

## 2019 – 20 Alternative Delivery Assessment Plan

To be completed by course instructors or program directors for 3 credit courses that are offered in **BOTH** the traditional (15 week face-to-face) format and in an alternative format (dual credit, online, and condensed time formats). Submit to the Assessment BlackBoard site.

<b>Department: Human &amp; Social Science</b> <b>Date: 9/30/19</b> <b>Course: PSY 101/Dual Credit</b> <b>Alternative Format(s) – select as many as are applicable:      Select      Select      Select</b>
<b>Members (must include more than course instructor only) involved with the development of this Assessment Plan: Thad Warren, Sara Brady</b>
<b>Course Requirements:</b> <ol style="list-style-type: none"><li>1. Each alternative delivery course meets credit hour requirements? (135 clock hours).<ol style="list-style-type: none"><li>a. <b>Attach: Credit Hour Audit - traditional format</b></li><li>b. <b>Attach: Credit Hour Audit for each alternative format.</b> (Dual credit will be provided by the Dual Credit Coordinator)</li></ol></li><li>2. Course requirements for all formats are comparable.<ol style="list-style-type: none"><li>a. <b>Attach: Course Guide - traditional format.</b></li><li>b. <b>Attach: Course Guide for each alternative format.</b> (Dual credit will be provided by the Dual Credit Coordinator)</li></ol></li></ol>
<b>Student Outcome:</b> <ol style="list-style-type: none"><li>1. <i>What student outcome will be assessed? Student will be able to gain a broad understanding of key concepts in the field of psychology. Content knowledge in 12 topic areas of psychology will be assessed in the dual credit and traditional PSY 101 Introduction to Psychology classes.</i></li><li>2. <b>State as follows: Students should be able to [action verb] [something].</b> The student will demonstrate an understanding of key concepts from 12 topic areas of psychology.</li></ol>
<b>Question:</b> <i>What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)</i> <ol style="list-style-type: none"><li>1. Do students in Dual Credit PSY 101 classes retain knowledge of the field of psychology presented to them throughout the course, as measured through an assessment at the end of the educational experience?</li><li>2. Do students in Dual Credit compared to traditional PSY 101 classes retain comparable knowledge in the field of psychology on the same measure?</li></ol>
<b>Methodology</b> <ol style="list-style-type: none"><li>1. <b>Student Outcome - OBJECT*</b><ol style="list-style-type: none"><li>a. <i>What student artifact from the <b>traditional course</b> will be used to assess the outcome? An exam consisting of 50 multiple choice questions in 12 specific psychology topic areas. Three items were modified from the exam given in previous years due to poor item discrimination.</i><ol style="list-style-type: none"><li>i. <i>How will the artifact be collected? The 50-multiple-choice exam and answer sheets will be emailed to instructors to administer. The completed exams will be sent for scoring to the dual credit liaison for the department of Human and Social Science.</i></li></ol></li><li>b. <i>What student artifact from the <b>alternative course(s)</b> will be used to assess the outcome? The same exam used for the traditional course will be used for the dual credit courses.</i><ol style="list-style-type: none"><li>i. <i>How will the artifact be collected? The exam and answer sheets will be emailed to instructors to administer. The completed exams will be either mailed or scanned and emailed to the dual credit liaison for the department of Human and Social Science.</i></li></ol></li></ol></li></ol>
<b>Analysis of Artifacts:</b> <ol style="list-style-type: none"><li>1) <b>Student Outcome: PERFORMANCE CRITERIA*</b><ol style="list-style-type: none"><li>a. <i>How will the artifacts be analyzed (attach rubrics/scoring tools if used):</i><ol style="list-style-type: none"><li>i. Traditional course: Scores will be computed by topic and overall exam.</li><li>ii. Alternative course(s) (note SAME if the same as the traditional course): Same as the traditional course</li></ol></li></ol></li><li>2) <b>COMPARABILITY - How you will determine if the outcomes of the two are comparable?</b> <i>(For example – there will not be a statistically significant difference among the mean final exam scores).</i> Statistical comparison (t test) will be computed for CUNE vs. Dual Credit by topic and overall score. Descriptive statistics (i.e., proportion of correct answers by topic and overall score) will be calculated, as well. It is anticipated that the following will be accomplished:<ol style="list-style-type: none"><li>1. 75% of CUNE students will receive a score of 75% or higher on each topic area.</li><li>2. 75% of CUNE students will receive a score of 75% or higher on the overall exam.</li><li>3. 75% of Dual Credit students will receive a score of 75% or higher on each topic area.</li></ol></li></ol>

4. 75% of Dual Credit students will receive a score of 75% or higher on the overall exam.

