Package Title: Testbank
Course Title: Nevid, Adjustment Psychology 12e
Chapter Number: Chapter 02

Question Type: Multiple Choice

001) In the story of the blind men and the elephant, presented in your text, the elephant most closely represents _____.

a) the unconscious
b) someone's personality
c) morality
d) peer pressure

Answer: b

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

002) The distinct patterns of behavior, thoughts, and feelings that characterize a person's adjustment to the demands of life are known as _____.

a) attitude
b) personal orientation
c) personality
d) adjustment

Answer: c

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

003) _____ is the reasonably stable patterns of emotions, motives, and behavior that distinguish one person from another.

a) Personality
b) A schema
c) Attitude
d) Conviction

Answer: a

Difficulty: Easy

004) The founder of the psychodynamic theory is _____.

a) Carl Jung
b) B. F. Skinner
c) Fritz Perls
d) Sigmund Freud

Answer: d

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

005). Freud's view of personality is founded in the _____ theory of psychology.

a) humanistic
b) behavioral
c) social-cognitive
d) psychodynamic

Answer: d

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

006) A psychologist believes that personality is the result of an active struggle between various conscious and unconscious forces moving through the mind. This psychologist believes in the _____ model of personality.

a) psychodynamic
b) social-cognitive
c) humanistic
d) biological

Answer: a

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

007) Freud was trained as _____.

a) a psychologist
b) a social worker
c) a physician
d) a lawyer

Answer: c

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

008) Freud began his career by specializing in the treatment of _____ problems.

a) neurological
b) stress-related
c) gastro-intestinal
d) pediatric

Answer: a

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

009) Freud concluded that the human mind was like _____.

a) an elephant
b) an iceberg
c) seaweed
d) a computer

Answer: b

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

010) Freud believed that people are aware of _____ of the ideas and impulses that dwell within their minds.

a) only a small portion
b) about half
c) a great majority
d) virtually all

Answer: a

011) According to Freud, the region of the mind that pokes through into the light of awareness is the _____.

a) conscious
b) semi-conscious
c) preconscious
d) unconscious

Answer: a

012) Freud believed that the vast majority of the human mind is in the _____.

a) conscious
b) semi-conscious
c) preconscious
d) unconscious

Answer: d

013) According to Freud, the part of the mind that is not available to ordinary awareness is the _____.

a) conscious
b) semi-conscious
c) preconscious
d) unconscious

Answer: d

014) According to Freud, experiences that we are currently unaware but of which we can become aware by focusing on them are located in the _____.

a) conscious
b) semi-conscious
c) preconscious
d) unconscious

Answer: c

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

015) According to Freud, biological instincts and urges such as hunger, thirst, sexuality, and aggression all originate in the _____.

a) conscious mind
b) semi-conscious mind
c) preconscious mind
d) unconscious mind

Answer: d

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

016) The term Freud used to describe *motivated forgetting* or the automatic ejection of anxiety evoking ideas from awareness is _____.

a) resistance
b) displacement
c) repression
d) sublimation

Answer: c

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

017) A male survives a life-threatening experience only to find that when it is over, he has no conscious memories of the event. Hypnosis reveals that the memories are buried in his

unconscious mind and have been blocked from consciousness. This is an example of what Freud referred to as _____.

a) suppression
b) repression
c) denial
d) a reaction formation

Answer: b

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

018) For Freud, the struggle between biological drives and social rules was most fierce in the _____.

a) conscious
b) preconscious
c) semi-conscious
d) unconscious

Answer: d

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

019) The method originated by Freud, through which he helped people explore their mind and personality, is called _____.

a) behavior modification
b) psychoanalysis
c) self-actualization
d) cognitive mapping

Answer: b

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

020) In psychoanalysis, people are prodded to talk about _____.

a) sexual fantasies
b) politics

c) religion
d) anything that comes to mind

Answer: d

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

021) A psychotherapy patient is asked to lie on a couch and talk about anything that comes to mind, in the hope that her ramblings will eventually help her gain insight into her wishes, fears, repressed emotional conflicts, and the workings of her unconscious mind. The type of therapy in which this patient is involved is most likely _____.

a) Gestalt therapy
b) psychoanalysis
c) behavioral therapy
d) humanistic therapy

Answer: b

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

022) A psychotherapist asks his patient to lie on a couch and talk about anything that comes to mind, in the hope that her ramblings will eventually help her gain insight into her wishes, fears, repressed emotional conflicts, and the workings of her unconscious mind. This therapist is most likely a follower of _____.

a) Sigmund Freud
b) Carl Rogers
c) John Watson
d) Albert Ellis

Answer: a

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

023) According to Freud, the desire to avoid thinking about unpleasant or anxiety-evoking thoughts is called _____.

a) resistance
b) repression

c) sublimation
d) inhibition

Answer: a

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

024) _____ make psychoanalysis a tedious process that can last for years, or even decades.

a) Catharsis and insight
b) Reflection and self-actualization
c) Repression and resistance
d) The libido and identification

Answer: c

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

025) Freud used psychoanalysis to try and explore the _____ mind.

a) conscious
b) semi-conscious
c) preconscious
d) unconscious

Answer: d

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

026) Freud believed that the mind was composed of _____ psychic structures.

a) three
b) four
c) five
d) six

Answer: a

Difficulty: Easy
Section Reference 1: Psychodynamic theories

Learning Objective 1: 2.1: Describe psychodynamic theories of personality

027) Which of the following is **NOT** one of Freud's psychic structures?

a) the ego
b) the libido
c) the id
d) the superego

Answer: b

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

028) Freud's psychic structures of personality can _____.

a) not be seen nor measured directly
b) be seen, but not measured directly
c) be measured, but not seen directly
d) both be seen and measured directly

Answer: a

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

029) According to Freud, the **ONLY** psychic structure that is present at birth is _____.

a) the ego
b) the libido
c) the id
d) the superego

Answer: c

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

030) For Freud, the Cookie Monster on television's *Sesame Street* would most closely represent which psychic structure?

a) the ego

b) the libido
c) the superego
d) the id

Answer: d

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

031) For Freud, which psychic structure is described as a "chaos, a cauldron of seething excitations," conflicting emotions, and desires for instant gratification of primitive urges?

a) the ego
b) the libido
c) the superego
d) the id

Answer: d

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

032) For Freud, the psychic structure that might best represent the "emotional little child" inside you would be the _____.

a) the ego
b) the libido
c) the superego
d) the id

Answer: d

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

033) For Freud, instinctual drives such as sex and aggression are contained in the _____.

a) the ego
b) the conscious
c) the superego
d) the id

Answer: d

034) According to Freud, the id is _____.

a) entirely unconscious
b) mostly unconscious
c) mostly conscious
d) fully conscious

Answer: a

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

035) According to Freud, the id operates under the _____ principle.

a) reality
b) moral
c) informed consent
d) pleasure

Answer: d

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

036) For Freud, the psychic structure that demands instant gratification of instincts without consideration of law, social custom, or the needs of others is the _____.

a) the ego
b) the libido
c) the superego
d) the id

Answer: d

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

037) For Freud, the principle that seeks instant gratification of instinctual demands without regard to social consequences or the needs of others is the _____ principle.

a) reality
b) pleasure
c) Peter
d) moral

Answer: b

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

038) For Freud, the psychic structure that begins to develop during the first year of life is called the _____.

a) ego
b) libido
c) superego
d) id

Answer: a

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

039) According to Freud, the psychic structure that is rational, logical, and makes plans for satisfying basic needs that are in keeping with social convention is the _____.

a) ego
b) libido
c) superego
d) id

Answer: a

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

040) According to Freud, the psychic structure that tries to find gratification while avoiding social disapproval is the _____.

a) the ego

b) the libido
c) the superego
d) the id

Answer: d

Difficulty: Hard
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

041) According to Freud, the ego operates under the _____ principle.

a) reality
b) moral
c) informed consent
d) pleasure

Answer: a

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

042) According to Freud, the ego is _____.

a) fully unconscious
b) mostly unconscious
c) mostly conscious
d) fully conscious

Answer: c

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

043) According to Freud, a person's conscious sense of self, or self-awareness, is located in the _____.

a) libido
b) ego
c) superego
d) id

Answer: b

044) According to Freud, the principle that seeks to find socially acceptable ways to meet the instinctive needs of the id is the _____ principle.

a) reality
b) pleasure
c) Peter
d) moral

Answer: a

045) A college student spends an entire evening trying to logically sort out the pros and cons of a job offer she has just received. According to Freud, the psychic structure responsible for this type of mental activity is the _____.

a) id
b) ego
c) libido
d) superego

Answer: b

046) According to Freud, the psychic structure that might best represent the rational, planning, thinking "adult" in you would be the _____.

a) the ego
b) the libido
c) the superego
d) the id

Answer: a

047) According to Freud, the part of personality that acts as a censor that screens the impulses of the id is the _____.

a) superego
b) self
c) ego
d) persona

Answer: c

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

048) An unconscious function of the ego that protects it from anxiety-evoking material by preventing accurate recognition of this material is, according to Freud, a(n) _____.

a) cognitive schema
b) fixation
c) defense mechanism
d) archetype

Answer: c

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

049) According to Freud, the psychic structure that develops later during early childhood is the _____.

a) ego
b) libido
c) superego
d) id

Answer: c

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

050) According to Freud, the psychic structure that functions according to moral standards and values learned from parents and significant others in a person's life is the _____.

a) ego
b) libido
c) superego
d) id

Answer: c

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

051) According to Freud, the superego incorporates the moral standards of parents and significant others through _____.

a) identification
b) repression
c) subliminal perception
d) projection

Answer: a

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

052) In psychodynamic theory, the unconscious assumption of another person's behavior, usually the behavior of the parent of the same gender, is _____.

a) a reaction formation
b) catharsis
c) displacement
d) identification

Answer: d

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

053) According to Freud, our conscience lies in the _____.

a) ego
b) libido
c) superego
d) id

Answer: c

054) According to Freud, the superego is _____.

a) the primitive, instinctive part of personality
b) the logical, rational, thinking part of personality
c) the part of personality we show to others in social situations
d) the moral guardian of personality

Answer: d

055) According to Freud, the psychic structure that might best represent the judgmental "parent" in you, constantly telling you what you should or should not do, is the _____.

