

# Skills Center Psychology Practice Exam I

## Psychology – The Adaptive Mind by Nairne

- 1.) Psychology is defined as
  - a. the scientific investigation of thought processes.
  - b. the understanding of abnormal behavior.
  - c. the scientific study of behavior and mind.
  - d. the study of mental illness and inner feelings.
- 2.) Most modern psychologists
  - a. rely on self-reports of individuals in order to understand human nature.
  - b. investigate brain function in order to understand human and animal behavior.
  - c. use insight and logical reasoning to explain and understand behavior.
  - d. observe behavior in a systematic way, and develop ideas that can be tested through more observation.
- 3.) A psychologist who diagnoses and treats psychological problems would be
  - a. a clinical psychologist.
  - b. an applied psychologist.
  - c. a research psychologist.
  - d. a psychiatrist.
- 4.) A psychologist who extends the principles of psychology to practical, everyday problems in the real world would be
  - a. a clinical psychologist.
  - b. a research psychologist.
  - c. a psychiatrist.
  - d. an applied psychologist.
- 5.) A psychologist who conducts experiments in an attempt to discover the basic principles of behavior and mind would be
  - a. a research psychologist.
  - b. a clinical psychologist.
  - c. an applied psychologist.
  - d. a psychiatrist.
- 6.) June is a graduate student whose major area of interest is social psychology. You should expect that June is more interested in
  - a. how people relate to each other and influence each other.
  - b. the ways in which physical and genetic factors influence and determine behavior.
  - c. the internal factors that lead people to act consistently across various situation.
  - d. how behavior and mental processes change over a lifetime.
- 7.) Daniel is a graduate student whose major area of interest is personality psychology. You should expect that Daniel is most interested in
  - a. the internal factors that lead people to act consistently across various situations.
  - b. the ways in which physical or genetic factors influence and determine behavior.
  - c. how people relate to each other and influence each other.
  - d. how behavior and mental processes change over a lifetime.

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- 8.) The mental health professional who is most likely to prescribe drugs as part of a treatment program for his or her patients is
- a counseling psychologist.
  - a psychiatrist.
  - a behavioral psychologist.
  - a cognitive psychologist.
- 9.) The main difference between a clinical psychologist and a psychiatrist is
- the types of psychological problems that each professional deals with.
  - the ages of the patients that they treat.
  - the perspective they take in understanding psychological disorders.
  - the type of educational background each specialist has.
- 10.) The intellectual roots of modern psychology lie in the disciplines of
- mathematics and philosophy.
  - philosophy and physiology.
  - biology and physics.
  - anthropology and sociology.
- 13.) The goal in structuralism is to
- understand the purpose of immediate conscious experience.
  - understand the immediate conscious experience by breaking it down into basic elements.
  - discover how changes in the environment can lead to changes in measurable behavior.
  - understand how memories and mental process produce problem behavior.
- 14.) The name most clearly linked with the structuralist view in psychology is
- William James.
  - Wilhelm Wundt.
  - John Watson.
  - Sigmund Freud.
- 15.) Miranda is listening to a piece of music and tape recording all her feelings and impressions as she experiences them. Miranda is using an investigative technique known as
- systematic introspection.
  - guided insight.
  - client-centered therapy.
  - functional determinism.
- 16.) The goal of functionalism is to
- understand the purpose of immediate conscious experiences.
  - understand immediate conscious experience by breaking it down into basic elements.
  - discover how changes in the environment can lead to changes in measurable behavior.
  - understand how memories and mental processes produce problem behavior.