**Submitted by: Sara Brady      Date: 9/30/19      Assessment Committee Reviewed (Date): 10/16/19**

**Submitter notified or approval/ or additional action needed: Approved 10/16/19**



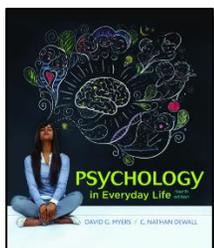
# Introduction to PSYCHOLOGY

Fall 2019

---

## COURSE DESCRIPTION

The course is a survey of psychology as a natural and social science. As a study of human behavior and the mind, the course examines current sub-areas of psychology with attention to neurology, the environment, situation and experience, and the self. Throughout the content, the course also considers how presuppositions in philosophy and theology intersect, integrate, and conflict with views on the human condition.



## REQUIRED TEXT

Myers, D. G., &  
DeWall C. N. (2017).  
*Psychology in everyday  
life* (4th edition).  
New York, NY: Worth  
Publishers.

*This course satisfies a Humanities requirement as part of the General Education sequence. This course is required for certain majors on campus.*

## PROFESSOR

Sara E. Brady, Ph.D.

Office THOM 204C  
Email [sara.brady@cune.edu](mailto:sara.brady@cune.edu)  
Phone (402) 643-7346

<https://sarabradyyoucanbook.me/>

Office Hours MW 2:30-3p  
TR 9:30-10a; 11:30a-12:30p

## CONTACT POLICY

Students are encouraged to talk with the instructor about any topic pertaining to the course as soon as an issue arises. Please come during scheduled office hours, or set up an appointment. Email responses will typically be given during office hours within one business day. Important announcements are posted on Blackboard. Students should access Blackboard at least once a week to check for announcements and any handout material.

# Course Goals

<b>Goal 1</b>	Demonstrate fundamental knowledge of psychology within biological, cognitive, developmental, social and personality, and mental and physical health content domains
<b>Goal 2</b>	Use scientific reasoning to interpret basic psychological phenomena
<b>Goal 3</b>	Apply ethical standards to evaluate psychological science and practice
<b>Goal 4</b>	Communicate applications and interpretations of psychological science with clarity
<b>Goal 5</b>	Apply psychological concepts to one's career goals and everyday life

# Course Objectives

<b>Objective 1</b>	Identify key characteristics of the major content domains in psychology (biological, cognitive, developmental, social and personality, and mental and physical health)
<b>Objective 2</b>	Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes within the major content domains in psychology
<b>Objective 3</b>	Describe examples of relevant and practical applications of psychological principles to everyday life
<b>Objective 4</b>	Summarize psychological factors that can influence the pursuit of a mentally and physically healthy lifestyle
<b>Objective 5</b>	Identify basic biopsychosocial components of psychological explanations (e.g., inferences, observations, operational definitions, interpretations)
<b>Objective 6</b>	Read and summarize general ideas and conclusions from psychological sources accurately
<b>Objective 7</b>	Identify and navigate psychology databases and other legitimate sources of psychology information
<b>Objective 8</b>	Describe research methods used by psychologists including their respective advantages and disadvantages
<b>Objective 9</b>	Discuss the value of experimental design in justifying cause-effect relationships
<b>Objective 10</b>	Identify obvious violations of ethical standards in psychological concepts
<b>Objective 11</b>	Reflect on psychological concepts from a Christian perspective
<b>Objective 12</b>	Express ideas in written formats that reflect basic psychological concepts and principles
<b>Objective 13</b>	Write using APA style, including appropriate grammar, spelling, and punctuation
<b>Objective 14</b>	Describe how psychology's content applies to other career fields (e.g., business, healthcare, educational, and other workplace settings)

# Student Opportunities

## CLASS ATMOSPHERE

Students who are attentive, respectful, and engaged during class will have the opportunity to learn actively. An atmosphere of mutual respect and acceptance is essential in order to facilitate learning and open exchange of information. When misunderstandings and/or conflicts arise, they can be resolved fairly within a context of grace and an appreciation for the opportunity to learn. Students who have read the assigned chapters discussed in class will have an additional benefit of maximizing learning for themselves and other students in the course.