a) the ego
b) the libido
c) the superego
d) the id

Answer: c

056) A little boy feels guilty after stealing a toy from his next-door neighbor. The psychic structure responsible for his feelings, according to Freud, is the _____.

a) ego
b) libido
c) superego
d) id

Answer: c

Learning Objective 1: 2.1: Describe psychodynamic theories of personality

057) The ejection of anxiety-evoking ideas from conscious awareness is called _____.

a) denial
b) repression
c) regression
d) suppression

Answer: b

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

058) A person who has hurt people close to him cannot recall his identity or any information concerning his personal life. This is an example of _____.

a) denial
b) repression
c) projection
d) suppression

Answer: b

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

059) A student forgets that he has an important, but difficult test that day in his psychology class. This is an example of _____.

a) denial
b) regression
c) repression
d) suppression

Answer: c

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

060) The return, under stress, to a form of behavior characteristic of an earlier (younger) stage of development is _____.

a) projection
b) displacement
c) repression
d) regression

Answer: d

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

061) A six-year-old child begins bedwetting and starts sucking his thumb after the birth of a baby sister. This is an example of _____.

a) a reaction formation
b) sublimation
c) repression
d) regression

Answer: d

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

062) An adult becomes highly dependent on his parents after the breakup of his marriage. This is an example of _____.

a) a reaction formation
b) displacement
c) regression
d) repression

Answer: c

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

063) Self-deceiving excuses or justifications used to explain unacceptable behavior that exonerate us from blame and guilt are examples of _____.

a) projection
b) rationalization
c) reaction formation

d) displacement

Answer: b

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

064) A man explains his cheating on his income taxes by saying, "Everyone does it! I just got caught!" This is an example of _____.

a) projection
b) denial
c) a reaction formation
d) rationalization

Answer: d

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

065) A man goes on an impulsive, expensive shopping spree and then tries to justify it to his wife by saying, "Honey, I saved us a fortune because everything was on sale!" He is using the defense mechanism of _____.

a) projection
b) rationalization
c) reaction formation
d) displacement

Answer: b

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

066) The transfer of impulses and ideas from threatening or unsuitable objects to "safer" and less threatening objects is _____.

a) displacement
b) a reaction formation
c) sublimation
d) projection

Answer: a

067) A man who is scolded by his boss and then yells at the employees who work for him, rather than the boss who upset him in the first place, is using the defense mechanism of _____.

a) projection
b) a reaction formation
c) sublimation
d) displacement

Answer: d

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

068) A woman who is frustrated at work comes home and kills her family. This is an extreme example of _____.

a) a reaction formation
b) displacement
c) sublimation
d) projection

Answer: b

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

069) A child who is yelled at by her parents for misbehaving turns and throws her toys at the wall, yelling, "Bad toys!" This is an example of _____.

a) displacement
b) rationalization
c) a reaction formation
d) projection

Answer: a

Difficulty: Medium
Section Reference 1: Psychodynamic theories

070) The process of blaming others for your own unacceptable impulses or claiming that others harbor those impulses is _____.

a) a reaction formation
b) rationalization
c) sublimation
d) projection

Answer: d

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

071) A man justified raping a woman by claiming she was dressed provocatively. This is an example of _____.

a) displacement
b) rationalization
c) a reaction formation
d) projection

Answer: d

Difficulty: Hard
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

072) A sexually frustrated woman claims that sex is evil and then interprets the innocent gestures of others as sexual advances. She then claims her own sexual desires stem from these "advances" made by others. This defense mechanism is _____.

a) projection
b) rationalization
c) sublimation
d) reaction formation

Answer: a

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

073) A hostile person develops delusions that others are attempting to destroy him. This is an example of _____.

a) denial
b) projection
c) rationalization
d) a reaction formation

Answer: b

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

074) Assumption of a behavior in opposition to one's genuine impulses in order to keep those impulses buried is _____.

a) projection
b) sublimation
c) rationalization
d) a reaction formation

Answer: d

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

075) Smiling and acting sickeningly sweet while on the inside you are a seething hotbed of hostility and frustration is an example of _____.

a) projection
b) sublimation
c) rationalization
d) a reaction formation

Answer: d

Difficulty: Hard
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

076) A conservative woman who cannot accept her sexual desires goes on a holy crusade to ban pornography. This is an example of _____.

a) a reaction formation

b) rationalization
c) projection
d) sublimation

Answer: a

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

077) Refusal to accept the true nature of a threat is _____.

a) sublimation
b) rationalization
c) denial
d) repression

Answer: c

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

078) Smokers who refuse to believe that cigarettes may increase their risk of developing cancer are using the defense mechanism of _____.

a) projection
b) rationalization
c) repression
d) denial

Answer: d

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

079) A person claims that his house is **NOT** in danger from the rising flood waters of a nearby river and refuses to leave, despite being in imminent danger of being drowned. This is an example of _____.

a) projection
b) denial
c) repression
d) rationalization

Answer: b

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

080) The channeling of primitive impulses into positive, constructive efforts is _____.

a) displacement
b) a reaction formation
c) sublimation
d) repression

Answer: c

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

081) A hostile man channels his anger into practicing his tennis game until he becomes a tennis star. This is an example of _____.

a) displacement
b) sublimation
c) projection
d) a reaction formation

Answer: b

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

082) A sexually frustrated musician puts all her energy into writing beautiful musical pieces. This is an example of _____.

a) displacement
b) a reaction formation
c) sublimation
d) repression

Answer: c

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

083) Freud argued that _____ are a central factor in children's development.

a) sexual impulses
b) self-actualizing tendencies
c) social needs
d) environment forces

Answer: a

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

084) Freud aroused controversy in his day by arguing for the importance of _____ motivation, even among children.

a) spiritual
b) economic
c) social
d) sexual

Answer: d

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

085) For Freud, the term for the instinct to preserve and perpetuate life is _____.

a) libido
b) eros
c) thanatos
d) animus

Answer: b

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

086) According to Freud, eros contains energy that is psychological in nature and involves sexual impulses. He called this psychic energy _____.

a) libido

b) animus
c) thanatos
d) catharsis

Answer: a

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

087) Freud believed that as children develop, libidinal energy is expressed through sexual feelings in different parts of the body called _____.

a) transference points
b) control centers
c) erogenous zones
d) abreaction points

Answer: c

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

088) In psychodynamic theory, the process by which libidinal energy is expressed through different erogenous zones at different stages of development is known as _____ development.

a) psychosocial
b) psychoanalytical
c) psychocognitive
d) psychosexual

Answer: d

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

089) Freud theorized _____ stages of psychological development.

a) three
b) four
c) five
d) six

Answer: c

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

090) Freud saw human maturation as a process of _____ development.

a) lifelong
b) psychosocial
c) psycholinguistic
d) psychosexual

Answer: d

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

091) Which of the following is the correct order of Freud's stages of development?

a) anal, oral, phallic, genital, latency
b) oral, anal, latency, genital, phallic
c) anal, oral, latency, phallic, genital
d) oral, anal, phallic, latency, genital

Answer: d

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

092) According to Freud, during the first year of life, infants experience the _____ stage of development.

a) anal
b) genital
c) phallic
d) oral

Answer: d

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

093) Freud believed that children encounter conflict _____stage of development.

a) only during the oral
b) only during the phallic
c) only during the genital
d) during each

Answer: d

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

094) According to Freud, inadequate or excessive gratification at any stage of development can lead to _____.

a) catharsis
b) extinction
c) fixation
d) cognitive dissonance

Answer: c

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

95) In psychodynamic theory, arrested development, or attachment to objects of a certain stage when one's development should have advanced so that one is attached to objects of a more advanced stage is called _____.

a) fixation
b) catharsis
c) abreaction
d) regression

Answer: a

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

96) Which of the following would be described by Freud as an "oral" trait?

a) carelessness

b) dependency
c) perfectionism
d) cleanliness

Answer: b

Difficulty: Hard
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

097) Jack is dependent, gullible, and overly optimistic. He is _____, according to Freud.

a) orally fixated
b) an anal expulsive
c) an anal retentive
d) fixated in the phallic stage

Answer: a

Difficulty: Hard
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

098) Amy smokes, drinks, overeats, and bites her nails. Freud would probably diagnose her as being fixated in the _____ stage of development.

a) anal
b) latency
c) oral
d) phallic

Answer: c

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

99) Barbara has a pattern of being very clingy and overly dependent in her friendship and romantic relationships. Freud would argue that she is fixated in the _____ stage of development.

a) anal
b) latency
c) oral
d) phallic

Answer: c

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

100) According to Freud, children enter the _____ stage of development during the second year of life.

a) anal
b) latency
c) oral
d) phallic

Answer: a

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

101) Which of the following would be described by Freud as an "anal" trait?

a) dependency
b) gullibility
c) perfectionism
d) optimism

Answer: c

Difficulty: Hard
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

102) Irene is perfectionistic, overly self-controlled, as well as excessively neat and clean. She is _____, according to Freud.

a) orally fixated
b) an anal expulsive
c) an anal retentive
d) fixated in the phallic stage

Answer: c

Difficulty: Hard
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

103) Jeanine is messy, sloppy, careless, and somewhat sadistic. She is _____, according to Freud.

a) orally fixated
b) an anal expulsive
c) an anal retentive
d) fixated in the phallic stage

Answer: b

Difficulty: Hard
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

104) Issues of self-control dominate the _____ stage.

a) phallic
b) genital
c) oral
d) anal

Answer: d

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

105) Andy is perfectionistic and has an exaggerated need for neatness, cleanliness, and order. Freud would describe Andy's traits as _____.

a) an oral fixation
b) anal retentive
c) anal expulsive
d) a phallic fixation

Answer: b

Difficulty: Hard
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

106) Andy is what most people would call a "slob." He is careless, deliberately messy, and he also has a sadistic streak, which leads him to at times be needlessly cruel toward other people. Freud would describe Andy's traits as ___.

a) an oral fixation
b) anal retentive
c) anal expulsive
d) a phallic fixation

Answer: c

Difficulty: Hard
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

107) According to Freud, children enter the _____ stage of development during the third year of life.