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- 17.) The name most clearly linked with the functionalist view in psychology is
- Wilhelm Wundt.
  - John Watson.
  - William James.
  - Sigmund Freud.
- 18.) Dr. Jones is studying human emotions using a functionalist perspective. It is most likely that Dr. Jones would suggest that we can only understand emotions
- if all the component parts are understood.
  - if we understand the role of emotions in human survival and adaptations.
  - by observing the outward behaviors that accompany specific events.
  - if we understand the unconscious motivations that produce the emotions we observe.
- 19.) The scientific approach that is concerned with discovering how changes in the environment can lead to changes in measurable behavior is
- structuralism.
  - functionalism.
  - nativism.
  - behaviorism.
- 20.) The name most clearly linked with the behaviorist view in psychology is
- Wilhelm Wundt.
  - William James.
  - Sigmund Freud.
  - John Watson.
- 21.) One of the main objections to the study of conscious experiences raised by psychologists who followed the behavioral perspective was that conscious experiences
- are not directly observable, and therefore cannot be verified.
  - have no impact on current behavior.
  - cannot be understood separately from the context in which they occur.
  - will be different for each individual who is studied.
- 22.) Sigmund Freud's most distinctive departure from the prevailing attitudes in psychology was his emphasis on
- systematic introspection as a tool to understanding human nature.
  - finding the links between observable behavior and environmental stimuli.
  - the conscious experience of everyday events.
  - the unconscious determinants of behavior.
- 23.) Humanistic psychologist, such as Carl Rogers and Abraham Maslow, focused on
- unconscious animalistic urges.
  - hidden conflicts that motivate human behavior.
  - systematic introspection as a tool to understanding human nature.
  - humans' unique capacity for self-awareness and growth.

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- 24.) One key factor that fueled the cognitive revolution in psychology was
- the development of the computer.
  - the difficulty researchers had in measuring behavior objectively.
  - the development techniques that allowed genetic mapping.
  - the refinement of systematic introspection as a research method.
- 25.) Cognitive psychologists tend to develop explanations for behavior that are based on
- linking observable behavior with environmental stimuli.
  - unconscious motivation.
  - information-processing systems.
  - genetic mapping and biological processes.
- 26.) Utilizing a variety of theoretical approaches rather than a single approach is referred to as the
- humanistic approach.
  - eclectic approach.
  - nativist approach.
  - behaviorist approach.
- 27.) The cognitive approach represents a return to
- the study of only observable behavior.
  - the study of the biological processes.
  - the study of the adaptive function of behaviors.
  - the study of the mind.
- 28.) The basic processes involved in memory are
- rehearsal, organization and interference.
  - encoding, storage and retrieval.
  - retrograde and anterograde.
  - primacy and recency.
- 29.) The processes that determine and control the acquisition of memories are called
- storage.
  - retrieval.
  - encoding.
  - chunking.
- 30.) Parker is able to retain the information that he learned in his college classes from one semester to the next. The main memory process that accounts for the fact that Parker can hold information in his memory for extended periods of time is
- storage.
  - encoding.
  - retrieval.
  - association.

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- 31.) Jillian is not sure that she is ready for her final exam, but once she starts the exam she finds that she is able to accurately recall the material that she learned in class that relates to each of the questions. The main memory process that accounts for the fact that Jillian can access and utilize the information in her memory is
- encoding.
  - storage.
  - retrieval.
  - acquisition.
- 32.) The memory system that holds information for the shortest periods of time is
- short-term memory.
  - sensory memory.
  - long-term memory.
  - flashbulb memory.
- 33.) A momentary sensory memory of visual stimuli is called
- implicit memory.
  - iconic memory.
  - echoic memory.
  - a flashbulb memory.
- 34.) Psychologists assume that
- all our sensory systems share a common sensory register.
  - only our visual and auditory systems have sensory memories.
  - separate memory systems exist for each of the sensory modalities.
  - sensory memories last the longest when they are encoded visually.
- 35.) Our sensory memory for auditory information is also called
- iconic memory.
  - echoic memory.
  - viscous memory.
  - flashbulb memory.
- 36.) Working memory is another name that is sometimes given to
- sensory memory.
  - procedural memory.
  - short-term memory.
  - retroactive memory.
- 37.) Talbot looked up the phone number for a local restaurant and silently repeated it to himself as he dialed to make reservations. Talbot was using
- chunking to increase the amount of information held in short-term memory.
  - elaboration to link the phone number to information in long-term memory.
  - repression to temporarily block other information out of short-term memory.
  - rehearsal to temporarily store the restaurant's phone number in short-term memory.