## GRADES

Instead of the instructor “giving” grades, students earn grades based upon a percentage of total accumulated points. All points accumulated in the course are posted on Blackboard. Official grades are recorded at the end of the semester on the connectCUNE portal. Students are responsible for ensuring the accuracy of grades in Blackboard. Once the semester is over, tallied grades are final (i.e., on the day of the last class meeting). The point breakdown is:

<b>Graded item</b>	<b>Points per item</b>	<b>Total per item</b>				
Participation – 4	5	20	<b>A</b>	94%–100%	<b>C</b>	77%–80%
Attendance	50	50	<b>A-</b>	92%–93%	<b>C-</b>	74%–76%
Quizzes – 15	10	150	<b>B+</b>	89%–91%	<b>D+</b>	71%–73%
Assignments – 4	20	80	<b>B</b>	86%–88%	<b>D</b>	68%–70%
Exams – 4	50	200	<b>B-</b>	84%–85%	<b>D-</b>	65%–67%
<b>Total</b>		<b>500</b>	<b>C+</b>	81%–83%	<b>F</b>	Below 65%

## Participation

Actively participating in the course will maximize students’ learning potential. Students have the opportunity to earn up to 5 participation points at four assessment time points throughout the semester (up to 20 points total). Assessments are submitted on Blackboard. Participation criteria includes the following:

- **Engagement/Attention (2.5 points)**  
Choosing to be undistracted by things that are not central to the discussion/lecture, taking notes, and answering questions.
- **Verbalization and Non-verbal Feedback (2.5 points)**  
Listening to others respectfully, eye contact, providing appropriate non-verbal feedback (e.g., nodding, shaking head), acknowledging speaker, and giving thoughtful, substantive feedback that not only further facilitates class discussion but also demonstrates learning.

For students who miss the self-assessment due date or students who have been regularly participating and attending during the assessment period will earn a grade of 2.5 out of 5. Students who have missed more than 25% of class meetings or who have not been participating during the assessment period will earn a grade of 0 out of 5.

## Attendance

The instructor assumes that students registering for this class make a commitment to attend **all** sessions. Points (up to 50 points total) are assigned using the following criteria:

- Students earn attendance points when they are cognitively present and engaged in learning. Students do not earn points when distracted by their devices (e.g., email/ texting, social media use, watching videos, playing computer games, listening to music), working on assignments, sleeping, etc.
- Excessive absence of more than three class periods will be reported to the Student Life Office and may result in the lowering of the grade.
- Excessive absence of five or more class periods may result in a failing grade and will be reported to the Provost.
- Lateness in excess of 10 minutes may be considered an absence.

<b>Classification</b>	<b>Daily % Earned</b>	<b>Attendance Criteria</b>
Present	100%	Student attended class and fully participated according to the criteria listed above.
Excused	100%	Student was absent for a university activity <b>and</b> emailed the instructor in advance.
Excused	100%	Student was absent due to an illness or family emergency <b>and</b> emailed the instructor within 24 hours of missing class.
Late	67%	Student was late to class but fully participated once present.
Unexcused	0%	Student was absent and chose not email instructor within 24 hours of missing class.
Unexcused	0%	Student was involved with other activities during class (see first bullet point of Attendance Criteria).

When a student is involved with other activities during class, the instructor will notify the student the first time it occurs. Students who repeatedly choose to attend to things unrelated to the course during class may lose one letter grade at the conclusion of the semester after total points are calculated.

## QUIZZES

There is one syllabus quiz and 14 chapter quizzes due on Blackboard. The answer to number 6 on the syllabus quiz is b. Students can earn points by completing quizzes prior to class time on the due date. Each quiz contains 10 multiple-choice questions. Students will be given two attempts (15 minutes each) to complete the quiz. The quiz will save and submit automatically when the time expires. The highest score is recorded. The instructor will not grade late quizzes.

## ASSIGNMENTS

There will be four assignments each worth 20 points. More information is on Blackboard, as well as taking in-class time to go over the specifics of each assignment. Students can earn points when they submit assignments on Blackboard at the beginning of class on their due dates (unless otherwise noted). If there is an internet failure, the instructor will allow a hard copy so long as students submit the assignment at the beginning of class on the due date. Late assignments or emailed assignments are not accepted! Students can earn credit by submitting assignments **before** their due date if students cannot submit the assignment on the due date.

### **Basic Requirements for Written Work**

The instructor will use the following checklist to determine if the written assignments meet basic APA format. If any assignment does not meet the following criteria, students earn a grade of -60% (a 10% reduction for each of the following):

- Assignment is typed in a word processor (.PDF, .RTF, .DOC, or .DOCX are acceptable file formats).
- Assignment margins are 1" all around.
- Font face is **Times New Roman**.
- Font type is 12-point.
- Lines are double-spaced.
- Document includes a header in ALL CAPS of the student's name and page number.