a) anal
b) genital
c) oral
d) phallic

Answer: d

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

108) Andy is 3 years old. He has developed a strong attachment toward his mother and sees his father as a rival for his mother's affections. According to Freud, he is in the _____ stage.

a) anal
b) phallic
c) latency
d) genital

Answer: b

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

109) According to Freud, the conflict in which little boys are sexually attracted to their mothers and wish to eliminate their fathers is called _____.

a) the Oedipus complex
b) the Electra complex
c) the Libido complex

d) the Andromeda complex

Answer: a

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

110) According to Freud, the conflict in which little girls desire their fathers and resent their mothers is called _____.

a) the Oedipus complex
b) the Electra complex
c) the Libido complex
d) the Andromeda complex

Answer: b

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

111) Andy is 3 years old. He has developed a strong attachment toward his mother and sees his father as a rival for his mother's affections. According to Freud, he is experiencing the _____ complex.

a) Oedipus
b) Electra
c) Libido
d) Andromeda

Answer: a

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

112) Rachel is 4 years old. She has developed a strong sense of attachment toward her father and sees her mother as a rival for her father's affections. According to Freud, she is experiencing the _____ complex.

a) Oedipus
b) Electra
c) Libido
d) Andromeda

Answer: b

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

113) According to Freud, Oedipal feelings and conflicts are usually resolved by about the age of _____.

a) 3 or 4
b) 5 or 6
c) 8 or 9
d) 11 or 12

Answer: b

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

114) According to Freud, Oedipal conflicts are resolved through the process of _____.

a) catharsis
b) countertransference
c) identification
d) reaction formation

Answer: c

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

115) Freud argued that during adolescence, a child's unconscious desires for the parent of the opposite sex are transferred to socially appropriate members of the opposite sex through the defense mechanism of _____.

a) reaction formation
b) regression
c) projection
d) displacement

Answer: d

Difficulty: Medium
Section Reference 1: Psychodynamic theories

116) A teenage boy decides that he wants to fall in love with a girl who is just like his mother. According to Freud, this boy's feelings are the result of _____.

a) countertransference
b) displacement
c) catharsis
d) repression

Answer: b

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

117) According to Freud, children enter the latency stage of development at the age of _____.

a) 1 or 2
b) 3 or 4
c) 5 or 6
d) 7 or 8

Answer: c

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

118) According to Freud, during the latency stage _____.

a) boys develop sexual desires for their mothers and girls develop sexual desires for their fathers
b) all sexual urges remain unconscious
c) many sexual urges are impulsively acted out
d) children struggle with crucial issues of physical and emotional self-control

Answer: b

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

119) According to Freud, during the latency stage children _____ of their sexual urges.

a) express all
b) express most
c) repress most
d) repress all

Answer: d

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

120) Andrea is 8 years old. She prefers playing with other little girls and wants little or nothing to do with little boys. In fact, all of her sexual feelings are currently unconscious. According to Freud, she is in the _____ stage.

a) phallic
b) oral
c) genital
d) latency

Answer: d

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

121) Children are most likely to prefer playmates of their own gender during the _____ stage.

a) genital
b) latency
c) phallic
d) anal

Answer: b

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

122) Freud theorized that children enter the _____ stage at puberty.

a) genital
b) latency
c) phallic
d) anal

Answer: a

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

123) According to Freud, masturbation, oral and anal stimulation, and homosexual activity all represent _____.

a) excess libido
b) immature forms of sexual expression
c) healthy alternative methods of mature sexual expression
d) genital stage fixation

Answer: b

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

124) For Freud, the goal of adolescence is the attainment of _____.

a) ego identity
b) self-actualization
c) genital sexuality
d) a sense of superiority

Answer: c

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

125) For Freud, psychosexual maturation involves _____.

a) the development of a fully developed persona and full integration of the collective unconscious
b) the achievement of self-actualization and leading a fully-functioning life
c) overcoming inherent feelings of inferiority and successfully achieving a drive for superiority
d) the expression of libido through intercourse within the context of marriage

Answer: d

Difficulty: Medium

126) Each of the following theorists was a follower of Sigmund Freud except _____.

a) Carl Jung
b) Karen Horney
c) Fritz Perls
d) Alfred Adler

Answer: c

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

127) The founder of analytical psychology is _____.

a) Sigmund Freud
b) Carl Rogers
c) Carl Jung
d) Alfred Adler

Answer: c

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

128) Carl Jung believed in a unifying force of personality that gives direction and purpose to human behavior called _____.

a) the self
b) self-actualization
c) the creative self
d) the persona

Answer: a

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

129) Compared to Freud, Jung _____ the importance of the sexual instinct and placed _____ emphasis on the present.

a) downplayed, less
b) downplayed, greater
c) emphasized, less
d) emphasized, more

Answer: b

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

130) The psychodynamic theory emphasizing the collective unconscious and archetypes is
_____.

a) psychoanalysis
b) individual psychology
c) analytical psychology
d) psychosocial psychology

Answer: c

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

131) The theorist known for emphasizing the collective unconscious and archetypes is
_____.

a) Sigmund Freud
b) Carl Rogers
c) Carl Jung
d) Alfred Adler

Answer: c

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

132) Jung and Adler both believed that Freud placed too much emphasis on _____.

a) free will
b) sexual impulses
c) lifelong development
d) psychodynamic principles

Answer: b

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

133) A psychologist argues that inside each one of us is a unifying force, the self, which gives direction and purpose to human behavior, and persistently strives to achieve wholeness or fullness. She also argues that to understand human behavior, one must incorporate self-awareness and self-direction as well as unconscious impulses. This psychologist's views are most similar to those of _____.

a) Freud
b) Erikson
c) Horney
d) Jung

Answer: d

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

134) Jung hypothesized that we have _____ levels to the unconscious mind.

a) two
b) three
c) four
d) five

Answer: a

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

135) Jung believed that we inherit a storehouse of vague memories of our ancestral past, called the _____ unconscious.

a) personal
b) collective
c) intrinsic
d) extrinsic

Answer: b

136) Jung believed that in our unconscious mind we inherit basic, primitive images or concepts that reflect the history of our species. He called these images _____.

a) engrams
b) heuristics
c) archetypes
d) schemas

Answer: c

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

137) Movie themes built such as those found in *Lord of the Rings* and *Star Wars* involving a young hero and a wise old man utilize primitive images and symbols Carl Jung called _____.

a) engrams
b) heuristics
c) archetypes
d) schemas

Answer: c

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

138) A psychologist believes that people are largely motivated to overcome an inferiority complex. This psychologist is probably a follower of _____.

a) Freud
b) Jung
c) Adler
d) Horney

Answer: c

Difficulty: Medium
Section Reference 1: Psychodynamic theories

139) Adler believed that a central motivating force in the development of personality is a(n) _____.

a) sexual instinct
b) self-actualizing tendency
c) collective unconscious
d) inferiority complex

Answer: d

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

140) Adler's term for the desire to compensate for feelings of inferiority is _____.

a) inferiority complex
b) self-actualization
c) drive for superiority
d) self-efficacy

Answer: c

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

141) Adler, like Jung, believed that _____ plays a major role in the formation of personality.

a) psychosexual development
b) the self
c) overcoming inferiority
d) the collective unconscious

Answer: b

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

142) Adler spoke of a self-aware aspect of personality that strives to overcome obstacles and develop the individual's potential called _____.

a) the id
b) the persona
c) the ego ideal
d) the creative self

Answer: d

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

143) The founder of individual psychology is _____.

a) Karen Horney
b) Carl Jung
c) Fritz Perls
d) Alfred Adler

Answer: d

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

144) Adler's personality theory emphasized _____.

a) the importance of early childhood experiences and the sexual instinct
b) the importance of the collective unconscious and archetypes
c) the uniqueness of the individual
d) the importance of classical and operant conditioning in shaping personality

Answer: c

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

145) The psychologist who emphasized the importance of birth order in shaping personality
is _____.

a) Erikson
b) Adler
c) Jung
d) Horney

Answer: b

146) Bill is the CEO of a huge computer software firm. He has always been a natural leader and a high achiever. According to Adler, he is most likely _____.

a) a first-born child
b) a middle child
c) a youngest child
d) an orphan

Answer: a

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

147) Jamie is very competitive. According to Adler, she is most likely _____.

a) a first-born child
b) a second-born child
c) an only child
d) an orphan

Answer: b

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

148) Early psychodynamic theory taught that women who sought to compete with men in the workplace were suffering from _____.

a) unconscious penis envy
b) an inferiority complex
c) excessive libido
d) psychosocial retardation

Answer: a

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

149) The theorist who first argued that it was not penis envy that made young women feel inferior to men, but rather the envy of social power and authority that men held in society, was _____.

a) Jung
b) Adler
c) Perls
d) Horney

Answer: d

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

150) A psychologist agrees with Freud that childhood experiences, particularly the parent-child relationship, play an important role in the development of personality, but disagrees with Freud on how he portrays women and the differences between girls and boys. He feels that interpersonal relationships are more important than sexual and aggressive impulses, and is more optimistic about children's abilities to overcome early traumatic experience. This psychologist's views are most like those of _____.

a) Jung
b) Adler
c) Perls
d) Horney

Answer: d

Difficulty: Hard
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

151) Horney believed that people relate to each other in each of the following ways **EXCEPT** moving _____.

a) toward others
b) away from others
c) against others
d) with others

Answer: d

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

152) Erik Erikson is known for his multi-stage theory of _____ development.

a) psychosexual
b) moral
c) psychosocial
d) cognitive

Answer: c

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

153) Erikson labeled each of his developmental stages _____.

a) according to the life crisis that must be resolved at that stage
b) according to the moral dilemma that had to be resolved at each stage and how the person resolved it
c) according to cognitive abilities possessed by a person at each stage
d) according to the underlying psychosexual conflict that had to be resolved at each stage

Answer: a

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

154) Erikson's theory divides personal development into _____ stages.

a) two
b) four
c) six
d) eight

Answer: d

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

155) For Erikson, the goal of adolescence is the attainment of _____.

a) ego identity
b) self-actualization

c) genital sexuality
d) a sense of superiority

Answer: a

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

156) For Erikson, one's sense of who one is and what one stands for is known as _____.