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- 38.) The capacity of short-term memory is typically
- between 3 and 7 items.
  - between 5 and 9 items.
  - between 7 and 11 items.
  - unlimited if the material is kept active using rehearsal.
- 39.) Rearranging incoming information into meaningful or familiar patterns is called
- rehearsal.
  - elaboration.
  - cued encoding.
  - chunking.
- 40.) The memory system with the longest duration is
- long-term memory.
  - short-term memory.
  - sensory memory.
  - somatic memory.
- 41.) Ms. Chan asks her second grade students to write three paragraphs about what they did over their summer vacation. To do this effectively, the students will need to rely on their
- semantic memory.
  - episodic memory.
  - procedural memory.
  - transitory memory.
- 42.) Your psychology professor asks you for the name of the individual who started the behavioral approach to the study of psychology. To answer this question correctly on the exam you need to rely on your:
- episodic memory.
  - procedural memory.
  - declarative memory.
  - semantic memory.
- 43.) Our knowledge about how to perform complex tasks is called
- episodic memory
  - semantic memory.
  - procedural memory.
  - acoustic memory.
- 44.) When we form connections between new information and information already in memory, we are using
- transfer-appropriate processing.
  - iconic coding.
  - bilateral processing.
  - elaboration.

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- 45.) Alden has very vivid memories of his 16<sup>th</sup> birthday party, when all his friends got together and threw him a surprise party. Even though a number of years have passed, Alden feels as though he can still recall every detail of the party, right down to what everyone was wearing. This type of memory is referred to as
- procedural memory.
  - a flashbulb memory.
  - semantic memory.
  - déjà vu.
- 46.) Maya is trying to memorize her lines for a play. She stands in different locations in her apartment and reads each line out loud. Later, when she is on stage she visualizes a walk through her apartment and is able to successfully recall all her lines. Maya's memory strategy best illustrates the mnemonic device known as
- the method of loci.
  - the peg-word system.
  - paired associate learning.
  - chunking.
- 47.) The serial position effect suggests that individuals will
- be more likely to forget items in the middle of a memorized list.
  - be more likely to remember items in the middle of a memorized list.
  - recall most information if repetitions of the to-be-remembered material are spaced over time.
  - recall more information if there are no breaks between subsequent presentations of the to-be-remembered material.
- 48.) The primacy effect suggests that individuals will
- be more likely to forget items near the beginning of a memorized list.
  - recall more information if repetitions of the to-be-remembered material are spaced over time.
  - have better memory for items near the beginning of a memorized list.
  - recall more information if there are no break between subsequent presentations of the to-be-remembered material.
- 49.) Malcolm is house hunting and in a single day he visits 8 different houses. He recalls the last house he saw quite vividly, but he finds it more difficult to remember specific details about the houses that he visited earlier. Malcolm's memory difficulties are consistent with
- motivated forgetting.
  - the recency effect.
  - the primacy effect.
  - flashbulb memories.
- 50.) Spacing repetitions of to-be-remembered information over time is referred to as
- massed practice.
  - distributed practice.
  - the serial position curve.
  - chunking.

