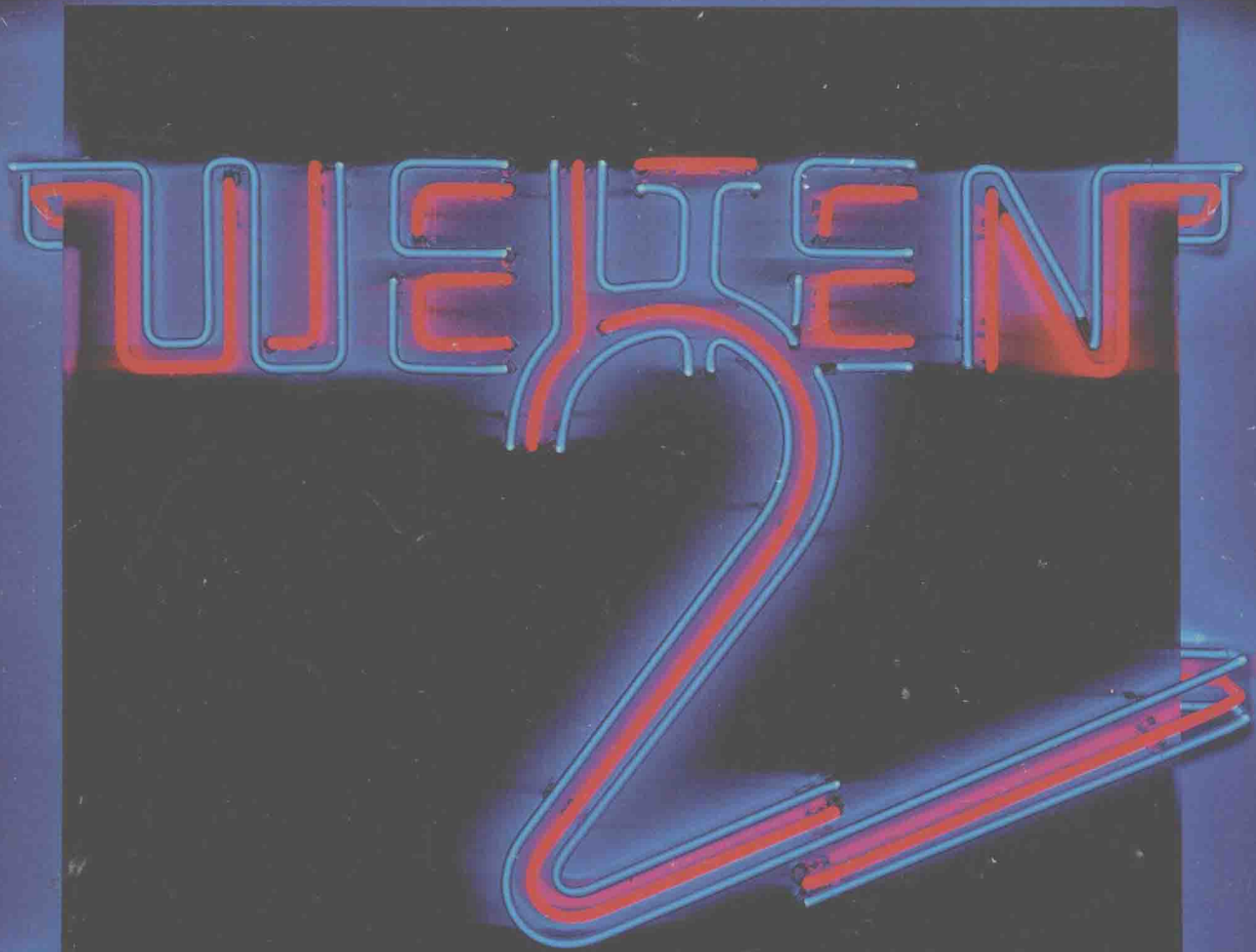


STUDY GUIDE FOR WEITEN'S

PSYCHOLOGY

THEMES AND VARIATIONS



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PSYCHOLOGY

Themes and Variations / Second Edition

Study Guide

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Brooks/Cole Publishing Company
Pacific Grove, California



Brooks/Cole Publishing Company
A Division of Wadsworth, Inc.

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Printed in the United States of America

10 9 8 7 6

ISBN 0-534-15331-3

Sponsoring Editor: Claire Verduin
Production: Del Mar Associates
Cover Art and Design: Martin Donald
Cover Photograph: Lee Hocker

TO THE STUDENT

The two of us have written about eight study guides across the last couple of decades, and we've used a number of them written by others as well. Our goal in writing this study guide was to make it the best that we have ever written or used. We're pleased with the organization, the clear way in which each component parallels each part of the text, the fact that the practice material is in close proximity to the learning objectives, and the variety of the examples. We hope you find it as helpful a resource as we have tried to make it.

The first and major section of each chapter in the study guide is the Review of Key Ideas, consisting of approximately 20 learning objectives and several questions or exercises relating to each objective. The learning objectives tell you what you are expected to know, while the exercises quiz you, sometimes tutor you, and occasionally try to make a joke. Answers are provided at the end of each set of exercises.