a) the creative self
b) ego identity
c) the animus
d) self-efficacy

Answer: b

Difficulty: Hard
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

157) Erikson's theory of personality grants more power to the _____ than Freud had allowed.

a) id
b) ego
c) superego
d) death instinct

Answer: b

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

158) The conflict that Erikson felt characterized infancy (birth to 1 year) was _____.

a) initiative versus guilt
b) autonomy versus shame and doubt
c) industry versus inferiority
d) trust versus mistrust

Answer: d

159) The conflict that Erikson felt characterized early childhood (ages 2 to 3) was _____.

a) initiative versus guilt
b) autonomy versus shame and doubt
c) industry versus inferiority
d) trust versus mistrust

Answer: b

160) The conflict that Erikson felt characterized the preschool years (ages 4 to 5) was _____.

a) initiative versus guilt
b) autonomy versus shame and doubt
c) industry versus inferiority
d) trust versus mistrust

Answer: a

161) The conflict that Erikson felt characterized the grammar (elementary) school years (ages 6 to 12) was _____.

a) initiative versus guilt
b) autonomy versus shame and doubt
c) industry versus inferiority
d) trust versus mistrust

Answer: c

162) The conflict that Erikson felt characterized adolescence was _____.

a) initiative versus guilt
b) intimacy versus isolation
c) integrity versus despair
d) identity versus role diffusion

Answer: d

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

163) The conflict that Erikson felt characterized young adulthood was _____.

a) industry versus inferiority
b) intimacy versus isolation
c) integrity versus despair
d) identity versus role diffusion

Answer: b

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

164) The conflict that Erikson felt characterized middle adulthood was _____.

a) industry versus inferiority
b) intimacy versus isolation
c) generativity versus stagnation
d) integrity versus despair

Answer: c

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

165) The conflict that Erikson felt characterized late adulthood was _____.

a) industry versus inferiority
b) intimacy versus isolation
c) generativity versus stagnation
d) integrity versus despair

Answer: d

166) Psychodynamic theories were developed by working with _____.
a) children
b) healthy college students
c) animals in research laboratories
d) troubled individuals

Answer: d

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

167) Freud is noted to have equated psychological health with _____.

a) the ability to relax and play
b) creativity and spontaneity
c) the ability to love and work
d) social conformity

Answer: c

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

168) Each of the following is central to the psychodynamic theorists' views of what constitutes a healthy personality except _____.

a) a creative self
b) good genetic inheritance
c) ego strength
d) positive outcomes

Answer: b

Difficulty: Hard
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

169) Each of the following is true of psychodynamic approaches **EXCEPT** _____.

a) they were the first psychological theories to rest completely on scientific research and testing
b) they have had a rich and pervasive influence on our culture
c) they have been criticized for placing too much emphasis on sexuality and underemphasizing social relationships
d) they brought to light a fuller appreciation of the importance of early childhood in shaping adult personality

Answer: a

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

170)Psychodynamic theorists look at personality in terms of _____.

a) a person's repertoire of learned behaviors
b) conflicts between internal mental structures
c) the struggle to achieve self-actualization
d) how it is impacted by mental processes and perceptions

Answer: b

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

171) Learning theories look at personality in terms of _____.

a) a person's capacity to adapt to the environment
b) conflicts between internal mental structures
c) the struggle to achieve self-actualization
d) how it is impacted by mental processes and perceptions

Answer: a

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

172) Social-cognitive theory is a type of _____ theory.

a) psychodynamic
b) humanistic
c) learning
d) trait

Answer: c

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

173) An early movement in psychology that was predicated on the belief that psychology should limit itself to the study of observable behavior is _____.

a) behaviorism
b) psychodynamic theory
c) Gestalt theory
d) humanistic theory

Answer: a

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

174) A scientist says that he can shape a child's personality into whatever he wants it to be through manipulation of the child's environment. The scientist is most likely a follower of _____.

a) John Watson
b) Alfred Adler
c) Carl Rogers
d) Albert Bandura

Answer: a

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

175) A scientist says that he can shape a child's personality into whatever he wants it to be through manipulation of the child's environment. The scientist also claims that psychology should focus on measurable, testable actions and reject "mentalistic" concepts such as the

"mind" that cannot be proven. This psychologist's views are most similar to those of a
_____.

a) behaviorist
b) psychodynamic theorist
c) humanist
d) trait theorist

Answer: a

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning
theories

176) Of the various perspectives presented in your text, which perspective focuses on the
measurable aspects of personality that can be scientifically tested and proven?

a) behaviorism
b) psychodynamic theory
c) Gestalt theory
d) humanistic theory

Answer: a

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning
theories

177) According to John Watson, the environment _____ a person's behavior.

a) has no impact on
b) has only a small impact on
c) has a substantial impact on
d) completely determines

Answer: d

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning
theories

178) To a _____, personality is nothing more than the sum total of an individual's response
repertoire.

a) psychodynamic theorist
b) behaviorist
c) trait theorist
d) humanistic psychologist

Answer: b

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

179) To a behaviorist, personality is _____.

a) what a person is, not what a person might eventually become
b) what a person does, not what a person is
c) what a person is capable of becoming, not what a person is at the moment
d) what a person is, not what a person does

Answer: b

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

180) Each of the following is true of behaviorism **EXCEPT** _____.

a) behaviorists reject the study of the mind as unscientific
b) behaviorists believe that our behavior is determined by our learning experiences in the environment
c) behaviorists believe that unseen, undetectable mental forces must be rejected in favor of that which can be seen and measured
d) people make conscious, self-directed choices based on free will

Answer: d

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

181) _____ is a form of learning by association.

a) Catharsis
b) Insight learning

c) Operant conditioning
d) Classical conditioning

Answer: d

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

182) Classical conditioning was discovered by _____.

a) accident
b) exploring questions remaining from earlier research on operant conditioning
c) extensive research with infants
d) exploring various types of self-talk among adolescents

Answer: a

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

183) The scientist famous for his research in the conditioning of dogs was _____.

a) B. F. Skinner
b) John B. Watson
c) Albert Bandura
d) Ivan Pavlov

Answer: d

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

184) Ivan Pavlov's original research was on _____.

a) the effects of stress on the human nervous system
b) the salivation reflex in dogs
c) how children learn to be phobic of small animals, such as rats
d) factors that affect aging in dogs

Answer: b

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

185) A simple unlearned behavior that occurs in response to a specific stimulus is a _____.

a) conditioned response
b) reaction
c) reflex
d) thought

Answer: c

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

186) Learning that occurs through repeatedly pairing a neutral stimulus to a response eliciting stimulus is called _____.

a) classical conditioning
b) vicarious learning
c) self-actualization
d) operant conditioning

Answer: a

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

187) According to behavioral theory, the pairing of the color red with the concept of "stop" or "danger" to the point that we automatically stop or prepare for danger when we see the color red is an example of _____.

a) classical conditioning
b) transference
c) vicarious learning
d) operant conditioning

Answer: a

188) According to learning theory, a change in the environment that leads directly to a change in behavior is called _____.

a) a primary reinforcer
b) a secondary reinforcer
c) a stimulus
d) an expectancy

Answer: c

189) In Pavlov's research with dogs, salivation to the meat was _____.

a) the unconditioned stimulus
b) the unconditioned response
c) the conditioned stimulus
d) the conditioned response

Answer: b

190) In Pavlov's research with dogs, the meat was _____.

a) the unconditioned stimulus
b) the unconditioned response
c) the conditioned stimulus
d) the conditioned response

Answer: a

Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

191) In Pavlov's research with dogs, the tone was _____.

a) the unconditioned stimulus
b) the unconditioned response
c) the conditioned stimulus
d) the conditioned response

Answer: c

Difficulty: Hard
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

192) In Pavlov's research with dogs, salivation to the tone was _____.

a) the unconditioned stimulus
b) the unconditioned response
c) the conditioned stimulus
d) the conditioned response

Answer: d

Difficulty: Hard
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

193) A stimulus that elicits a response from an organism without learning is _____.

a) a primary stimulus
b) a secondary stimulus
c) an unconditioned stimulus
d) a conditioned stimulus

Answer: c

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

194) A previously neutral stimulus that elicits a conditioned response because it has been paired repeatedly with a stimulus that already brought forth that response is _____.

a) a primary stimulus
b) a secondary stimulus
c) an unconditioned stimulus
d) a conditioned stimulus

Answer: d

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

195) An unlearned response to an unconditioned stimulus is _____.

a) a primary response
b) a secondary response
c) an unconditioned response
d) a conditioned response

Answer: c

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

196) A learned response to a conditioned stimulus is _____.

a) a primary response
b) a secondary response
c) an unconditioned response
d) a conditioned response

Answer: d

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

197) In the "Little Albert" study, an 11-month-old boy was taught to fear a rat through the use of _____.

a) punishment
b) operant conditioning
c) hypnosis
d) classical conditioning

Answer: d

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

198) In the "Little Albert" study, the rat was _____.

a) the unconditioned stimulus
b) the unconditioned response
c) the conditioned stimulus
d) the conditioned response

Answer: c

Difficulty: Hard
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

199) In the "Little Albert" study, the clanging noise was _____.

a) the unconditioned stimulus
b) the unconditioned response
c) the conditioned stimulus
d) the conditioned response

Answer: a

Difficulty: Hard
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

200) In the "Little Albert" study, fear of the rat was _____.

a) the unconditioned stimulus
b) the unconditioned response
c) the conditioned stimulus
d) the conditioned response

Answer: d

Difficulty: Hard
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

201) In the "Little Albert" study, fear of the noise was _____.

a) the unconditioned stimulus
b) the unconditioned response
c) the conditioned stimulus
d) the conditioned response

Answer: b

Difficulty: Hard
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

202) A dog has been classically conditioned to salivate to the sound of a bell. A lab worker continuously rings the bell but never presents any more meat after ringing the bell. What is likely to happen to the dog's salivation response?

a) It will stop the first time the bell is rung and no meat is presented.
b) It will slowly decrease and eventually stop.
c) It will remain the same.
d) It will slowly, but steadily, increase.

