- | |  | a. | Freud | |  | b. | Adler and Horney | |  | c. | Maslow and Rogers | |  | d. | Jung |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 173. Ezra’s self-concept is positive because he tends to act and perceive the world positively and because his self-concept matches his   |  |  |  | | --- | --- | --- | |  | a. | individualism. | |  | b. | self-actualization. | |  | c. | ideal self. | |  | d. | self-transcendence.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 174. Carl Rogers suggested that those who fall far short of their *ideal self* experience   |  |  |  | | --- | --- | --- | |  | a. | individualism. | |  | b. | a negative self-concept. | |  | c. | self-transcendence. | |  | d. | acceptance. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 175. Humanistic psychologists were especially interested in assessing an individual’s   |  |  |  | | --- | --- | --- | |  | a. | preconscious. | |  | b. | self-concept. | |  | c. | unconscious. | |  | d. | schemas. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 176. To assess personal growth during therapy, Carl Rogers looked for   |  |  |  | | --- | --- | --- | |  | a. | higher ratings of the person’s ideal self. | |  | b. | higher ratings of the person’s actual self. | |  | c. | successively different ratings of the actual and ideal selves. | |  | d. | successively closer ratings of the actual and ideal selves. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 177. As a humanistic psychologist, Dr. Reyes contends that standardized assessments of personality are depersonalizing. To help her understand her patients’ unique experiences she is most likely to use   |  |  |  | | --- | --- | --- | |  | a. | the Thematic Apperception Test. | |  | b. | interviews and intimate conversations. | |  | c. | the Rorschach inkblot test. | |  | d. | projective tests. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 178. In assessing a client’s personal growth, Carl Rogers measured the correspondence between   |  |  |  | | --- | --- | --- | |  | a. | self-transcendence and self-actualization. | |  | b. | the ideal self and the actual self. | |  | c. | the client’s values and the therapist’s values. | |  | d. | unconditional positive regard and self-actualization. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 179. Yannis is completing a questionnaire that asks how he sees himself now and how he would like to be. As he completes the items, Yannis realizes that he has already completed most of the main goals he set for himself. Carl Rogers would say that the ratings of his ideal and actual self are \_\_\_\_\_\_\_\_ and that he has a \_\_\_\_\_\_\_\_ self-concept.   |  |  |  | | --- | --- | --- | |  | a. | successively close; positive | |  | b. | successively different; positive | |  | c. | successively close; negative | |  | d. | successively different; negative |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 180. Some modern personality researchers believe our identity may be helpfully revealed using \_\_\_\_\_\_\_\_, which involves collecting a rich narrative detailing our unique life history.   |  |  |  | | --- | --- | --- | |  | a. | psychoanalysis | |  | b. | schemas | |  | c. | the life story approach | |  | d. | the Thematic Apperception Test |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 181. Humanistic psychology has influenced all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | counseling. | |  | b. | education. | |  | c. | child raising. | |  | d. | social status. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 182. Rogers’ and Maslow’s emphasis on developing human strengths laid the groundwork for today’s   |  |  |  | | --- | --- | --- | |  | a. | positive psychology. | |  | b. | psychoanalysis. | |  | c. | behaviorism. | |  | d. | erogenous zones. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 183. \_\_\_\_\_\_\_\_ laid the groundwork for positive psychology.   |  |  |  | | --- | --- | --- | |  | a. | Humanistic psychology | |  | b. | Trait theorists | |  | c. | Behaviorism | |  | d. | Sigmund Freud |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 184. Which personality theorists have most clearly been credited with encouraging the popular belief that a positive self-concept is the key to happiness and success?   |  |  |  | | --- | --- | --- | |  | a. | psychodynamic theorists | |  | b. | behaviorists | |  | c. | humanistic theorists | |  | d. | neo-Freudians |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 185. Which personality theorists have been criticized the most for encouraging individual selfishness and self-indulgence?   |  |  |  | | --- | --- | --- | |  | a. | behaviorists | |  | b. | neo-Freudians | |  | c. | psychodynamic theorists | |  | d. | humanistic theorists |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 186. Which theorists have been criticized for underestimating the human capacity for evil?   |  |  |  | | --- | --- | --- | |  | a. | neo-Freudians | |  | b. | humanistic theorists | |  | c. | psychoanalytic theorists | |  | d. | behaviorists |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 187. Sigmund Freud explained personality in terms of unconscious motivations, whereas \_\_\_\_\_\_\_\_ described personality in terms of enduring traits.   |  |  |  | | --- | --- | --- | |  | a. | Gordon Allport | |  | b. | Albert Bandura | |  | c. | Starke Hathaway | |  | d. | B. F. Skinner |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 188. A behavior trait refers to a pattern of behavior that is   |  |  |  | | --- | --- | --- | |  | a. | unconsciously motivated. | |  | b. | difficult to observe. | |  | c. | generally stable over time. | |  | d. | unlearned. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 189. Krisha is consistently optimistic, talkative, and impulsive. Each of these characteristics most clearly represents   |  |  |  | | --- | --- | --- | |  | a. | a conscious motive. | |  | b. | the need for self-esteem. | |  | c. | self-efficacy. | |  | d. | a trait. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 190. The focus of \_\_\_\_\_\_\_\_ theories is the description of people’s identifiable behavior patterns.   |  |  |  | | --- | --- | --- | |  | a. | social-cognitive | |  | b. | trait | |  | c. | behaviorist | |  | d. | psychodynamic  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 191. People who describe themselves as quiet may also say they are reserved and thoughtful. This statistically correlated cluster of behavior tendencies that occur together reflects a basic   |  |  |  | | --- | --- | --- | |  | a. | personality dimension. | |  | b. | scale. | |  | c. | arousal. | |  | d. | determinism. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 192. To identify a relatively small number of the most basic personality traits, trait theorists have used   |  |  |  | | --- | --- | --- | |  | a. | reciprocal determinism. | |  | b. | heritability. | |  | c. | the MMPI. | |  | d. | factor analysis. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 193. According to trait theorists, factors are   |  |  |  | | --- | --- | --- | |  | a. | personality elements that involve the unconscious and childhood experiences. | |  | b. | heavily influenced by the environment, making personality unstable. | |  | c. | clusters of behavior tendencies that occur together. | |  | d. | unstable dimensions of personality. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 194. Calphus, who is an introvert, prefers spending time home alone, enjoys classical music, and loves to read. According to trait theorists, this cluster of behaviors is called a   |  |  |  | | --- | --- | --- | |  | a. | human need. | |  | b. | self-concept. | |  | c. | factor. | |  | d. | dimension. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 195. The psychologist(s) who developed a personality questionnaire to test for basic personality traits was(were)   |  |  |  | | --- | --- | --- | |  | a. | Hans Eysenck and Sybil Eysenck. | |  | b. | Albert Bandura. | |  | c. | Gordon Allport. | |  | d. | Robert McCrae and Paul Costa. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 196. Which of the following is a basic personality factor assessed by the Eysenck Personality Questionnaire?   |  |  |  | | --- | --- | --- | |  | a. | emotional stability–extraversion | |  | b. | agreeableness–conscientiousness | |  | c. | extraversion–introversion | |  | d. | emotional stability–agreeableness |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 197. Selwyn is typically impulsive, aggressive, and excitable. In terms of the Eysencks’ basic factors he would most clearly be classified as   |  |  |  | | --- | --- | --- | |  | a. | defensive. | |  | b. | introverted. | |  | c. | narcissistic. | |  | d. | emotionally unstable.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 198. Willem, whose normal brain arousal is relatively low, tends to engage in stimulating, high-risk activities. Willem most likely   |  |  |  | | --- | --- | --- | |  | a. | is an extravert. | |  | b. | is an introvert. | |  | c. | has an unstable personality. | |  | d. | tends to be moody and anxious.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 199. Evidence of the impact of biology on personality traits includes the fact that   |  |  |  | | --- | --- | --- | |  | a. | extraverts seek stimulation because their normal brain arousal is relatively low. | |  | b. | extraverts seek stimulation because their normal brain arousal is relatively high. | |  | c. | introverts seek stimulation because their normal brain arousal is relatively low. | |  | d. | introverts seek stimulation because their normal brain arousal is relatively high. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 200. Personality is influenced by   |  |  |  | | --- | --- | --- | |  | a. | only environmental experiences. | |  | b. | one main gene. | |  | c. | many genes having small effects. | |  | d. | attachment in infancy only. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 201. Trait theorists would be most likely to highlight the impact of our biologically inherited \_\_\_\_\_\_\_\_ on personality.   |  |  |  | | --- | --- | --- | |  | a. | self-esteem | |  | b. | empathy | |  | c. | individualism | |  | d. | temperament and behavioral style |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 202. Children with a reactive autonomic nervous system respond to stress with   |  |  |  | | --- | --- | --- | |  | a. | less anxiety and inhibition. | |  | b. | greater anxiety and inhibition. | |  | c. | greater pessimism and rigidity. | |  | d. | less pessimism and rigidity. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 203. Compared with personality differences among humans, personality differences among dogs are \_\_\_\_\_\_\_\_ evident and \_\_\_\_\_\_\_\_ consistently judged by researchers.   |  |  |  | | --- | --- | --- | |  | a. | more; less | |  | b. | less; more | |  | c. | more; more | |  | d. | just as; just as |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 204. One reason that Western cultures are hard on introverts is that   |  |  |  | | --- | --- | --- | |  | a. | extraverts tend to earn more money. | |  | b. | extraverts seek low levels of stimulation. | |  | c. | the extraverts do not fear being evaluated negatively. | |  | d. | being introverted seems to imply that you don’t have the “right stuff.” |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 205. People who typically remain quiet because they constantly fear that others will evaluate them negatively most clearly demonstrate   |  |  |  | | --- | --- | --- | |  | a. | introversion. | |  | b. | agreeableness. | |  | c. | shyness. | |  | d. | self-transcendence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 206. Trait theorists have found that people who are introverted and those who are shy have two distinctly different   |  |  |  | | --- | --- | --- | |  | a. | brain structures. | |  | b. | possible selves. | |  | c. | genes. | |  | d. | behavioral tendencies. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 207. Dominick is withdrawn and very quiet when he is with others because he fears being judged. Dominick’s behavior illustrates   |  |  |  | | --- | --- | --- | |  | a. | extraversion. | |  | b. | introversion. | |  | c. | shyness. | |  | d. | agreeableness. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 208. Gloria prefers to spend time alone, reading a good book. She finds social interactions exhausting. Gloria would be considered   |  |  |  | | --- | --- | --- | |  | a. | extraverted. | |  | b. | introverted. | |  | c. | shy. | |  | d. | disagreeable. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 209. Which basic trait is associated with a tendency to seek low levels of environmental stimulation?   |  |  |  | | --- | --- | --- | |  | a. | narcissism | |  | b. | introversion | |  | c. | agreeableness | |  | d. | conscientiousness |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 210. Psychologists assess a wide range of emotional and behavioral traits by means of   |  |  |  | | --- | --- | --- | |  | a. | heritability. | |  | b. | reciprocal determinism. | |  | c. | personality inventories. | |  | d. | the spotlight effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 211. To assess your standing on each of the Big Five factors of personality, psychologists would be most likely to administer a(n)   |  |  |  | | --- | --- | --- | |  | a. | person-situation test. | |  | b. | projective test. | |  | c. | personality inventory. | |  | d. | self-esteem scale. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 212. Which of the following is a personality inventory that was originally developed to detect emotional disorders?   |  |  |  | | --- | --- | --- | |  | a. | CSAS | |  | b. | MMPI | |  | c. | Eysenck Personality Questionnaire | |  | d. | the Big Five Inventory  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 213. Which of the following is true of the Minnesota Multiphasic Personality Inventory?   |  |  |  | | --- | --- | --- | |  | a. | It is an empirically derived test. | |  | b. | It can be administered and scored only by a trained psychologist. | |  | c. | It is the most widely used projective test. | |  | d. | It was designed to assess the personality traits of normal, psychologically healthy individuals. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 214. Over the last couple of years, Mr. Vladasel has exhibited increasingly odd behavior and has become socially withdrawn. Which of the following would be most helpful for assessing the nature and severity of his symptoms?   |  |  |  | | --- | --- | --- | |  | a. | a life story approach | |  | b. | the Eysenck Personality Inventory | |  | c. | an MRI | |  | d. | the Minnesota Multiphasic Personality Inventory |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 215. Which tests were empirically derived?   |  |  |  | | --- | --- | --- | |  | a. | Eysenck Personality Questionnaire and MMPI | |  | b. | Rorschach and Big Five Self-Assessment | |  | c. | MMPI and Binet’s Scale | |  | d. | Eysenck Personality Questionnaire and Big Five Self-Assessment |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 216. Which of the following statements would most likely appear on a lie scale?   |  |  |  | | --- | --- | --- | |  | a. | “I often feel self-conscious around strangers.” | |  | b. | “I get too much attention from my parents.” | |  | c. | “I enjoy doing my school homework by myself.” | |  | d. | “I’ve never told even a little white lie.” |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 217. Richard is applying for a new job and has been asked to take the MMPI-2. This revised personality inventory has additional scales that assess all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | work attitudes. | |  | b. | family problems. | |  | c. | anger. | |  | d. | happiness. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 218. The *Big Five* is the term currently used to refer to basic   |  |  |  | | --- | --- | --- | |  | a. | statistical procedures. | |  | b. | personality theories. | |  | c. | trait dimensions. | |  | d. | sensory modalities. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 219. The Big Five trait dimensions are   |  |  |  | | --- | --- | --- | |  | a. | introverted/neurotic, extraverted/neurotic, introverted/stable, extraverted/stable, and openness. | |  | b. | introversion, extraversion, neuroticism, stability, and reciprocal. | |  | c. | neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. | |  | d. | extraversion/introversion, reciprocal, openness, stability, and neuroticism. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 220. A person who ranks high on the Big Five trait dimension of openness is said to be   |  |  |  | | --- | --- | --- | |  | a. | soft-hearted and trusting. | |  | b. | organized and disciplined. | |  | c. | practical and conforming. | |  | d. | imaginative and independent.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 221. Inez is very imaginative and independent. Considering the Big Five personality factors, Inez would score   |  |  |  | | --- | --- | --- | |  | a. | high on openness. | |  | b. | low on conscientiousness. | |  | c. | high on extraversion. | |  | d. | low on neuroticism.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 222. Harry is very practical, conforming, and prefers a set routine. Considering the Big Five personality factors, Harry would score   |  |  |  | | --- | --- | --- | |  | a. | low on openness. | |  | b. | low on conscientiousness. | |  | c. | high on extraversion. | |  | d. | low on neuroticism. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 223. Which of the following Big Five trait dimensions is most descriptive of an individual who is organized and disciplined in managing their work?   |  |  |  | | --- | --- | --- | |  | a. | extraversion | |  | b. | agreeableness | |  | c. | conscientiousness | |  | d. | openness |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 224. Colton is a college student who always hands papers in on time, avoids making mistakes, and fulfills all the course requirements. With respect to the Big Five, Colton is high in   |  |  |  | | --- | --- | --- | |  | a. | extraversion. | |  | b. | agreeableness. | |  | c. | conscientiousness. | |  | d. | openness.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 225. Rick is a plant manager who efficiently organizes his work team, makes sure they always meet deadlines, and rarely makes a mistake. With respect to the Big Five, Rick is high in   |  |  |  | | --- | --- | --- | |  | a. | extraversion. | |  | b. | agreeableness. | |  | c. | conscientiousness. | |  | d. | openness.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 226. Being sociable and fun-loving is most closely related to the Big Five trait dimension of   |  |  |  | | --- | --- | --- | |  | a. | openness. | |  | b. | conscientiousness. | |  | c. | extraversion. | |  | d. | emotional stability. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 227. Abigail is generally outgoing and friendly. As a teen, she had numerous friends. As an adult, her social circle continued to grow. She seems to make friends wherever she goes. In late adulthood, Abigail will probably score high on the Big Five factor of   |  |  |  | | --- | --- | --- | |  | a. | agreeableness. | |  | b. | openness. | |  | c. | neuroticism. | |  | d. | extraversion. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 228. Simone generally has a take-charge attitude and is a great team leader. She is likely to have high levels of   |  |  |  | | --- | --- | --- | |  | a. | agreeableness. | |  | b. | openness. | |  | c. | extraversion. | |  | d. | neuroticism. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 229. A person who is helpful and trusting most clearly ranks high on the Big Five trait dimension known as   |  |  |  | | --- | --- | --- | |  | a. | extraversion. | |  | b. | openness. | |  | c. | agreeableness. | |  | d. | conscientiousness. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 230. Jerome is very successful at work; he works closely with his colleagues and is always willing to help out. He is likely to have high levels of   |  |  |  | | --- | --- | --- | |  | a. | agreeableness. | |  | b. | openness. | |  | c. | extraversion. | |  | d. | neuroticism. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 231. Merri is a very kind and compassionate person who gives generously to people in need. She most clearly ranks high on the Big Five trait dimension of   |  |  |  | | --- | --- | --- | |  | a. | conscientiousness. | |  | b. | agreeableness. | |  | c. | openness. | |  | d. | extraversion. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 232. Pablo and his friend Enrique have just received their scores on a personality test. Pablo’s score indicates he is ruthless, suspicious, and uncooperative, whereas Enrique’s score shows him to be soft-hearted, trusting, and helpful. It appears that Pablo and Enrique have scored at opposite ends of the \_\_\_\_\_\_\_\_ dimension of the Big Five.   |  |  |  | | --- | --- | --- | |  | a. | conscientiousness | |  | b. | openness to experience | |  | c. | extraversion | |  | d. | agreeableness  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 233. A highly anxious and insecure personality illustrates the Big Five trait dimension of   |  |  |  | | --- | --- | --- | |  | a. | agreeableness. | |  | b. | openness. | |  | c. | extraversion. | |  | d. | neuroticism.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 234. Meagan is anxious and insecure and has difficulty holding a job. As compared with the general population, which personality trait is she NOT likely to score high on?   |  |  |  | | --- | --- | --- | |  | a. | extraversion | |  | b. | emotional stability | |  | c. | conscientiousness | |  | d. | agreeableness |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 235. Researchers have found that people generally become more conscientious and agreeable and less neurotic as they get older. This is called the   |  |  |  | | --- | --- | --- | |  | a. | validity of projective tests. | |  | b. | stigma of introversion. | |  | c. | humanistic perspective. | |  | d. | maturity principle. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 236. According to the maturity principle, which Big Five trait is likely to increase somewhat during adulthood?   |  |  |  | | --- | --- | --- | |  | a. | self-efficacy | |  | b. | conscientiousness | |  | c. | neuroticism | |  | d. | introversion |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 237. Which Big Five trait is likely to increase somewhat during adulthood?   |  |  |  | | --- | --- | --- | |  | a. | self-transcendence | |  | b. | conscientiousness | |  | c. | neuroticism | |  | d. | empathy |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 238. Dwayne recently retired. He is likely to demonstrate   |  |  |  | | --- | --- | --- | |  | a. | increased levels of agreeableness. | |  | b. | increased levels of extraversion. | |  | c. | decreased levels of neuroticism. | |  | d. | decreased levels of openness. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 239. Recent research has reported that   |  |  |  | | --- | --- | --- | |  | a. | as compared with Americans, people in Japan change more over time on all Big Five traits because they more often adapt to their social environment. | |  | b. | Americans and people in Japan do not differ in how they change in the Big Five traits over time because they have similar social environments. | |  | c. | as compared with people in Japan, Americans change more over time on all Big Five traits because they more often adapt to their social environment. | |  | d. | all the Big Five traits are consistently stable over time in all people, no matter what culture.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 240. Justin’s parents are asked to rate his personality. Justin is also asked to rate his personality. What is likely to be true of Justin’s and his parents’ ratings?   |  |  |  | | --- | --- | --- | |  | a. | Justin’s ratings of himself are likely to be more positive than those of his parents. | |  | b. | Justin’s parents are likely to rate him more positively than he will rate himself. | |  | c. | The ratings are likely to be very similar. | |  | d. | There is no way to determine how the ratings would compare. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 241. Those who score high on the Big Five trait of \_\_\_\_\_\_\_\_ have brains that are wired to experience stress intensely.   |  |  |  | | --- | --- | --- | |  | a. | extraversion | |  | b. | conscientiousness | |  | c. | agreeableness | |  | d. | neuroticism |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 242. Jasmine demonstrates high levels of neuroticism. What does this tell us about her brain?   |  |  |  | | --- | --- | --- | |  | a. | Compared with those who are not neurotic, her frontal lobes are small. | |  | b. | Her brain is smaller than those who are high in agreeableness. | |  | c. | Her hypothalamus is underdeveloped. | |  | d. | Her brain is wired to experience stress intensely. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 243. Which personality trait is NOT consistent across cultures?   |  |  |  | | --- | --- | --- | |  | a. | openness | |  | b. | extraversion | |  | c. | agreeableness | |  | d. | All traits are consistent across cultures. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 244. Features of \_\_\_\_\_\_\_\_ have been observed to be common among people from a wide variety of cultures.   |  |  |  | | --- | --- | --- | |  | a. | self-esteem | |  | b. | self-efficacy | |  | c. | the Big Five traits | |  | d. | reciprocal determinism |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 245. Posting more on social media is best predicted by the Big Five trait of   |  |  |  | | --- | --- | --- | |  | a. | neuroticism. | |  | b. | extraversion. | |  | c. | agreeableness. | |  | d. | openness. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 246. Everly was extremely stressed during the height of the COVID-19 pandemic. Everly is likely high in the Big Five trait of   |  |  |  | | --- | --- | --- | |  | a. | openness. | |  | b. | extraversion. | |  | c. | neuroticism. | |  | d. | conscientiousness. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 247. New situations and major life events can   |  |  |  | | --- | --- | --- | |  | a. | shift the personality traits we express. | |  | b. | demonstrate the maturity principle. | |  | c. | negatively affect the Big Five personality traits. | |  | d. | lead to unconditional positive regard. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 248. Arguments as to whether a person’s behavior is more strongly influenced by temporary external influences or by enduring inner influences best characterize the   |  |  |  | | --- | --- | --- | |  | a. | psychodynamic perspective. | |  | b. | person-situation controversy. | |  | c. | introversion-extraversion debate. | |  | d. | spotlight effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 249. Evidence that our traits persist over time and across different settings is of greatest relevance to   |  |  |  | | --- | --- | --- | |  | a. | reciprocal determinism. | |  | b. | self-efficacy. | |  | c. | the spotlight effect. | |  | d. | the person-situation controversy. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 250. Trait theorists have been criticized for   |  |  |  | | --- | --- | --- | |  | a. | underestimating the potential influence of biological factors on personality development. | |  | b. | underestimating the extent to which people differ from one another. | |  | c. | overestimating the consistency of behavior from one situation to another. | |  | d. | underestimating the value of factor analysis for identifying clusters of related traits. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 251. Nicole does not copy her friend’s history homework, but she is more than willing to copy his physics homework. She recently stole a candy bar from the grocery store, but she also contributed $50 to help the homeless. This pattern of behavior should make psychologists more cautious about emphasizing the consistent impact of \_\_\_\_\_\_\_\_ on behavior.   |  |  |  | | --- | --- | --- | |  | a. | personality traits | |  | b. | self-efficacy | |  | c. | factor analysis | |  | d. | empirically derived tests |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 252. People’s scores on personality tests often fail to predict their behavior in a real-life situation. This should make us more cautious about overemphasizing the impact of \_\_\_\_\_\_\_\_ on behavior.   |  |  |  | | --- | --- | --- | |  | a. | traits | |  | b. | factor analysis | |  | c. | the spotlight effect | |  | d. | self-efficacy |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 253. Dr. Lee conducted a study measuring conscientiousness in college students. Her results revealed only a modest relationship between a student being conscientious on one occasion and being similarly conscientious on another occasion. This should make psychologists more cautious about overestimating the impact of \_\_\_\_\_\_\_\_ on behavior.   |  |  |  | | --- | --- | --- | |  | a. | extraversion | |  | b. | personality traits | |  | c. | self-esteem | |  | d. | environment |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 254. Unlike reggae, folk, and nontraditional ambient music lovers, those who love country, R&B, and funk music tend to score high on the Big Five trait dimension known as   |  |  |  | | --- | --- | --- | |  | a. | extraversion. | |  | b. | openness. | |  | c. | neuroticism. | |  | d. | conscientiousness.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 255. Dion is reading through his friend’s social media posts and notices that the posts seem to provide hints at his friend’s personality. He’s correct! Thus far, research has found that all of the following can be displayed in written communication EXCEPT level of   |  |  |  | | --- | --- | --- | |  | a. | extraversion. | |  | b. | agreeableness. | |  | c. | self-esteem. | |  | d. | openness.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 256. People who score high on the Big Five trait dimension of \_\_\_\_\_\_\_\_ tend to use more adjectives on social media.   |  |  |  | | --- | --- | --- | |  | a. | neuroticism | |  | b. | conscientiousness | |  | c. | agreeableness | |  | d. | extraversion |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 257. Tabatha, a first-year university student, lives in a dormitory. Her dorm room is always neat and well-organized, with all her clothes carefully hung in the closet or put away in the dresser. Tabatha’s behavior illustrates the Big Five trait of   |  |  |  | | --- | --- | --- | |  | a. | extraversion. | |  | b. | conscientiousness. | |  | c. | neuroticism. | |  | d. | agreeableness.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 258. People’s living and working spaces give clues to all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | extraversion. | |  | b. | neuroticism. | |  | c. | openness. | |  | d. | conscientiousness.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 259. Impressions of just a few seconds of a person’s expressive style are consistent with impressions of the person’s expressive style whenever you are with that person. This best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | self-esteem. | |  | b. | traits. | |  | c. | the spotlight effect. | |  | d. | self-efficacy.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 260. Reddy’s teacher just entered the classroom and has begun her lecture on the history of psychology. After only a few seconds, Reddy has gained an impression of the teacher’s expressive style that will hold true over an entire semester. This best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | self-esteem. | |  | b. | traits. | |  | c. | projective tests. | |  | d. | self-efficacy.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 261. Which perspective most clearly emphasizes the interactive influences of traits and situations on human behavior?   |  |  |  | | --- | --- | --- | |  | a. | trait perspective | |  | b. | psychodynamic perspective | |  | c. | social-cognitive perspective | |  | d. | humanistic perspective |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 262. Your score on an extraversion test does not neatly predict how sociable you will be on any given occasion. This observation is most clearly highlighted by \_\_\_\_\_\_\_\_ theories.   |  |  |  | | --- | --- | --- | |  | a. | psychodynamic | |  | b. | social-cognitive | |  | c. | trait | |  | d. | humanistic |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 263. Which personality theories emphasize reciprocal determinism?   |  |  |  | | --- | --- | --- | |  | a. | psychodynamic | |  | b. | social-cognitive | |  | c. | trait | |  | d. | humanistic |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 264. According to Albert Bandura, the interacting influences of behavior, internal personal factors, and environment illustrate   |  |  |  | | --- | --- | --- | |  | a. | the maturity principle. | |  | b. | self-efficacy. | |  | c. | reciprocal determinism. | |  | d. | the spotlight effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 265. \_\_\_\_\_\_\_\_ emphasized the interaction among behavior, internal personal factors, and environmental influences in his \_\_\_\_\_\_\_\_ perspective on personality.   |  |  |  | | --- | --- | --- | |  | a. | Albert Bandura; social-cognitive | |  | b. | Gordon Allport; trait | |  | c. | Sigmund Freud; psychoanalytic | |  | d. | Hans Eysenck; trait |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 266. Our personalities influence the extent to which we expose ourselves to specific environmental influences. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the spotlight effect. | |  | b. | narcissism. | |  | c. | self-serving bias. | |  | d. | reciprocal determinism. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 267. When she goes food shopping, Lin purchases mainly fruits, vegetables, whole grains, and lean proteins. Her strategy is both a cause and a consequence of her nutritious diet. This best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | the spotlight effect. | |  | b. | reciprocal determinism. | |  | c. | self-serving bias. | |  | d. | defensive self-esteem.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 268. Sabrina’s parents have never taken the time to talk honestly with her and have rejected her efforts to become close to them. As a result, Sabrina mistrusts other people and treats them with hostility, which leads to *their* rejection of her. This cycle of rejection, mistrust, hostility, and further rejection illustrates what is meant by   |  |  |  | | --- | --- | --- | |  | a. | self-efficacy. | |  | b. | the spotlight effect. | |  | c. | self-image. | |  | d. | reciprocal determinism.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 269. In one well-replicated finding, if a person has a specific gene associated with aggression and is raised in a difficult environment, that person is most likely to demonstrate adult antisocial behavior. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | group identification. | |  | b. | the spotlight effect. | |  | c. | the self-serving bias. | |  | d. | gene-environment interactions.  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 270. The fact that our personalities can help determine how we interpret and react to events illustrates   |  |  |  | | --- | --- | --- | |  | a. | the spotlight effect. | |  | b. | narcissism. | |  | c. | self-serving bias. | |  | d. | reciprocal determinism. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 271. Professor Penna perceives outgoing, extraverted styles of behavior to be the interactive outcome of childhood experiences, learned responses, and brain activity. The professor’s views best illustrate a(n) \_\_\_\_\_\_\_\_ approach.   |  |  |  | | --- | --- | --- | |  | a. | trait | |  | b. | evolutionary | |  | c. | biopsychosocial | |  | d. | humanistic  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 272. Because people are both the products and architects of their environments, the study of personality most clearly benefits from the use of   |  |  |  | | --- | --- | --- | |  | a. | free association. | |  | b. | projective tests. | |  | c. | a biopsychosocial approach. | |  | d. | unconditional positive regard.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 273. The assessment center approach assesses prospective employees by   |  |  |  | | --- | --- | --- | |  | a. | having several managers interview them. | |  | b. | having them complete a questionnaire. | |  | c. | assessing their behavior in realistic situations. | |  | d. | giving them a projective test.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 274. AT&T has assessed prospective managers by observing them doing simulated managerial work. This best illustrates the use of an assessment strategy favored by \_\_\_\_\_\_\_\_ theorists.   |  |  |  | | --- | --- | --- | |  | a. | trait | |  | b. | psychodynamic | |  | c. | social-cognitive | |  | d. | humanistic  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 275. Nayeli is applying to the university in Stockholm. As part of the application process, she is given material to study and then tested on her learning. This process is based on   |  |  |  | | --- | --- | --- | |  | a. | factor analysis. | |  | b. | the assessment center approach. | |  | c. | personality inventories. | |  | d. | self-efficacy tests.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 276. According to social-cognitive psychologists, one of the best ways to predict a person’s future behavior is to   |  |  |  | | --- | --- | --- | |  | a. | identify that person’s most central traits by having him or her take a personality inventory. | |  | b. | observe that person’s behavior in various relevant situations. | |  | c. | assess that person’s general level of self-esteem. | |  | d. | uncover that person’s hidden motives, as revealed by projective tests. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 277. Social-cognitive theorists would believe that the best predictor of Yesenia’s success as a product manager would be his   |  |  |  | | --- | --- | --- | |  | a. | ability to perform similar jobs. | |  | b. | high school grade-point average. | |  | c. | levels of self-esteem. | |  | d. | relative standing on the Big Five. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 278. A criticism of social-cognitive theories has been that they   |  |  |  | | --- | --- | --- | |  | a. | overestimate the importance of unconscious factors in personality. | |  | b. | fail to acknowledge the pervasive nature of self-serving bias. | |  | c. | underestimate the importance of enduring personality traits. | |  | d. | overlook the results of contemporary research on learning processes. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 279. Which personality theory incorporates the use of free association, projective tests, and dream analysis in its personality assessment methods?   |  |  |  | | --- | --- | --- | |  | a. | social-cognitive | |  | b. | psychoanalytic | |  | c. | humanistic | |  | d. | trait |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 280. Which personality theory uses personality inventories in their personality assessment methods?   |  |  |  | | --- | --- | --- | |  | a. | social-cognitive | |  | b. | psychoanalytic | |  | c. | humanistic | |  | d. | trait |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 281. Learning and cognition are the basic building blocks for which personality theories?   |  |  |  | | --- | --- | --- | |  | a. | humanistic | |  | b. | social-cognitive | |  | c. | trait | |  | d. | psychodynamic  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 282. Which of the following is said to function as an organizer of our thoughts, feelings, and behaviors?   |  |  |  | | --- | --- | --- | |  | a. | the self | |  | b. | self-efficacy | |  | c. | the Big Five | |  | d. | self-image |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 283. The concept of possible selves refers to your   |  |  |  | | --- | --- | --- | |  | a. | sense of self-worth. | |  | b. | sense of competence. | |  | c. | visions of the self you dream of becoming and the self you fear becoming. | |  | d. | self-esteem. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 284. Eighth- and ninth-grade students whose families struggle financially are more likely to earn high grades if they had a clear vision of themselves succeeding in school. This best illustrates the motivational significance of   |  |  |  | | --- | --- | --- | |  | a. | possible selves. | |  | b. | defensive self-esteem. | |  | c. | the spotlight effect. | |  | d. | the psychodynamic perspective. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 285. Twenty-year-old Mathilda is pondering her future. She would like to be successful in the career of her dreams, earn enough to live well, and be in a satisfying relationship. She would like to make sure that she doesn’t end up in a nonproductive career with a limited income and that she doesn’t move from relationship to relationship. Mathilda is thinking about   |  |  |  | | --- | --- | --- | |  | a. | her possible selves. | |  | b. | the spotlight effect. | |  | c. | her self-efficacy. | |  | d. | a self-serving bias. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 286. Our motivation to achieve success and avoid failure is most directly influenced by our   |  |  |  | | --- | --- | --- | |  | a. | conditioning. | |  | b. | possible selves. | |  | c. | defensive self-esteem. | |  | d. | narcissism. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 287. The spotlight effect refers to   |  |  |  | | --- | --- | --- | |  | a. | overestimating the extent to which others notice and evaluate our appearance and performance. | |  | b. | our sense of competence and effectiveness. | |  | c. | our sense of self-worth. | |  | d. | a readiness to perceive ourselves favorably.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 288. In one experiment, participants put on an embarrassing T-shirt before meeting other students. Their tendency to overestimate the extent to which the other students would notice their unusual T-shirt best illustrated   |  |  |  | | --- | --- | --- | |  | a. | narcissism. | |  | b. | reciprocal determinism. | |  | c. | defensive self-esteem. | |  | d. | the spotlight effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 289. Regina’s hair stylist cut her bangs too short. When Regina went to meet her friends for lunch, she was sure they would all laugh at her, but no one did. Regina’s overestimate of people noticing her short bangs best illustrates   |  |  |  | | --- | --- | --- | |  | a. | narcissism. | |  | b. | reciprocal determinism. | |  | c. | defensive self-esteem. | |  | d. | the spotlight effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 290. Professor Taft performed an experiment in which a group of students put on bright orange T-shirts before entering a room with fellow classmates. The students’ tendency to overestimate the extent to which the other students would notice their overly bright T-shirts best illustrates   |  |  |  | | --- | --- | --- | |  | a. | narcissism. | |  | b. | reciprocal determinism. | |  | c. | defensive self-esteem. | |  | d. | the spotlight effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 291. Professor McElroy was nervous about teaching a university class for the first time. He overestimated the extent to which his students would notice that he was nervous. His reaction best illustrates   |  |  |  | | --- | --- | --- | |  | a. | self-serving bias. | |  | b. | the spotlight effect. | |  | c. | narcissism. | |  | d. | reciprocal determinism. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 292. Self-esteem refers to   |  |  |  | | --- | --- | --- | |  | a. | the sum total of all our thoughts about ourselves. | |  | b. | our concept of what we would like to be. | |  | c. | our feelings of high or low self-worth. | |  | d. | all of these characteristics. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 293. Sanjay feels good about himself, believing that he has high self-worth. Psychologists would refer to this as his   |  |  |  | | --- | --- | --- | |  | a. | self-efficacy. | |  | b. | self-actualization. | |  | c. | self-serving bias. | |  | d. | self-esteem. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 294. Corinne has high self-esteem. We can expect her to demonstrate all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | being outgoing. | |  | b. | having a strong sense of responsibility. | |  | c. | being open to new experiences. | |  | d. | communicating poorly. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 295. A sense of one’s ability to competently perform a task is called   |  |  |  | | --- | --- | --- | |  | a. | self-esteem. | |  | b. | self-efficacy. | |  | c. | self-monitoring. | |  | d. | self-disclosure. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 296. Arturo always enrolls in the most difficult chemistry courses during his high school years. He is extremely confident that he has the ability to do well in these courses. Arturo is demonstrating   |  |  |  | | --- | --- | --- | |  | a. | self-efficacy. | |  | b. | reciprocal determinism. | |  | c. | the spotlight effect. | |  | d. | self-esteem. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 297. Lilian believes that her poor work performance results from her lack of appropriate skills. This most clearly indicates that she experiences a low level of   |  |  |  | | --- | --- | --- | |  | a. | self-awareness. | |  | b. | defensive self-esteem. | |  | c. | reciprocal determinism. | |  | d. | self-efficacy. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 298. Using his model of reciprocal determinism, Albert Bandura would consider self-efficacy to be a(n)   |  |  |  | | --- | --- | --- | |  | a. | narcissism. | |  | b. | defense mechanism. | |  | c. | internal personal factor. | |  | d. | genetic predisposition. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 299. Compared with those having high self-esteem, individuals with low self-esteem are likely to   |  |  |  | | --- | --- | --- | |  | a. | try harder to repair their bad moods. | |  | b. | show off in order to get attention. | |  | c. | feel anxious and lonely. | |  | d. | express narcissism. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 300. Bruce believes that all his classmates are smarter and more sociable than he is. The result of Bruce’s low self-esteem may be   |  |  |  | | --- | --- | --- | |  | a. | self-awareness. | |  | b. | anxiety. | |  | c. | self-serving bias. | |  | d. | self-efficacy. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 301. If children’s positive self-esteem is largely a consequence rather than a cause of their successful accomplishments, parents would be best advised to enable their children to   |  |  |  | | --- | --- | --- | |  | a. | develop defensive self-esteem. | |  | b. | recognize that positive self-esteem inhibits self-serving bias. | |  | c. | effectively deal with challenges and achieve success. | |  | d. | experience positive self-esteem regardless of how well or how poorly they perform. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 302. Giving praise in the absence of good performance may   |  |  |  | | --- | --- | --- | |  | a. | help people to improve. | |  | b. | protect people from life’s problems. | |  | c. | actually harm people. | |  | d. | increase self-esteem. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 303. Mr. Firgiana believes that praising his employees whether or not they perform well will eventually result in improved performance. What can we say about Mr. Firgiana’s view?   |  |  |  | | --- | --- | --- | |  | a. | He will end up with employees arguing with each other for his attention. | |  | b. | He will be successful at improving his employees’ performance. | |  | c. | Giving praise in the absence of good performance may actually harm people. | |  | d. | His behavior will have no effect on his employees’ performance. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 304. When researchers deflated people’s self-images, the people   |  |  |  | | --- | --- | --- | |  | a. | experienced the spotlight effect. | |  | b. | engaged in reciprocal determinism. | |  | c. | expressed increased racial prejudice. | |  | d. | emphasized self-realization. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 305. The fact that people who feel negatively about themselves have tended to be oversensitive and judgmental demonstrates   |  |  |  | | --- | --- | --- | |  | a. | the effect of low self-esteem. | |  | b. | the trait perspective. | |  | c. | the maturity principle. | |  | d. | how biology and environment influence personality. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 306. The Dunning-Kruger effect is the term now used to refer to   |  |  |  | | --- | --- | --- | |  | a. | self-serving bias. | |  | b. | our blindness to our own incompetence. | |  | c. | narcissistic behavior. | |  | d. | excessive optimism.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 307. Excessive self-confidence is especially likely to be facilitated by the difficulty in recognizing   |  |  |  | | --- | --- | --- | |  | a. | reciprocal determinism. | |  | b. | defensive self-esteem. | |  | c. | one’s own incompetence. | |  | d. | self-efficacy. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 308. Gustavo believes he is in love. According to the Dunning-Kruger effect, to know if his current relationship will last, Gustavo should   |  |  |  | | --- | --- | --- | |  | a. | think about it himself. | |  | b. | ask the person he is dating. | |  | c. | ask a friend. | |  | d. | wait and see.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 309. When people accept more responsibility for good deeds than for bad ones, they are engaging in   |  |  |  | | --- | --- | --- | |  | a. | self-serving bias. | |  | b. | possible self-evaluation. | |  | c. | excessive optimism. | |  | d. | low self-esteem.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 310. The tendency to accept more personal responsibility for one’s successes than for one’s failures best illustrates   |  |  |  | | --- | --- | --- | |  | a. | reciprocal determinism. | |  | b. | self-serving bias. | |  | c. | the maturity principle. | |  | d. | the spotlight effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 311. Arcanjo, the coach of a college baseball team, convincingly praises the positive aspects of their upcoming opponents, which makes their team’s victories appear \_\_\_\_\_\_\_\_ praiseworthy and his team’s losses appear \_\_\_\_\_\_\_\_ understandable.   |  |  |  | | --- | --- | --- | |  | a. | less; less | |  | b. | more; more | |  | c. | less; more | |  | d. | more; less |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 312. Athletes often privately attribute their losses to bad officiating. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | secure self-esteem. | |  | b. | the spotlight effect. | |  | c. | self-serving bias. | |  | d. | free association. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 313. Mr. Carlson is a politician who credits his past election victories to his own effective communication and hard work; he attributes his past election losses to factors beyond his control. His assessments best illustrate   |  |  |  | | --- | --- | --- | |  | a. | reciprocal determinism. | |  | b. | narcissism. | |  | c. | self-serving bias. | |  | d. | the spotlight effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 314. Professor Gaunt surveys his students about their potential success in the business world. Most students believe that they will be successful. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | neuroticism | |  | b. | self-serving bias. | |  | c. | narcissism. | |  | d. | reciprocal determinism. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 315. Jeff just received a bonus for excellent performance of his job. However, when he received the monetary award in his paycheck, he noticed that it was taxed extremely high, reducing the amount of the award by 30 percent. Jeff is upset and tells his wife, “We have already paid our taxes for this year and now they want more.” This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | a self-serving bias. | |  | b. | a possible self-evaluation. | |  | c. | excessive optimism. | |  | d. | low self-esteem. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 316. Although nearly half of American marriages end in divorce, the vast majority of American newlyweds predict that they will never get divorced. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | narcissism. | |  | b. | defensive self-esteem. | |  | c. | self-serving bias | |  | d. | secure self-esteem. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 317. Terrence failed to look both ways before entering the traffic circle and bumped the car entering the circle from his right. Afterward, he thought to himself. “Why didn’t the other driver look to see that I was rounding the circle?” Terrence’s thinking best illustrated the dangers of   |  |  |  | | --- | --- | --- | |  | a. | low self-efficacy. | |  | b. | defensive self-esteem. | |  | c. | the spotlight effect. | |  | d. | the self-serving bias. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 318. Kate was so sure she knew everything she needed to know about biology that she failed to study thoroughly enough for her final biology test to get a passing course grade. Kate’s experience best illustrates the dangers of   |  |  |  | | --- | --- | --- | |  | a. | low self-efficacy. | |  | b. | defensive self-esteem. | |  | c. | the spotlight effect. | |  | d. | self-serving bias. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 319. Self-enhancement generally predicts   |  |  |  | | --- | --- | --- | |  | a. | emotional well-being. | |  | b. | poor communication. | |  | c. | reduced self-concept. | |  | d. | decreased self-esteem. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 320. Most people rate themselves as having better-than-average intelligence. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | defensive self-esteem. | |  | b. | the spotlight effect. | |  | c. | self-serving bias. | |  | d. | reciprocal determinism. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 321. When people compare their personal qualities with those of the average person, they are most likely to experience   |  |  |  | | --- | --- | --- | |  | a. | low self-esteem. | |  | b. | a poor self-image. | |  | c. | the spotlight effect. | |  | d. | high self-esteem. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 322. Professor Morrison believes that the instructors at his university are far superior to the instructors at the university in the next town. Professor Morrison is demonstrating   |  |  |  | | --- | --- | --- | |  | a. | self-serving bias. | |  | b. | self-efficacy. | |  | c. | the spotlight effect. | |  | d. | group-serving bias. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 323. Most people rate themselves as having better-than-average kindness and ethics. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | defensive self-esteem. | |  | b. | the spotlight effect. | |  | c. | self-serving bias. | |  | d. | reciprocal determinism. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 324. Research participants were most likely to react aggressively to criticism of their written essays if they experienced \_\_\_\_\_\_\_\_ self-esteem.   |  |  |  | | --- | --- | --- | |  | a. | unrealistically low | |  | b. | moderately low | |  | c. | moderately high | |  | d. | unrealistically high |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 325. Narcissism refers to excessive   |  |  |  | | --- | --- | --- | |  | a. | self-criticism. | |  | b. | self-control. | |  | c. | self-love. | |  | d. | self-pity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 326. Narcissistic people have been observed to take a(n) \_\_\_\_\_\_\_\_ approach to their romantic relationships.   |  |  |  | | --- | --- | --- | |  | a. | empathic | |  | b. | introverted | |  | c. | game-playing | |  | d. | self-sacrificing |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 327. Which of the following is NOT a characteristic of narcissistic people?   |  |  |  | | --- | --- | --- | |  | a. | modesty | |  | b. | being materialistic | |  | c. | avoiding commitment | |  | d. | having inflated expectations |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 328. Arsan craves others’ admiration, is active on social media, and often becomes enraged when criticized. These are all characteristics of   |  |  |  | | --- | --- | --- | |  | a. | agreeableness. | |  | b. | extraversion. | |  | c. | narcissism. | |  | d. | openness. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 329. Exaggerated feelings of self-importance are most closely linked with   |  |  |  | | --- | --- | --- | |  | a. | narcissism. | |  | b. | extraversion. | |  | c. | the spotlight effect. | |  | d. | self-efficacy. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 330. Mihaela is about to take an exam in physics that covers the entire semester’s material. Plus, physics is her hardest subject. Right before taking the exam, Mihaela says to herself, “I just know I am going to do poorly on this exam. This class is so difficult, and it is too much material to learn.” What is the possible benefit of Mihaela’s self-disparaging statement?   |  |  |  | | --- | --- | --- | |  | a. | It is preparing her for a possible failure on the exam. | |  | b. | It is helping her learn from her own mistakes. | |  | c. | It is helping her accept who she is presently. | |  | d. | It is preparing her for understanding that her instructor does not like her. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 331. Self-confidence that is easily punctured by criticism is most indicative of   |  |  |  | | --- | --- | --- | |  | a. | self-efficacy. | |  | b. | the spotlight effect. | |  | c. | defensive self-esteem. | |  | d. | reciprocal determinism. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 332. Self-serving bias can be illustrated by   |  |  |  | | --- | --- | --- | |  | a. | narcissism. | |  | b. | the better-than-average effect. | |  | c. | self-disparaging comments. | |  | d. | a defensive self-esteem. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 333. Sharat accepts himself as he is without being strongly affected by how others evaluate him. Sharat most clearly demonstrates   |  |  |  | | --- | --- | --- | |  | a. | narcissism. | |  | b. | secure self-esteem. | |  | c. | the spotlight effect. | |  | d. | reciprocal determinism. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 334. The desire to differentiate yourself from others by emphasizing your unique values and traits is most common among those who value   |  |  |  | | --- | --- | --- | |  | a. | group identification. | |  | b. | collectivism. | |  | c. | respect for the elderly. | |  | d. | individualism. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 335. Borja’s therapist tells him that he needs to develop his self-image, value his uniqueness, and conform less to family pressures. Borja’s therapist values   |  |  |  | | --- | --- | --- | |  | a. | collectivism. | |  | b. | individualism. | |  | c. | personal privacy. | |  | d. | narcissism. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 336. Competition between individuals is most likely to be celebrated in cultures that promote   |  |  |  | | --- | --- | --- | |  | a. | collectivism. | |  | b. | narcissism. | |  | c. | individualism. | |  | d. | introversion. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 337. Janet is focused on her goal of becoming a nurse. She is not generally concerned with how other students are doing in their classes and prides herself with her high grades and academic abilities. She is most likely   |  |  |  | | --- | --- | --- | |  | a. | experiencing culture shock. | |  | b. | from an individualist culture. | |  | c. | experiencing diminished group identification. | |  | d. | from a collectivist culture. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 338. Many North American parents want to pick names for their children that sound unique or are spelled in an unusual way. This desire best illustrates one of the consequences of   |  |  |  | | --- | --- | --- | |  | a. | defensive self-esteem. | |  | b. | extraversion. | |  | c. | collectivism. | |  | d. | individualism. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 339. Social roles are especially likely to be central to people’s self-identity in \_\_\_\_\_\_\_\_ cultures.   |  |  |  | | --- | --- | --- | |  | a. | individualist | |  | b. | humanistic | |  | c. | collectivist | |  | d. | democratic |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 340. In a collectivist culture, individuals are likely to avoid   |  |  |  | | --- | --- | --- | |  | a. | displaying personal humility. | |  | b. | embarrassing other people. | |  | c. | prolonging conversations. | |  | d. | modesty. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 341. Those from collectivist cultures are more likely to view \_\_\_\_\_\_\_\_ as a way to strengthen group harmony than are those from individualist cultures.   |  |  |  | | --- | --- | --- | |  | a. | the selection effect | |  | b. | free will | |  | c. | forgiveness | |  | d. | competition |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 342. Compared with those in cultures that value individualism, people in collectivist cultures are especially likely to value personal   |  |  |  | | --- | --- | --- | |  | a. | modesty. | |  | b. | privacy. | |  | c. | freedom. | |  | d. | achievements. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 343. Kwang-su tells his friend that he cannot move out of his home and share an apartment because his family needs his financial help in order to start a new business. He believes moving would violate his family duty. Kwang-su most likely comes from a culture that values   |  |  |  | | --- | --- | --- | |  | a. | collectivism. | |  | b. | individualism. | |  | c. | personal privacy. | |  | d. | narcissism. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 344. The belief that others’ behaviors are responses to social norms rather than reflections of personality traits is most common in cultures that value   |  |  |  | | --- | --- | --- | |  | a. | individualism. | |  | b. | narcissism. | |  | c. | extraversion. | |  | d. | collectivism. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 345. Focusing on the self is to \_\_\_\_\_\_\_\_ as focusing on the group is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | individualism; collectivism | |  | b. | traditionalism; modernism | |  | c. | modernism; traditionalism | |  | d. | collectivism; individualism |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 346. The interdependent self is most closely associated with a culture that values   |  |  |  | | --- | --- | --- | |  | a. | individualism. | |  | b. | reciprocal determinism. | |  | c. | collectivism. | |  | d. | extraversion. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 347. Interdependence is to \_\_\_\_\_\_\_\_ as independence is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | self-efficacy; self-image | |  | b. | conditioning; humanistic psychology | |  | c. | group identification; defensive self-esteem | |  | d. | collectivism; individualism |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 348. One would not observe unusually high rates of divorce in cultures that promote   |  |  |  | | --- | --- | --- | |  | a. | collectivism. | |  | b. | individualism. | |  | c. | personal privacy. | |  | d. | narcissism. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 349. Which of the following has increased as a result of increasing affluence?   |  |  |  | | --- | --- | --- | |  | a. | cultural norms | |  | b. | individualism | |  | c. | group identification | |  | d. | collectivism |  |  |  | | --- | --- | | *ANSWER:* | b | |