## **EXAMS**

There will be four non-cumulative exams. All exams will consist of 50 questions including multiple-choice and essay. Test questions will be drawn from both lectures and the text.

### **Make-up Exams**

Make-up exams will consist entirely of essay questions. Make-up exams are not permitted except in the case of (a) extreme circumstances (e.g., hospitalization, family emergency, etc.) or (b) participating in a university-approved activity (e.g., athletics, theater, etc.). Students requesting a make-up exam must notify the instructor within 24 hours of the scheduled exam. Students must also provide written documentation no later than one week after the scheduled exam. If the instructor permits a make-up exam, the student and instructor will determine a mutually agreeable time within one week of the scheduled exam date. Failure to follow these guidelines or being a "no-show" at the time of the scheduled make-up exam will result in the test grade of zero. The instructor will not grant multiple requests to utilize the make-up exam policy. Students may (or may not) be allowed to take an exam early if there are preexisting scheduling conflicts.

## **EXTRA CREDIT**

There will be several opportunities for extra credit including review sessions and extra credit questions on exams, and pertinent university events. Total accumulated extra credit points will not exceed 3% of the total points assigned in the class (i.e., 15 points). Once students earn the maximum number of extra credit points possible, they will not be able to earn more extra credit points.

## **USE OF TECHNOLOGY IN THE CLASSROOM**

Students may use devices in class for note taking or to access information when directed by the instructor. Audible devices are a distraction to the entire course community; please silence them upon entering the room. Furthermore, participating students in attendance choose to be undistracted by their devices (see first bullet point of Attendance Criteria).

## **USE OF TECHNOLOGY IN THE COURSE**

Unfortunately, technology presents an opportunity to share information inappropriately. The use of devices to share information on tests, communicate with peers during class, or manipulate the date of a submitted assignment is unacceptable. If the instructor discovers unethical technology use in the course, the instructor reserves the right to fail the student(s).

# UNIVERSITY COURSE SYLLABUS STATEMENTS

## **COURSE WORKLOAD**

In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska, credit hours are amassed in a course through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, assigned videos, and other activities. No matter the length of the course meeting time in weeks or the amount of face-to-face instruction in the course, students can expect to devote at least 135 hours for each 3-credit course.

## **COURSE PARTICIPATION**

Federal Financial Aid regulations, which Concordia observes for all students, require that students regularly participate in courses in which they are enrolled. All students must log into the course management system (Blackboard) or participate in a face-to-face session weekly in order to avoid being tagged as a non-participant. Students must use the Concordia Blackboard and e-mail messaging systems to contact instructors and advisors. Students who are unable to participate regularly in their course for any reason should contact their instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

## **ACADEMIC INTEGRITY**

At Concordia University Nebraska, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in a behavior that violates academic integrity (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating on examinations, or fabricating information) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment or examination, receiving a failing grade for the course, and/or being suspended from the university.

## **DISABILITY SUPPORT SERVICES**

Students with a documented disability, who need reasonable accommodations, should contact Disability Support Services located in Link Library to arrange an appointment to discuss their individual needs. Students are also encouraged to notify their instructors

immediately about any disability-related academic needs they may have. To contact the Academic Resource and Disability Support Services Coordinator, Bethany Landrey, please call 402.643.7187 or 800.535.5494 ext. 7187 or email [Bethany.Landrey@cune.edu](mailto:Bethany.Landrey@cune.edu).

## **EMERGENCY INFORMATION**

Concordia values your safety. If you are in a face-to-face class, please familiarize yourself with the safety information and building maps posted in each classroom. Identify at least two ways to evacuate your classroom and the building safely. Know where to find emergency exits and stairs. If you need to evacuate or seek emergency shelter, check in with your instructor afterwards so that she/he can account for all students. Also, if you have not already done so, update your emergency contact information in "Banner Self-Service" on the connectCUNE portal (<http://connectCUNE.cune.edu>). In inclement weather, monitor your email, Blackboard and the Concordia website ([www.cune.edu](http://www.cune.edu)) for information. Your instructor may use Blackboard to make up course time, so please check Blackboard if a class is cancelled.

## **LEARNING GOALS FOR GENERAL EDUCATION AT CONCORDIA:**

- **Faith:** to recognize that we are created by God, condemned by sin, redeemed by Christ, living out faith in our vocations.
- **Appreciation:** to value the whole of God's creation and human experience.
- **Knowledge:** to gain a base level of knowledge in core disciplines.
- **Analysis:** to recognize, understand, critically evaluate and synthesize the components of a topic using methods appropriate to the discipline.
- **Application:** to employ learning creatively in a variety of settings and disciplines.
- **Communication:** to demonstrate effective communication skills for personal, academic and professional purposes.
- **Responsibility:** to grow in Christian stewardship, leadership, and professionalism.