Answer: b

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

203) In classical conditioning, the suspension of the CR due to repeated presentation of the CS without the United States is called _____.

a) transference
b) generalization
c) extinction
d) discrimination

Answer: c

Difficulty: Hard
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

204) In classical conditioning, the reappearance of a CR in response to a CS when some time has elapsed since the extinction of the CR, is called _____.

a) transference
b) generalization
c) reactivation
d) spontaneous recovery

Answer: d

Difficulty: Hard
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

205) A dog is classically conditioned to salivate to the sound of a bell. The salivation to the bell is then extinguished. Several days later, the dog hears a bell again. What is the dog most likely to do?

a) ignore the bell
b) bark at the bell
c) salivate to the bell
d) bite the bell

Answer: c

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

206) In classical conditioning, extinction is _____; spontaneous recovery is _____.

a) not adaptive, not adaptive
b) not adaptive, adaptive
c) adaptive, not adaptive
d) adaptive, adaptive

Answer: d

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

207) In _____, an organism learns to engage in a certain behavior because of the consequences of that behavior.

a) classical conditioning
b) flooding
c) observational learning
d) operant conditioning

Answer: d

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

208) Classical conditioning usually involves _____ responses. Operant conditioning usually involves _____ behaviors.

a) simple and passive; simple and reflexive
b) voluntary and complex; simple and reflexive
c) simple and passive; voluntary and complex
d) voluntary and complex; voluntary and complex

Answer: c

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

209) A pigeon learns to peck at buttons because it receives food each time it pecks at the buttons. This learning is due to _____.

a) classical conditioning
b) flooding
c) observational learning
d) operant conditioning

Answer: d

210) The scientist noted for his work in operant conditioning is _____.

a) Harry "Stack" Sullivan
b) Ivan Pavlov
c) Abraham Maslow
d) B. F. Skinner

Answer: d

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning
theories

211) Classical conditioning usually conditions _____ responses. Operant conditioning
usually conditions _____ responses.

a) voluntary, voluntary
b) involuntary, voluntary
c) voluntary, involuntary
d) involuntary, involuntary

Answer: b

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning
theories

212) A change in the environment that increases the frequency of the behavior it follows is a
_____.

a) punishment
b) reinforcement
c) a reward
d) a catalyst

Answer: b

Difficulty: Hard
Section Reference 1: Learning theories

Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

213) A pleasant stimulus that increases the frequency of a behavior is called _____.

a) a punisher
b) a motive
c) a reward
d) a catalyst

Answer: c

Difficulty: Hard
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

214) Reinforcers that increase the frequency of a behavior when they are **APPLIED** are called _____ reinforcers.

a) primary
b) secondary
c) positive
d) negative

Answer: c

Difficulty: Hard
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

215) Reinforcers that increase the frequency of a behavior when they are **REMOVED** are called _____ reinforcers.

a) primary
b) secondary
c) positive
d) negative

Answer: d

Difficulty: Hard
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

216) A little girl learns to be great at math and science because she receives a lot of praise and attention for getting A's in math and science. This is an example of _____.

a) classical conditioning
b) vicarious learning
c) positive reinforcement
d) negative reinforcement

Answer: c

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

217) Nagging someone to do something is an example of _____.

a) flooding
b) punishment
c) positive reinforcement
d) negative reinforcement

Answer: d

Difficulty: Hard
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

218) Studying for a test because it reduces your fear of failing is an example of _____.

a) classical conditioning
b) vicarious learning
c) positive reinforcement
d) negative reinforcement

Answer: d

Difficulty: Hard
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

219) Reinforcers that have value because of the biological makeup of an individual such as food, water, and sexual activity are called, by Skinner, _____.

a) active reinforcers
b) passive reinforcers
c) primary reinforcers
d) secondary reinforcers

Answer: c

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

220) According to Skinner, reinforcers that acquire their value through their association with established reinforcers are called _____.

a) primary reinforcers
b) secondary reinforcers
c) active reinforcers
d) passive reinforcers

Answer: b

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

221) According to Skinner, money is an example of a(n) _____ reinforcer.

a) active
b) passive
c) primary
d) secondary

Answer: d

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

222) According to Skinner, food is an example of a(n) _____ reinforcer.

a) primar
b) secondary
c) active
d) passive

Answer: d

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

223) Painful or unpleasant stimuli that decrease the frequency of the behaviors they follow are called _____.

a) primary reinforcers
b) secondary reinforcers
c) punishments
d) negative reinforcers

Answer: c

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

224). According to learning theorists, _____ is the preferable method of teaching young children new behavior.

a) positive reinforcement
b) aversive conditioning
c) negative reinforcement
d) punishment

Answer: a

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

225) Learning theorists feel that if we really expect good behavior from children, we must _____.

a) punish them each time they misbehave

b) sit back and expect them to learn to be good on their own
c) notice and respond to them when they exhibit good behavior
d) give them unconditional positive regard

Answer: c

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

226) Social-cognitive theory is a contemporary view of learning developed by each of the following **EXCEPT** _____.

a) Julian Rotter
b) Albert Bandura
c) Walter Mischel
d) John B. Watson

Answer: d

Difficulty: Hard
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

227) A famous psychologist argues that behavior is determined by observational learning, values, and expectations. This psychologist's views are most similar to _____.

a) social-cognitive theory
b) psychodynamic theory
c) behavioral theory
d) trait theory

Answer: a

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

228) According to social-cognitive theory, people _____.

a) neither influence nor are influenced by their environment
b) influence, but are not influenced by, their environment
c) are influenced by, but do not influence, their environment

d) influence and are influenced by their environment

Answer: d

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

229) The idea that people influence their environment just as their environment influences them is known as _____.

a) self-efficacy
b) complementarity
c) the phi phenomenon
d) reciprocal determinism

Answer: d

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

230) The type of learning through which people acquire new behaviors by watching the behaviors of others is called _____.

a) classical conditioning
b) observational learning
c) aversive conditioning
d) operant conditioning

Answer: b

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

231) In social-cognitive theory, the process of learning new behaviors by imitating the behavior of others is called _____.

a) reciprocal determinism
b) socialization
c) modeling
d) catharsis

Answer: c

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

232) In social-cognitive theory, internal determinants of behavior such as behavioral competencies, expectancies, self-efficacy, or subjective values are called _____ variables.

a) primary
b) secondary
c) person
d) situational

Answer: c

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

233) In social-cognitive theory, environmental factors such as rewards and punishments that influence behavior are called _____ variables.

a) primary
b) secondary
c) person
d) situational

Answer: d

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

234) Each of the following is an example of a person variable **EXCEPT** _____.

a) rewards
b) competencies
c) encoding strategies
d) self-regulatory systems

Answer: a

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

235) In social-cognitive theory, knowledge and skills that are needed to adjust in our social environment are known as _____.

a) expectancies
b) self-efficacy
c) encoding strategies
d) competencies

Answer: d

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

236) To symbolize, transform, or represent events or information is to _____.

a) convert
b) stimulate
c) encode
d) actualize

Answer: c

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

237) Jack views his upcoming tennis match as a chance to prove his physical superiority over his opponent. John, Jack's opponent, views the same match as a chance to improve his skills and get a good workout. According to social-cognitive theorists, these different views of the tennis match represent different _____.

a) behavioral competencies
b) subjective values
c) expectancies
d) encoding strategies

Answer: d

238) In social-cognitive theory, personal predictions about the outcomes of events, or the likely results of engaging in a response, such as "if-then" statements, are called _____.

a) behavioral competencies
b) subjective values
c) expectancies
d) encoding strategies

Answer: c

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

239) Beliefs that we can accomplish certain things, such as speaking before a group or solving a math problem, are _____.

a) stimulus-control expectations
b) behavioral competencies
c) cue-controlled responses
d) self-efficacy expectations

Answer: d

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

240) Jack believes that studying for the test will improve his chances for getting a good grade. Jack's belief is called _____.

a) a competency
b) an outcome expectancy
c) an encoding strategy
d) a self-regulatory system

Answer: b

241) People are more likely to have higher self-esteem, more likely to attempt difficult tasks, and to successfully pick up the pieces of their lives after experiencing calamitous events if they have _____ self-efficacy expectations.

a) no
b) low
c) moderate
d) high

Answer: d

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

242) People with positive self-efficacy tend to have _____ self-esteem and are _____ likely to attempt difficult tasks.

a) low; less
b) low; more
c) high; less
d) high; more

Answer: d

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

243) Expectations about the results of behaviors are called _____ expectancies.

a) primary
b) secondary
c) outcome
d) completion

Answer: c

Difficulty: Easy

Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

244) A lack of self-efficacy is associated with _____.

a) hopelessness and depression
b) low levels of stress and anxiety
c) high levels of risk-taking and exploratory behavior
d) role diffusion

Answer: a

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

245) Too high a level of self-efficacy may lead to _____.

a) depression
b) anxiety
c) overconfidence
d) an inferiority complex

Answer: c

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

246) Which of the following is **MOST** important to the social-cognitive perspective on personality?

a) efficient self-regulatory systems
b) catharsis
c) classical conditioning
d) psychological congruence

Answer: a

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

247) Behaviorists view *healthy personality* in terms of _____.

a) good genetic inheritance
b) the ability to love and work
c) behaviors that permit the learner to obtain reinforcement
d) observational learning and person variables

Answer: c

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

248) Social-cognitive theorists view healthy personality in terms of _____.

a) good genetic inheritance
b) the ability to love and work
c) behaviors that permit the learner to obtain reinforcement
d) observational learning and person variables

Answer: d

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

249) _____ theory perspectives have arguably had a larger influence on modern psychology than any other set of theories.

a) Psychodynamic
b) Humanistic
c) Learning
d) Trait

Answer: c

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

250) Each of the following is a criticism of learning theories **EXCEPT** _____.

a) they fail to account for the roles of unconscious influences in determining behavior
b) they fail to account for the role of environmental influences on behavior
c) they fail to give sufficient attention to the influence of heredity
d) they fail to provide a meaningful account of self-awareness

Answer: b

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

251) The psychological perspective that holds that the personal, or subjective, experiencing of events is the most important aspect of human nature and that the meaning of our lives is the meaning we imbue in it, is the _____ perspective.

a) humanistic
b) Gestalt
c) psychodynamic
d) cognitive-social

Answer: a

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

252) Humanistic psychologists focus on _____.