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- 51.) Research by Tulving and Pearlstone that showed participants recalled twice as many words in the cued-recall condition, when compared to the free-recall condition, suggests that most instances of forgetting result from
- poor initial encoding strategies.
  - decay of the stored information over time.
  - a failure to access the right type of retrieval cues.
  - lack of motivation or attention at the time of recall.
- 52.) Loftus and Palmer were investigating the reconstructive nature of human memory. They showed a video clip of a traffic accident and asked participants in their experiment to estimate how fast the cars had been traveling. For half the participants the questions contained the phrase “smashed into” and for the remainder the question contained the phrase “contacted”. Loftus and Palmer found that the participants who heard the phrase “smashed into”
- believed that the drivers of both vehicles were intoxicated.
  - reported the details of the accident with greater accuracy.
  - recalled a higher speed accident.
  - omitted most of the details of events right after the accident occurred.
- 53.) When information is remembered without conscious awareness or willful intent,
- we are utilizing explicit memory.
  - we are utilizing implicit memory.
  - we are utilizing periodic memory.
  - we are utilizing sensory memory.
- 54.) Nina learned to use sign language when she had a hearing impaired roommate. Now her roommate has moved out, and Nina no longer practices signing. Based on the research results reported by Ebbinghaus, if Nina’s memory for signs is tested several times over the next few years you should expect
- very few signs will be forgotten early, but later on there will be a rapid decline in the number of signs she is able to use correctly.
  - there will be a constant steady decline in the number of signs she is able to use correctly.
  - most signs will be forgotten early, and there will continue to be a slow decline in the number of signs she is able to use correctly.
  - most signs will be forgotten early, but later there will be a slow steady increase in the number of signs she is able to use correctly.
- 55.) The theory that suggests that memories are forgotten or lost spontaneously with the passage of time is
- repression theory.
  - decay theory.
  - the theory of motivated forgetting.
  - memory savings theory.



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- 56.) Ms. Jackson has been testing a new software package for her company for two months. However, the company recently decided not to switch to the new package and Ms. Jackson has to go back to using the old software. She is having some problems in recalling how to do certain tasks with the old software, and she often finds herself trying to do things the way she did with software she tested. Ms. Jackson's problems illustrate the effects of
- proactive interference.
  - retroactive interference.
  - transfer-appropriate processing.
  - state-dependent forgetting.
- 57.) Sarah taught herself to play a song on the piano, but later discovered that she had the timing somewhat wrong. She is having difficulty remembering the correct timing because she keeps playing it the way she taught herself to play it. Sarah's problem illustrates the effects of
- retroactive interference.
  - transfer-appropriate processing.
  - proactive interference.
  - chunking.
- 58.) According to Sigmund Freud, the defense mechanism that is used when threatening thoughts and memories are pushed out of conscious awareness is
- retroactive interference.
  - retrograde amnesia.
  - repression.
  - Korsakoff's syndrome.
- 59.) Retrograde amnesia is a physically based amnesia in which
- there is a memory loss for events that happened after the time of the injury.
  - there is a memory loss for events that happened prior to the time of the injury.
  - threatening thoughts and memories are unconsciously pushed from conscious awareness.
  - people fail to access the appropriate retrieval cues.
- 60.) Drew had brain surgery to remove a small tumor from his temporal lobe. After the surgery Drew appeared to be fine, and he was able to talk about events from his childhood, and events just prior to the surgery. However, he can't remember anything that has happened since the surgery, and he doesn't seem to be able to form any new memories. Drew's memory difficulties are consistent with
- anterograde amnesia.
  - retrograde amnesia
  - proactive amnesia.
  - cryptomnesia.

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- 61.) Korsakoff's syndrome can cause
- a. anterograde amnesia.
  - b. retrograde amnesia.
  - c. repression.
  - d. retroactive interference.

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- |       |       |
|-------|-------|
| 1. c  | 43.c  |
| 2. d  | 44. d |
| 3. a  | 45. b |
| 4. d  | 46. a |
| 5. a  | 47. a |
| 6. a  | 48. c |
| 7. a  | 49 b  |
| 8. b  | 50. b |
| 9. d  | 51. c |
| 10. b | 52. c |
| 13. b | 53.b  |
| 14. b | 54. c |
| 15. a | 55.b  |
| 16. a | 56.b  |
| 17. c | 57.c  |
| 18. b | 58. c |
| 19. d | 59. b |
| 20. d | 60. a |
| 21. a | 61. a |
| 22. d |       |
| 23. d |       |
| 24. a |       |
| 25.c  |       |
| 26. b |       |
| 27. d |       |
| 28.b  |       |
| 29.c  |       |
| 30. a |       |
| 31. c |       |
| 32. b |       |
| 33. b |       |
| 34. c |       |
| 35. b |       |
| 36.c  |       |
| 37. d |       |
| 38.b  |       |
| 39. d |       |
| 40. a |       |
| 41.b  |       |
| 42. c |       |