(see more online: [cune.edu/GenEd](http://cune.edu/GenEd))

# Course Schedule

DATE	DAY	TOPIC	READING	ASSIGNMENT DUE
8/26	M	Introduction to the course		
8/28	W	History of psychological science	Ch. 1	
8/30	F	Research methods		
9/2	M	Finding empirical sources (Library)		Ch. 1 Quiz
9/4	W	Neural communication	Ch. 2	Syllabus Quiz
9/6	F	The nervous and endocrine systems		Ch. 2 Quiz
9/9	M	Brain structures and basic neuroanatomy		
9/11	W	Consciousness and sleep		Photo Assignment
9/13	F	Prenatal and child development	Ch. 3	Ch. 3 Quiz
9/16	M	Adolescence		
9/18	W	Adulthood		
9/20	F	Review for Exam I		<b>Participation 1*</b>
<b>9/23</b>	<b>M</b>	<b>EXAM 1 (Chapters 1-3)</b>		
9/25	W	Gender development and human sexuality	Ch. 4	Ch. 4 Quiz
9/27	F	Sexual orientation		
9/30	M	Basic principles of sensation	Ch. 5	Ch. 5 Quiz
10/2	W	Basic principles of perception		APA References
10/4	F	Classical conditioning	Ch. 6	Ch. 6 Quiz
10/7	M	Operant conditioning		
10/9	W	Observational learning		
10/11	F	Memory models and theories	Ch. 7	Ch. 7 Quiz
10/14	M	Memory errors and improving memory		
10/16	W	Review for Exam 2		<b>Participation 2*</b>
<b>10/18</b>	<b>F</b>	<b>FALL BREAK - No class</b>		
<b>10/21</b>	<b>M</b>	<b>EXAM 2 (Chapters 4-7)</b>		
10/23	W	Thinking and language	Ch. 8	Ch. 8 Quiz
10/25	F	Intelligence		
10/28	M	Motivation	Ch. 9	Ch. 9 Quiz
10/30	W	Emotion		Article Summary
11/1	F	Stress and health	Ch. 10	Ch. 10 Quiz
11/4	M	Managing stress		
11/6	W	Happiness		
11/8	F	Review for Exam 3		<b>Participation 3*</b>

## Course Schedule continued

DATE	DAY	TOPIC	READING	ASSIGNMENT DUE
<b>11/11</b>	<b>M</b>	<b>EXAM 3 (Chapters 8-10)</b>		
11/13	W	Social thinking and influence	Ch. 11	Ch. 11 Quiz
11/15	F	Social relations		Big 5 Summary
11/18	M	Personality theories	Ch. 12	Ch. 12 Quiz
11/20	W	Social cognition and the self		
11/22	F	Understanding psychological disorders	Ch. 13	Ch. 13 Quiz
<b>11/25</b>	<b>M</b>	<b>THANKSGIVING BREAK - No class</b>		
<b>11/27</b>	<b>W</b>	<b>THANKSGIVING BREAK - No class</b>		
<b>11/29</b>	<b>F</b>	<b>THANKSGIVING BREAK - No class</b>		
12/2	M	Anxiety and mood disorders		
12/4	W	Schizophrenia and other disorders		
12/6	F	Psychological therapies	Ch. 14	Ch. 14 Quiz
12/9	M	Psychological therapies (cont.)		
12/11	W	Biomedical therapies and prevention		
12/13	F	Review for Exam 4		<b>Participation 4*</b>
<b>12/18</b>	<b>M</b>	<b>EXAM 4 @ 7pm (Chapters 11-14)</b>		

**Note.** Assignments and quizzes are due on Blackboard by the beginning of class unless otherwise stated on Blackboard. Late assignments and quizzes are not graded.

\*Participation self-assessments are the only Blackboard submissions that have a different due time. See Blackboard for more info.

### DISCLAIMER

All procedures and schedules described in this syllabus are subject to change due to extenuating circumstances. In the event that change becomes necessary, the instructor will notify students of course adjustments as quickly as possible.

## PSY 101 Course Assessment

- 1) Cognitive psychology primarily focuses on the scientific study of mental activities associated with
  - A) unconscious conflicts that originate in childhood.
  - B) people's potential for health growth.
  - C) perceiving, processing, and remembering information.
  - D) behavior that occurs from rewards and punishments.
  