a) the effects of learning on shaping personality
b) the meaning of life
c) unconscious influences on conscious behavior and emotions
d) the interaction of situational determinants and trait dispositions on behavior

Answer: b

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

253) The school of philosophy that asserts that people are free to make choices and that they are what they believe themselves to be, is _____.

a) dualism
b) hedonism

c) utilitarianism
d) existentialism

Answer: d

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

254) Existential philosophy is an underpinning of _____ psychology.

a) Gestalt
b) humanistic
c) psychodynamic
d) behavioral

Answer: b

Difficulty: Easy
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

255) To _____ thinkers, free choice is the veritable essence of what it means to be human.

a) existential and humanistic
b) existential and behavioral
c) behavioral and humanistic
d) existential and psychodynamic

Answer: a

Difficulty: Hard
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

256) Freud viewed the concept of free choice as _____.

a) the central core of human existence
b) an illusion
c) meaningless
d) peripheral to day-to-day life

Answer: c

Difficulty: Hard
Section Reference 1: Humanistic theory

257) Behaviorists view the concept of freedom as _____.

a) the central core of human existence
b) an illusion
c) meaningless
d) peripheral to day-to-day life

Answer: b

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

258) To humanistic psychologists, Freud was preoccupied with the _____.

a) the penthouse of the human condition
b) the average human condition
c) the full spectrum of the human condition
d) the basement of the human condition

Answer: d

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

259). Abraham Maslow is most closely associated with _____.

a) behaviorism
b) psychodynamic theory
c) humanistic theory
d) social-cognitive theory

Answer: c

Difficulty: Easy
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

260) According to Maslow, self-initiated striving to become whatever we believe we are capable of being is called _____.

a) authentic living

b) self-efficacy
c) self-actualization
d) psychological congruence

Answer: c

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

261) The 1970s US army recruiting ads that claimed in the army you can "be all that you can be" were utilizing Maslow's concept of _____ to try to get people to enlist.

a) authentic living
b) self-efficacy
c) psychological congruence
d) self-actualization

Answer: d

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

262) Which psychologist originated the concept of a "needs hierarchy?"

a) Albert Bandura
b) Alfred Adler
c) Carl Rogers
d) Abraham Maslow

Answer: d

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

263) Which needs were at the **BOTTOM** of Maslow's needs hierarchy? (meaning, the first to be satisfied)

a) biological needs
b) esteem needs
c) self-actualization needs
d) safety needs

Answer: a

264) According to Maslow, which needs were at the **TOP** of his needs hierarchy? (meaning, the last needs to be satisfied)

a) biological needs
b) esteem needs
c) love and belongingness needs
d) self-actualization needs

Answer: d

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

265) What is the proper order (from most easily satisfied to least easily satisfied) of the various types of needs in Maslow's needs hierarchy?

a) biological, safety, love and belongingness, esteem, self-actualization
b) biological, safety, esteem, love and belongingness, self-actualization
c) safety, biological, esteem, love and belongingness, self-actualization
d) safety, biological, love and belongingness, esteem, self-actualization

Answer: a

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

266) Carl Rogers is most closely associated with _____.

a) social-cognitive theory
b) humanistic theory
c) trait theory
d) psychodynamic theory

Answer: b

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

267) Carl Rogers's theory of personal growth is called _____ theory.

a) self-efficacy
b) self-enhancement
c) self
d) self-actualization

Answer: c

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

268) Carl Rogers suggests people shape themselves through _____.

a) freedom of choice and action
b) self-efficacy expectancies
c) perceptual biases
d) the collective unconscious

Answer: a

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

269) Rogers defined the _____ as the center of experience.

a) ego
b) self
c) collective unconscious
d) persona

Answer: b

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

270) According to Rogers, one's unique patterning of perceptions and attitudes, according to which one evaluates events, is called _____.

a) self-efficacy
b) self-actualization
c) frame of reference

d) reciprocal determinism

Answer: c

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

271) A parent wants to help her child develop self-esteem. If she follows Carl Rogers's guidelines, she will most likely provide the child with _____.

a) unconditional positive regard
b) conditional positive regard
c) conditions of worth
d) a peak experience

Answer: a

Difficulty: Hard
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

272) A child learns to believe that she has intrinsic worth and merit, regardless of her behavior. At the moment, because she has received consistent expressions of esteem from her parents. According to Rogers, this child has most likely been brought up with _____.

a) unconditional positive regard
b) conditional positive regard
c) conditions of worth
d) negative reinforcement

Answer: a

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

273) A child learns to believe that she is only a good person if she behaves in certain ways, because her parents only praise her when she obeys their rules. According to Rogers, this child has most likely been brought up with _____.

a) unconditional positive regard
b) conditional positive regard
c) aversive conditioning
d) psychological congruence

Answer: b

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

274) A child learns to believe that she is only a good person if she behaves in certain ways. According to Rogers, she has developed _____.

a) unconditional positive regard
b) conditional positive regard
c) conditions of worth
d) psychological congruence

Answer: c

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

275) The psychologist who developed client-centered therapy is _____.

a) Abraham Maslow
b) Fritz Perls
c) Carl Rogers
d) Alfred Adler

Answer: c

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

276) Rogers believed that we have mental images of what we are capable of being called _____.

a) conditions of worth
b) frames of reference
c) self-efficacy expectancies
d) self-ideals

Answer: d

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

277) Each of the following is one of the components of healthy personality, according to humanistic-existential psychologists, **EXCEPT** _____.

a) experience life in the here and now
b) seeking meaningful activities
c) express your true feelings and beliefs
d) avoid taking risks

Answer: d

Difficulty: Easy
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

278) Each of the following is one of the components of healthy personality, according to humanistic-existential psychologists, **EXCEPT** _____.

a) becoming their own persons
b) being capable of making major changes in their lives
c) express your true feelings and beliefs
d) avoid taking risks

Answer: d

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

279) The greatest value of the humanistic approach is _____.

a) focusing the study of personality on what can be directly observed or measured
b) the recognition of conscious, subjective, experience
c) exploration of unconscious motives for conscious behavior
d) the use of information-processing models to explain personality development

Answer: b

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

280) Reasonably stable elements of personality that are inferred from behavior are _____.

a) traits

b) psychic structures
c) archetypes
d) emotions

Answer: a

Difficulty: Medium
Section Reference 1: Trait theories
Learning Objective 1: 2.4: Describe the major trait theories of personality, including the Big Five model

281) Hans Eysenck is most closely associated with _____ theory.

a) psychodynamic
b) humanistic
c) trait
d) cognitive-social

Answer: c

Difficulty: Medium
Section Reference 1: Trait theories
Learning Objective 1: 2.4: Describe the major trait theories of personality, including the Big Five model

282) The term *neuroticism* refers to _____.

a) introversion
b) sexual obsession
c) emotional instability
d) extraversion

Answer: c

Difficulty: Hard
Section Reference 1: Trait theories
Learning Objective 1: 2.4: Describe the major trait theories of personality, including the Big Five model

283) Jamal is very outgoing, sociable and impulsive, and easily expresses his feelings. He loves people and would much rather spend time with friends than be alone. He is best described as _____.

a) an introvert
b) an ectomorph
c) a mesomorph

d) an extravert

Answer: d

Difficulty: Medium
Section Reference 1: Trait theories
Learning Objective 1: 2.4: Describe the major trait theories of personality, including the Big Five model

284) Recent research suggests that there are probably _____ basic personality factors, or traits.

a) three
b) four
c) five
d) six

Answer: c

Difficulty: Medium
Section Reference 1: Trait theories
Learning Objective 1: 2.4: Describe the major trait theories of personality, including the Big Five model

285) The "five-factor" model is most closely associated with _____ theory.

a) trait
b) psychodynamic
c) cognitive
d) behavioral

Answer: a

Difficulty: Medium
Section Reference 1: Trait theories
Learning Objective 1: 2.4: Describe the major trait theories of personality, including the Big Five model

286) Each of the following is one of the factors in the "five-factor" model **EXCEPT** _____.

a) extraversion
b) agreeableness
c) neuroticism
d) emotionality

Answer: d

Difficulty: Medium
Section Reference 1: Trait theories
Learning Objective 1: 2.4: Describe the major trait theories of personality, including the Big Five model

287) Recent research suggests a _____ relationship between self-esteem and neuroticism, and a _____ relationship between self-esteem and extraversion.

a) negative, negative
b) negative, positive
c) positive, negative
d) positive, positive

Answer: b

Difficulty: Medium
Section Reference 1: Trait theories
Learning Objective 1: 2.4: Describe the major trait theories of personality, including the Big Five model

288) People who are high on _____ tend to live longer and happier lives.

a) neuroticism
b) openness to experience
c) extraversion
d) conscientiousness

Answer: d

Difficulty: Medium
Section Reference 1: Trait theories
Learning Objective 1: 2.4: Describe the major trait theories of personality, including the Big Five model

289) People who are not judgmental tend to score _____ on conscientiousness and _____ on agreeableness.

a) low, low
b) high, low
c) low, high
d) high, high

Answer: c

Difficulty: Medium

290) The number of traffic tickets drivers receive is inversely related to the Big Five factor of _____.

a) agreeableness
b) conscientiousness
c) introversion
d) neuroticism

Answer: c

Difficulty: Medium
Section Reference 1: Trait theories
Learning Objective 1: 2.4: Describe the major trait theories of personality, including the Big Five model

291) Among college students, the Big Five factor of conscientiousness is associated with _____ grades, and the factor of neuroticism is associated with _____ grades.

a) lower, lower
b) higher, lower
c) lower, higher
d) higher, higher

Answer: b

Difficulty: Medium
Section Reference 1: Trait theories
Learning Objective 1: 2.4: Describe the major trait theories of personality, including the Big Five model

292) Researchers have found links between lower satisfaction with intimate relationships and higher levels of _____ among college students.

a) neuroticism
b) extraversion
c) conscientiousness
d) openness to new experience

Answer: a

Difficulty: Medium
Section Reference 1: Trait theories

293) Researchers have found that among college students, greater relationship satisfaction is related to _____ levels of agreeableness, and _____ levels of extraversion.

a) low; low
b) low; high
c) high; low
d) high; high

Answer: d

Difficulty: Medium
Section Reference 1: Trait theories
Learning Objective 1: 2.4: Describe the major trait theories of personality, including the Big Five model

294) From the trait theory perspective, healthy personality is mainly the result of _____.

a) a creative self
b) good genetic inheritance
c) ego strength
d) self-actualization

Answer: b

Difficulty: Medium
Section Reference 1: Trait theories
Learning Objective 1: 2.4: Describe the major trait theories of personality, including the Big Five model

295) Each of the following is true of trait theories **EXCEPT** _____.

a) they have a natural appeal
b) they fail to account for possible genetic influences in behavior
c) they may lead to circular arguments that merely label behavior rather than explain it
d) they fail to account for situational variability in behavior

Answer: b

Difficulty: Medium
Section Reference 1: Trait theories
Learning Objective 1: 2.4: Describe the major trait theories of personality, including the Big Five model

296) In recent years, a growing consensus appears to be emerging that behavior reflects an interchange between traits dispositions and situational or environmental factors—a concept known as _____.

a) exchange theory
b) response theory
c) interactionism
d) multilateralism

Answer: b

Difficulty: Hard
Section Reference 1: Trait theories
Learning Objective 1: 2.4: Describe the major trait theories of personality, including the Big Five model

297) The theory that focuses on the roles of ethnicity, gender, culture, and socioeconomic status in shaping personality is _____.

a) psychodynamic theory
b) sociocultural theory
c) social-cognitive theory
d) phenomenological theory

Answer: b

Difficulty: Easy
Section Reference 1: The sociocultural perspective
Learning Objective 1: 2.5: Describe sociocultural theories of personality

298) A person who defines himself or herself in terms of personal traits, such as "I am artistic," and gives priority to his or her own goals is labeled by sociocultural theorists to be a(n) _____.

a) individualist
b) collectivist
c) socialist
d) conformist

Answer: a

Difficulty: Easy
Section Reference 1: The sociocultural perspective
Learning Objective 1: 2.5: Describe sociocultural theories of personality

299) A person who defines herself or himself in terms of relationships to other people, such as the groups to which she or he belongs, and gives priority to the group's goals is labeled by sociocultural theorists to be a(n) _____.

a) individualist
b) collectivist
c) socialist
d) conformist

Answer: b

Difficulty: Easy
Section Reference 1: The sociocultural perspective
Learning Objective 1: 2.5: Describe sociocultural theories of personality

300) A person from _____ is **MOST** likely to be an individualist.

a) Central America
b) South America
c) northern Europe
d) Africa

Answer: c

Difficulty: Easy
Section Reference 1: The sociocultural perspective
Learning Objective 1: 2.5: Describe sociocultural theories of personality

301) About _____ percent of the world's population lives in collectivist cultures.

a) 20
b) 40
c) 60
d) 80

Answer: d

Difficulty: Medium
Section Reference 1: The sociocultural perspective
Learning Objective 1: 2.5: Describe sociocultural theories of personality

302) Individualism is most likely to be fostered by growing up in a _____ society.

a) communist
b) socialist

c) cloistered
d) capitalist

Answer: d

Difficulty: Medium
Section Reference 1: The sociocultural perspective
Learning Objective 1: 2.5: Describe sociocultural theories of personality

303) Of the following groups of Americans, _____ show the most individualist cultural orientation.

a) African Americans
b) White Americans of European background
c) Hispanic Americans
d) Asian Americans

Answer: b

Difficulty: Medium
Section Reference 1: The sociocultural perspective
Learning Objective 1: 2.5: Describe sociocultural theories of personality

304) African American girls are likely to be _____ European American girls are.

a) not as aware of their appearance as
b) not as happy with their appearance as
c) as happy with their appearance as
d) happier with their appearance than

Answer: d

Difficulty: Medum
Section Reference 1: The sociocultural perspective
Learning Objective 1: 2.5: Describe sociocultural theories of personality

305) From the sociocultural perspective, healthy personality involves _____.

a) developing the ability to love and work
b) finding adaptive ways to achieve reinforcement
c) understanding who we are in the collective sense
d) experiencing life in the here and now

Answer: c

Difficulty: Medium

306) Each of the following is a component of healthy personality from the sociocultural perspective **EXCEPT** _____.

a) developing your fullest potential as an individual
b) balancing competing cultural demands
c) coping effectively with discrimination
d) becoming acculturated without losing your cultural identity

Answer: a

Difficulty: Medium
Section Reference 1: The sociocultural perspective
Learning Objective 1: 2.5: Describe sociocultural theories of personality

307) The sociocultural perspective embraces a _____ view of personality than those associated with traditional psychological models.

a) narrower
b) less realistic
c) less scientific
d) broader

Answer: d

Difficulty: Medium
Section Reference 1: The sociocultural perspective
Learning Objective 1: 2.5: Describe sociocultural theories of personality

308) _____ tests present respondents with a standardized group of test items in the form of a questionnaire.

a) Projective
b) Introspective
c) Subjective
d) Objective

Answer: d

Difficulty: Easy
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

309) The MMPI is an example of a(n) _____ test.

a) Projective
b) Introspective
c) Subjective
d) Objective

Answer: d

Difficulty: Medium
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

310) The single most widely used self-report personality inventory in the world is the _____.

a) CPI
b) Meyers-Briggs
c) MMPI
d) SCII

Answer: c

Difficulty: Medium
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

311) Research has found that the MMPI is _____.

a) neither valid nor reliable
b) valid but not reliable
c) reliable but not valid
d) both reliable and valid

Answer: d

Difficulty: Easy
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

312) In _____ tests, people are shown ambiguous stimuli such as inkblots or drawings and asked to say what they look like or tell stories about them.

a) projective
b) introspective
c) subjective
d) objective

Answer: a

Difficulty: Easy
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

313) The Rorschach inkblot test is an example of a(n) _____ test.

a) projective
b) introspective
c) subjective
d) objective

Answer: a

Difficulty: Easy
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

314) The TAT is an example of a(n) _____ test.

a) projective
b) introspective
c) subjective
d) objective

Answer: a

Difficulty: Medium
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

315) The TAT is widely used in research on _____.

a) schizophrenia
b) bipolar disorder
c) motivation
d) perceptual development

Answer: c

Difficulty: Medium
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

316) Each of the following is true of Sigmund Freud **EXCEPT** _____.

a) he has been lauded as the greatest thinker in the twentieth century
b) he has been criticized as an overrated false and faithless prophet
c) he experienced lifelong psychologically related problems
d) he lived an extremely liberal and promiscuous lifestyle

Answer: d

Difficulty: Medium
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

317) Although born Jewish, Freud proclaimed himself to be _____.

a) a Christian
b) Buddhist
c) Muslim
d) an atheist

Answer: d

Difficulty: Medium
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

318) The psychologist known for originating the concept of an *identity crisis* is _____.

a) Adler
b) Jung
c) Erikson
d) Horney

Answer: c

Difficulty: Medium
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

319) Erikson's term for a period of soul-searching about one's beliefs, values, and direction in life is _____.

a) a role conflict
b) role diffusion

c) self-actualization
d) an identity crisis

Answer: d

Difficulty: Medium
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

320) During his first television appearance, when B. F. Skinner was asked whether he would burn his children or his books, if forced to choose, he responded _____.

a) neither
b) his books
c) his children
d) both

Answer: c

Difficulty: Medium
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

321) The researcher known for his development of "programmed learning" techniques for children is _____.

a) B. F. Skinner
b) John B. Watson
c) Ivan Pavlov
d) Albert Bandura

Answer: a

Difficulty: Medium
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

322) B. F. Skinner is most well-known to the literary community because of his book _____.

a) *Brave New World*
b) *On Becoming a Person*
c) *On Golden Pond*
d) *Walden II*

Answer: d

323) In _____, a learner proceeds at her or his own pace to master a set of learning tasks, receiving reinforcement for completing each step in the series.

a) classical conditioning
b) programmed learning
c) cognitive dissonance training
d) insight learning

Answer: b

Difficulty: Medium
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

324) Behavior modification techniques to help people with problems ranging from phobias, to substance abuse, to sexual dysfunctions, are based largely on learning principles developed by _____.

a) Sigmund Freud
b) Aaron Beck
c) B.F. Skinner
d) Arnold Lazarus

Answer: c

Difficulty: Medium
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

325) Evidence indicates that _____.

a) genes do not influence personality in any significant way
b) genes influence personality by creating a predisposition of certain personality traits emerging
c) genes determine personality traits and behavior patterns
d) it is impossible to know if genes have an influence on personality

Answer: b

Difficulty: Medium
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

326) Scientists believe that genes _____.

a) have no effect on personality
b) directly control the development of a few personality traits, but have no influence on the others
c) create predispositions that certain personality traits and behaviors will emerge
d) directly control the development of nearly all personality traits

Answer: c

Difficulty: Medium
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

327) Researchers have found that the trait of novelty-seeking is linked to the neurotransmitter _____.

a) serotonin
b) dopamine
c) acetylcholine
d) norepinephrine

Answer: b

Difficulty: Hard
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

328) The neurotransmitter dopamine is associated with _____ behavior in other animals.

a) fear
b) predatory
c) withdrawal
d) exploratory

Answer: d

Difficulty: Medium
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

329) Chemicals in the nervous system that carry messages from one nerve cell to another are called _____.

a) neurotransmitters
b) hormones
c) antigens
d) catalysts

Answer: a

Difficulty: Medium
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

330) The process of adaptation in which immigrants and native groups identify with a new, dominant culture by learning about that culture and making changes in their behaviors and attitudes is called _____.

a) acculturation
b) actualization
c) congruence
d) ingratiation

Answer: a

Difficulty: Medium
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

331) Among immigrants, when comparing the self-esteem of those who are completely assimilated into the new culture, those who retain their old customs and never assimilate into the new culture, and those who become bicultural, keeping some traditions while also assimilating into the new culture, _____.

a) there are no differences in the self-esteem of members of these three groups.
b) those who completely assimilate have the highest self-esteem
c) those who refuse to assimilate have the highest self-esteem
d) those who become bicultural have the highest self-esteem

Answer: d

Difficulty: Easy
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

332) Among Latinos in the United States, higher levels of acculturation are associated with each of the following **EXCEPT** _____.

a) increased risk of developing psychological disorders
b) higher rates of sexual intercourse among teens
c) higher levels of depression among Mexican Americans
d) increased risk of smoking among adolescents

Answer: c

Difficulty: Easy
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

333) Being bicultural is linked to higher self-esteem among _____ adolescents.

a) neither Asian American nor Hispanic American
b) Asian American, but not Hispanic American
c) Hispanic American, but not Asian American
d) both Hispanic American and Asian American

Answer: d

Difficulty: Easy
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

Question Type: True/False

334) Sigmund Freud was trained as a psychologist.