- 2) Dr. Gilpin and his research assistants are interested in the relationships among mood disorders, an imbalanced diet, and abnormal brain chemistry. What perspective of psychology is most likely being investigated?
  - A) neuroscience
  - B) developmental
  - C) industrial
  - D) psychodynamic
  
- 3) Personality psychology:
  - A) focuses primarily on educational, social, and career adjustment problems
  - B) deals with the study, diagnosis, and treatment of psychological disorders.
  - C) focuses on higher mental processes, including thinking, memory, reasoning, problem solving, judging, decision making, and language.
  - D) focuses on the consistency in people's behavior over time and the traits that differentiate one person from another.
  
- 4) Developmental psychologists primarily investigate:
  - A) how we process, store, and retrieve information.
  - B) how our genetic makeup interacts with our environment.
  - C) which measures best assess behavior and abilities.
  - D) changes across the lifespan.
  
- 5) The nervous system is divided into the \_\_\_\_\_ and the \_\_\_\_\_ nervous systems.
  - A) somatic; autonomic
  - B) primary; secondary
  - C) sympathetic; parasympathetic
  - D) central; peripheral
  
- 6) The functions of neurons include:
  - A) providing support for glial cells
  - B) insulating axons
  - C) opening sodium gates in glial cells
  - D) transmitting and receiving electrical messages
  
- 7) A synapse is the:
  - A) small space between the end bulb and its neighboring dendrite, muscle fiber or body organ
  - B) signal that travels from one neuron to another
  - C) chemical that transmits signals from one neuron to another
  - D) part of the dendrite that receives incoming signals

- 8) The major difference between a sensation and a perception is that a sensation:
- A) provides basic information and perceptions add meaning and organization to that information.
  - B) is limited to the peripheral nervous system and perceptions occur in the endocrine system.
  - C) is an active process and perception is a passive process.
  - D) involves the sense of touch and perceptions involve the sense of sight.
- 9) Specialized receptor cells responsible for night vision are called
- A) cones.
  - B) lenses.
  - C) rods.
  - D) pupils.
- 10) The sorting out, interpretation, analysis, and integration of stimuli by the sense organs and brain is known as \_\_\_\_\_.
- A) activation
  - B) stimulation
  - C) sensation
  - D) perception
- 11) A type of altered consciousness in which people become highly suggestible is called
- A) relaxation.
  - B) meditation.
  - C) hypnosis.
  - D) biofeedback.
- 12) Sigmund Freud believed that dreams
- A) serve no function.
  - B) cannot be interpreted.
  - C) help people solve problems.
  - D) contain clues to unconscious thoughts and desires.
- 13) Consciousness is defined as:
- A) introspective thinking which results in mental experiences
  - B) different levels of awareness of one's thoughts and feelings
  - C) cognitive reflection of the physical events one encounters
  - D) the process by which a sensation becomes a perception
- 14) REM sleep is called paradoxical sleep because:
- A) REM sleep occurs immediately following Stage 1 sleep and immediately before Stage 2
  - B) although asleep, the brain waves are identical to those recorded awake
  - C) dreams often make no sense to the individual once they are awake
  - D) the body does not need REM sleep, but does need regular sleep
- 15) \_\_\_\_\_ is the awareness of the sensations, thoughts, and feelings we experience at a given moment.
- A) Speculation
  - B) Consciousness
  - C) Perception
  - D) Intelligence
- 16) Learning from the consequences of behavior is called
- A) shaping.
  - B) avoidance conditioning.
  - C) operant conditioning.
  - D) classical conditioning.