Answer: False

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

335) According to psychodynamic theory, the human mind is like a vast submerged iceberg, only the tip of which rises above the surface into awareness.

Answer: True

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

336) Most of the ego is unconscious.

Answer: False

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

337) The ego is driven by the pleasure principle.

Answer: False

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

338) Freud believed that children encounter conflict during each stage of development.

Answer: True

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

339) According to Sigmund Freud, fingernail biting and smoking are leftover signs of conflicts experienced during early childhood.

Answer: True

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

340) Adler, Jung, and Erikson all believed that Freud had placed too much emphasis on sexuality.

Answer: True

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

341) Jung emphasized the importance of birth order in shaping personality.

Answer: False

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

342) Erikson theorized that there are eight stages of psychosexual development.

Answer: False

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

343) For Erikson, the goal of adolescence is to attain ego identity.

Answer: True

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

344) Skinner is noted to have equated psychological health with the abilities to love and work.

Answer: False

Difficulty: Easy
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

345) John Watson, the father of behaviorism, believed he could turn any healthy and well-formed infant into a doctor, lawyer, successful businessperson, or a beggar, or a thief if he were able to raise the child in any way he chose.

Answer: True

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

346) According to behaviorists, we may believe we have freedom of choice, but our preferences and choices are forced on us by the environment.

Answer: True

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

347) Reflexes are learned.

Answer: False

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

348) Ivan Pavlov discovered operant conditioning by accident.

Answer: False

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

349) Extinction is adaptive.

Answer: True

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

350) The definition of reinforcement relies on "mentalistic" assumptions about what a person or lower organism finds pleasant or unpleasant.

Answer: False

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

351) Social approval is a primary reinforcer.

Answer: False

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

352) Punishment and negative reinforcement are essentially the same thing.

Answer: False

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

353) Negative reinforcement can rapidly suppress undesired behavior.

Answer: False

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

354) Punishment can rapidly suppress undesired behavior.

Answer: True

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

355) Operant conditioning is just a laboratory procedure.

Answer: False

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

356) Social-cognitive theory focuses on the importance of learning by observation.

Answer: True

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

357) People can make themselves miserable by encoding stimuli in self-defeating ways.

Answer: True

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

358) We are more motivated to tackle difficult tasks if we believe we shall succeed at them.

Answer: True

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

359) If self-efficacy is too high, it can lead to overconfidence, which can handicap performance.

Answer: True

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

360) Self-regulation minimizes our opportunities for influencing our environment.

Answer: False

Difficulty: Medium
Section Reference 1: Learning theories

Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

361) Behaviorists typically speak in terms of a healthy personality.

Answer: False

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

362) Learning theories often fail to give enough attention to the influence of heredity.

Answer: True

Difficulty: Easy
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

363) Freud saw all motivation as stemming from the ego.

Answer: False

Difficulty: Easy
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

364) Maslow saw all levels of needs as equally valid and real.

Answer: True

Difficulty: Easy
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

365) To Rogers, the sense of self is learned through early experiences.

Answer: False

Difficulty: Easy
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

366) Carl Rogers believed that children should be prized for themselves regardless of their behavior.

Answer: True

Difficulty: Easy
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

367) According to Carl Rogers, we all have unique ways of looking at ourselves and at the world outside.

Answer: True

Difficulty: Easy
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

368) Rogers, unlike Maslow, saw each of us as having a unique potential.

Answer: False

Difficulty: Easy
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

369) The greatest value of the humanistic approach may also be its greatest weakness.

Answer: True

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

370) Traits are remarkably unstable elements of personality.

Answer: False

Difficulty: Easy
Section Reference 1: Trait theories
Learning Objective 1: 2.4: Describe the major trait theories of personality, including the Big Five model

371) Our personality is linked to our driving behavior.

Answer: True

Difficulty: Easy
Section Reference 1: Trait theories
Learning Objective 1: 2.4: Describe the major trait theories of personality, including the Big Five model

372) People who are higher in conscientiousness tend not only to get their work in time but also tend to live longer and have happier lives.

Answer: True

Difficulty: Easy
Section Reference 1: Trait theories
Learning Objective 1: 2.4: Describe the major trait theories of personality, including the Big Five model

373) Virtually all modern researchers accept the "Big Five" model.

Answer: False

Difficulty: Easy
Section Reference 1: Trait theories
Learning Objective 1: 2.4: Describe the major trait theories of personality, including the Big Five model

374) Trait theory is mainly descriptive.

Answer: True

Difficulty: Easy
Section Reference 1: Trait theories
Learning Objective 1: 2.4: Describe the major trait theories of personality, including the Big Five model

375) The United States and many northern European nations tend to be individualistic.

Answer: True

Difficulty: Easy

Section Reference 1: The sociocultural perspective
Learning Objective 1: 2.5: Describe sociocultural theories of personality

376) Self-esteem has been linked to patterns of acculturation among immigrants.

Answer: True

Difficulty: Easy
Section Reference 1: The sociocultural perspective
Learning Objective 1: 2.5: Describe sociocultural theories of personality

377) Most of us belong to groups that have experienced or are currently experiencing discrimination.

Answer: True

Difficulty: Easy
Section Reference 1: The sociocultural perspective
Learning Objective 1: 2.5: Describe sociocultural theories of personality

378) Acculturation may be something of a double-edged sword when it comes to immigrant groups adjusting to life in the United States.

Answer: True

Difficulty: Easy
Section Reference 1: The sociocultural perspective
Learning Objective 1: 2.5: Describe sociocultural theories of personality

379) Personality tests are the only ways of accurately assessing personality.

Answer: True

Difficulty: Easy
Section Reference 1: The sociocultural perspective
Learning Objective 1: 2.5: Describe sociocultural theories of personality

380) Objective tests present respondents with a standardized group of test items in the form of a questionnaire.

Answer: True

Difficulty: Easy
Section Reference 1: Assessing personality

381) Some personality tests rest on the belief that people project aspects of their personalities into their responses to ambiguous stimuli.

Answer: True

Difficulty: Easy
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

382) Rorschach is the best known projective personality test.

Answer: True

Difficulty: Easy
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

383) There is usually a single correct response to a Rorschach inkblot.

Answer: False

Difficulty: Easy
Section Reference 1: Assessing personality
Learning Objective 1: 2.6: Identify methods psychologists use to assess personality

Question Type: Essay

384) Explain Freud's "iceberg" view of consciousness, identifying each level of consciousness and explaining its functions.

Answer:

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

385) Identify the three psychic structures in Freud's personality theory and how each structure functions.

Answer:

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

386) Identify and briefly explain, and give an example of, five of the defense mechanisms proposed by Sigmund Freud.

Answer:

Difficulty: Hard
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

387) Identify the stages of Freud's theory of psychosexual development and describe what happens at each stage.

Answer:

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

388) Briefly explain the views of the various neo-Freudians in terms of their major concepts and how they differed from Freud.

Answer:

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

389) Explain Erikson's view of development, identifying each of his stages of development and the life crisis characterizing that stage.

Answer:

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

390) Summarize the elements that psychodynamic theorists feel are essential for a person to have a healthy personality.

Answer:

Difficulty: Medium
Section Reference 1: Psychodynamic theories
Learning Objective 1: 2.1: Describe psychodynamic theories of personality

391) Discuss the views of the behaviorists in terms of their focus and how they differ from the other personality perspectives.

Answer:

Difficulty: Hard
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

392) Explain how classical conditioning works. In your explanation, be sure to briefly discuss what extinction and spontaneous recovery are.

Answer:

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

393) Explain how operant conditioning works and discuss the differences among positive and negative reinforcers, primary and secondary reinforcers, and punishment.

Answer:

Difficulty: Hard
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

394) Describe the views of social-cognitive theorists in terms of their focus, concepts, and how they differ from the other personality perspectives.

Answer:

Difficulty: Hard
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

395) Summarize the elements that social-cognitive theorists believe are necessary for a person to have a healthy personality.

Answer:

Difficulty: Medium
Section Reference 1: Learning theories
Learning Objective 1: 2.2: Describe classical and operant conditioning and other learning theories

396) Describe the views of humanistic theorists in terms of their focus and common features, and how they differ from the other personality theories.

Answer:

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

397) Explain the major ideas of Abraham Maslow's theory of personality.

Answer:

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

398) Summarize the elements that humanistic theorists believe are essential for a person to have a healthy personality.

Answer:

Difficulty: Medium
Section Reference 1: Humanistic theory
Learning Objective 1: 2.3: Describe humanistic theories of personality

399) Discuss the views of trait theorists in terms of their focus and how they differ from the other personality perspectives.

Answer:

Difficulty: Hard
Section Reference 1: Trait theories

Learning Objective 1: 2.4: Describe the major trait theories of personality, including the Big Five model

400) Explain what the five-factor model is, briefly describing each of the five factors in the model and discussing how the model is currently being used.

Answer:

Difficulty: Hard
Section Reference 1: Trait theories
Learning Objective 1: 2.4: Describe the major trait theories of personality, including the Big Five model

401) Summarize the elements that trait theorists feel are necessary for a person to have a healthy personality.

Answer:

Difficulty: Medium
Section Reference 1: Trait theories
Learning Objective 1: 2.4: Describe the major trait theories of personality, including the Big Five model

402) Describe the views of sociocultural theorists in terms of their focus and common features, and how they differ from the other personality theories.

Answer:

Difficulty: Hard
Section Reference 1: The sociocultural perspective
Learning Objective 1: 2.5: Describe sociocultural theories of personality

403) Summarize the elements that sociocultural theorists believe are essential for a person to have a healthy personality.

Answer:
Difficulty: Hard
Section Reference 1: The sociocultural perspective
Learning Objective 1: 2.5: Describe sociocultural theories of personality