- 17) In classical conditioning, the unconditioned stimulus elicits
- A) salivation.
  - B) a conditioned stimulus
  - C) a learned response.
  - D) an automatic response.
- 18) Individuals who believe that no matter what they do their actions make no difference are exhibiting
- A) a learned response.
  - B) learned helplessness.
  - C) aversive control.
  - D) response chains.
- 19) Humans are naturally frightened by loud noises. Suppose Mr. Bates was taking a shower when an explosion occurred in the building next door. The next time he took a shower, Mr. Bates felt scared and his heart pounded. What form of learning has he experienced?
- A) latent learning
  - B) cognitive learning
  - C) operant conditioning
  - D) classical conditioning
- 20) Learning reflects \_\_\_\_\_. Maturation reflects \_\_\_\_\_.
- A) nature; nurture
  - B) nature; nature as well
  - C) nurture; nurture as well
  - D) nurture; nature
- 21) Short-term memory
- A) has a limited capacity.
  - B) lasts about one minute
  - C) lasts without rehearsal
  - D) lasts about one-half second.
- 22) HOMES, an acronym for the five Great Lakes (Huron, Ontario, Michigan, Erie, Superior), is an example of
- A) maintenance rehearsal.
  - B) semantic memory.
  - C) eidetic memory.
  - D) a mnemonic device.
- 23) A memory of an emotional or dramatic event that was encoded without effort and with great detail is called:
- A) flashbulb memory
  - B) emotion-dependent memory
  - C) explicit memory
  - D) state-dependent memory
- 24) Which of the following sequences best reflects the order of stages in the three-stage model of memory?
- A) Short-term memory --> sensory memory --> long-term memory
  - B) Sensory memory --> short-term memory --> long-term memory
  - C) Short-term memory --> working memory --> long-term memory
  - D) Working memory --> short-term memory --> long-term memory
- 25) Which of the following is a self-actualization need?
- A) Being accepted and belonging
  - B) Fulfilling one's own potential
  - C) Having food and shelter
  - D) Feeling safe and secure

- 26) \_\_\_\_\_ theory states that biological needs drive an organism to act in certain ways until its needs are satisfied.
- A) Signal detection  
B) The James-Lange  
C) Drive-reduction  
D) Cognitive
- 27) Abraham Maslow refers to biological drives, including the need for physical safety and security, as \_\_\_\_\_ needs.
- A) self-actualization  
B) fundamental  
C) homeostatic  
D) psychological
- 28) “I want to get good grades so I can get a good job and makes lots of money”. This individual best illustrates:
- A) self-actualization needs  
B) instinct theory  
C) incentive theory  
D) intrinsic motivation
- 29) Psychologists call the internally programmed growth of a child \_\_\_\_\_.
- A) socialization.      B) assimilation.      C) development.      D) maturation.
- 30) Sigmund Freud believed that children were born with \_\_\_\_\_ urges.
- A) sexual and aggressive  
B) neither sexual nor aggressive  
C) aggressive but not sexual  
D) sexual but not aggressive
- 31) Bryan is born with Down syndrome. If we could look at his chromosomes, we would find that:
- A) his chromosomes were normal; Down syndrome is caused by an oxygen deficiency at birth  
B) there was an extra 21st chromosome instead of the normal two  
C) some of the chromosomes would be missing  
D) there was some measurable damage or abnormality in each chromosome pair
- 32) Cross-sectional research designs provide information about age \_\_\_\_\_ in development between different age groups. Longitudinal research designs provide information concerning \_\_\_\_\_ in behavior over time.
- A) changes; age differences  
B) differences; age differences  
C) changes; age changes  
D) differences; changes
- 33) \_\_\_\_\_ is the positive emotional bond that develops between a child and a particular individual.
- A) Maturation      B) Habituation      C) Attachment      D) Polymorphism
- 34) Abraham Maslow deliberately tried to establish an alternative to psychoanalysis and behaviorism called \_\_\_\_\_.
- A) neo-Freudian approaches.  
B) cognitive psychology.  
C) humanistic psychology.  
D) trait theory.

- 35) B.F. Skinner's approach to personality is based on  
A) behaviorism. B) cognitive theory.  
C) psychoanalysis. D) humanism.
- 36) Which of the following does NOT characterize Type A people?  
A) struggle B) free-floating hostility  
C) toleration for delay D) irritability
- 37) What do theories of personality do?  
A) They inform us of ways to modify personality.  
B) Theories attempt to describe and explain how personality develops and why personalities differ.  
C) They tell us how early childhood experiences affect our personality.  
D) Theories of personality just describe why we are the way we are.
- 38) Freud defined the superego as:  
A) the self that is formed when we act instinctually  
B) the part of the mind that allows us to manipulate social situations to our own ends  
C) the person we would be if we could act out all the id's desires  
D) the part of the mind containing moral standards
- 39) Which of the following sayings represents the idea of catharsis?  
A) "Get it off your chest." B) "You've got to be kidding."  
C) "Mind your own business." D) "Take it easy."
- 40) What is responsible for calming the body down and returning it to a more relaxed state?  
A) the parasympathetic division B) the endocrine system  
C) the general adaptation syndrome D) the exhaustion stage
- 41) Which of the following statements best expresses the position of most health psychologists with regard to the mind-body issue?  
A) The mind and the body are separate entities.  
B) Health psychologists are concerned only with the body.  
C) The mind and the body are clearly linked.  
D) The mind and the body are one and the same.
- 42) Which of the following perspectives on psychological disorders assumes that physiological causes are at the root of psychological disorders?  
A) Psychoanalytic perspective B) Behavioral perspective  
C) Medical perspective D) Humanistic perspective

- 43) A phobia is characterized by
- A) fear of a particular object or situation.
  - B) a limited attention span.
  - C) feeling euphoric for no reason.
  - D) constant unhappiness.
- 44) Bipolar depression differs from major depression in that:
- A) bipolar depression is often complicated by further emotions such as guilt
  - B) bipolar depression involves depression caused by two distinct sources
  - C) bipolar depression typically involves periods of mania
  - D) major depression is less common
- 45) Antidepressant drugs work by:
- A) preventing neurons from being over stimulated
  - B) increasing the levels of neurotransmitters involved in regulating emotions and moods
  - C) creating feelings of peace and well being similar to the effects of alcohol
  - D) attacking and destroying depressive memory cells that cause depression
- 46) Which perspective on psychological disorders primarily argues that psychological disorders stem from childhood conflicts over opposing wishes regarding sex and aggression?
- A) Medical perspective
  - B) Psychoanalytic perspective
  - C) Humanistic perspective
  - D) Sociocultural perspective
- 47) At the gym, you run into Jake. Jake is unshaven and is wearing ragged clothes and no-name tennis shoes and he is also very sweaty. He asks you if you want to play some basketball. You think that Jake is a loser and say no. This best illustrates:
- A) social cognition
  - B) situational attribution
  - C) the influence of person perception on behavior
  - D) how groupthink influences individual behavior
- 48) State Trooper Kirk has a schema of a drug dealer: a nervous male who drives a nice car at slightly under the speed limit. A disadvantage of this schema is:
- A) there are too many specific details in it leading to confusion
  - B) it slows decision making relating to stopping potential drug dealers
  - C) drug dealers who do not fit the schema may avoid detection
  - D) "drug dealer" is more appropriate as a self-schema than a person schema
- 49) A man who lives in your town is very wealthy, but does not show it. In fact, he drives an old Chevy pick-up and wears worn clothes. Visitors to town, who do not know about his wealth, are often rude and inconsiderate to him. This best illustrates:
- A) the central route of persuasion
  - B) the actor-observer effect
  - C) how impressions of others will influence behavior
  - D) how individual behavior affects diffusion of responsibility

- 50) Which of the following occurs when the recipient thoughtfully considers the issues and arguments involved in persuasion?
- A) Peripheral route processing
  - B) Cognitive dissonance
  - C) Central route processing
  - D) Emotional appeal

Name

Class

- 1 (A) (B) (C) (D) 18 (A) (B) (C) (D) 35 (A) (B) (C) (D)  
2 (A) (B) (C) (D) 19 (A) (B) (C) (D) 36 (A) (B) (C) (D)  
3 (A) (B) (C) (D) 20 (A) (B) (C) (D) 37 (A) (B) (C) (D)  
4 (A) (B) (C) (D) 21 (A) (B) (C) (D) 38 (A) (B) (C) (D)  
5 (A) (B) (C) (D) 22 (A) (B) (C) (D) 39 (A) (B) (C) (D)  
6 (A) (B) (C) (D) 23 (A) (B) (C) (D) 40 (A) (B) (C) (D)  
7 (A) (B) (C) (D) 24 (A) (B) (C) (D) 41 (A) (B) (C) (D)  
8 (A) (B) (C) (D) 25 (A) (B) (C) (D) 42 (A) (B) (C) (D)

- 9 (A) (B) (C) (D) 26 (A) (B) (C) (D) 43 (A) (B) (C) (D)  
10 (A) (B) (C) (D) 27 (A) (B) (C) (D) 44 (A) (B) (C) (D)  
11 (A) (B) (C) (D) 28 (A) (B) (C) (D) 45 (A) (B) (C) (D)  
12 (A) (B) (C) (D) 29 (A) (B) (C) (D) 46 (A) (B) (C) (D)  
13 (A) (B) (C) (D) 30 (A) (B) (C) (D) 47 (A) (B) (C) (D)  
14 (A) (B) (C) (D) 31 (A) (B) (C) (D) 48 (A) (B) (C) (D)  
15 (A) (B) (C) (D) 32 (A) (B) (C) (D) 49 (A) (B) (C) (D)  
16 (A) (B) (C) (D) 33 (A) (B) (C) (D) 50 (A) (B) (C) (D)  
17 (A) (B) (C) (D) 34 (A) (B) (C) (D)

PSY 101 Assessment (3540)

Students: Fill circles completely with black ink or pencil. Erase all stray marks completely.