The second section is the Review of Key Terms, which asks you to match 20 to 60 terms from the chapter with their definitions. The third section is the Review of Key Names, a matching exercise confined to the major researchers and theorists presented in each chapter. Finally, the Self-Quiz for each chapter gives you some idea of whether or not your studying has been on target.

What's the best way to work with this book? We suggest that you try this: (1) read each learning objective; (2) read the text subsection that relates to that learning objective; (3) answer the questions. After you

complete the objectives, do the matching exercises and take the self-quiz. Of course, you may find a different procedure that works for you. Whatever method you use, the learning objectives will serve as an excellent review. At the end of your study of a particular chapter you can quiz yourself by reading over the learning objectives, reciting answers aloud, and checking your answers. This procedure roughly parallels the SQ3R study technique introduced in the Application section of Chapter 1.

On page 593 of your text Wayne Weiten, the author, illustrates a topic in social psychology by saying that "Years ago, one of my teachers told me that I had an 'attitude problem.'" Well, years ago—about 20, to be specific—we were Wayne's teachers in college, and although we don't recall reprimanding him, if we did, we apologize. Because now the tables are turned; now we are being instructed by and taking correction from Wayne.

We wish to acknowledge the help of a few people. First, we wish to thank Wayne Weiten, our former student. It has been a pleasure to work with him; he is an excellent teacher and superb writer, which makes our task much easier. If this guide achieves what we hope it does, Wayne deserves much of the credit. There are two other people who were of immense help to us. Thanks to Judy from Rick and to Kat from Ron.

Richard Stalling and Ron Wasden

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1 THE EVOLUTION OF PSYCHOLOGY

REVIEW OF KEY IDEAS

FROM SPECULATION TO SCIENCE: HOW PSYCHOLOGY DEVELOPED

1. Describe the methods used by philosophers and physiologists and discuss the contributions of these fields to the birth of psychology.

- 1-1. In the field of philosophy, one starts with certain assumptions and eventually arrives at a set of conclusions. What is the major process or method that philosophers use to proceed from assumptions to conclusions?
- 1-2. In contrast, physiologists use the _____ method, which relies more heavily on _____ than on pure logic.
- 1-3. In the first half of the 19th century, physiologists made several important discoveries relating to the nerve impulse, sensory processes, and perception. For the developing field of psychology, the importance of these discoveries was that they demonstrated that _____ processes could be explored through _____.
- 1-4. Logic stimulated interest in areas relating to mental processes. It was the scientific method, however, as employed in the field of _____, that demonstrated that more stable information about psychological events could be obtained.

Answers: 1-1. reasoning (or logic, or rational thought) 1-2. scientific, observation 1-3. mental (psychological), science (or the scientific method, etc.) 1-4. physiology.

2. Summarize Wundt's accomplishments and contributions to the evolution of psychology.

- 2-1. The name Wilhelm Wundt is hardly a household word, but Wundt is associated with several important firsts in psychology: (a) He established the first experimental psychology _____ in Leipzig in 1879. (b) He established the first _____ devoted to publishing psychological research.

- 2-2. If you ask most college graduate to name the founder of psychology they might well give you a name (maybe Sigmund Freud), but they would almost certainly not say Wilhelm Wundt. Among psychologists, however, Wundt is widely regarded as the “ _____ ” of our field.
- 2-3. When did psychology, as an independent field of study, begin? If Wundt is its founder, then psychology’s date of birth would be in _____, with the establishment of the first laboratory in _____, Germany.
- 2-4. What was the subject matter of Wundt’s psychology?
- 2-5. One can summarize Wundt’s contributions to the evolution of psychology as follows: (a) He is the founder of psychology as an independent academic _____; (b) he insisted that psychology can and should use the _____ method.

Answers: 2-1. (a) laboratory (b) journal 2-2. founder 2-3. 1879, Leipzig 2-4. consciousness 2-5. (a) discipline (field), (b) scientific (experimental).

3. Compare structuralism and functionalism and discuss their impact on the subsequent development of psychology.

- 3-1. Which “school” is characterized by each of the following descriptions? Place an “S” for structuralism or “F” for functionalism in the appropriate blanks.
- ___ Concerned with the purpose (or function) of consciousness.
 - ___ Trained human beings to introspect about consciousness.
 - ___ Assumed that consciousness could be broken down into basic elements (in the same way that physical matter is comprised of atoms).
 - ___ Interested in the flow of consciousness.
 - ___ Focused on the adaptive (evolutionary) value of consciousness.
 - ___ Emphasized sensation and perception in vision, hearing, and touch.
 - ___ Founded by William James.
- 3-2. While neither structuralism nor functionalism survived as viable theories of psychology, functionalism had a more lasting impact. What was that impact?

Answers: 3-1. F, S, S, F, F, S, F 3-2. The emphasis of functionalism on the practical (or the adaptive or purposeful) led to the development of two areas of modern psychology: behaviorism and applied psychology.

4. Summarize Watson’s view on the appropriate subject matter of psychology, nature versus nurture, and animal research.

- 4-1. Recall that from a literal translation of its root words, psychology is the study of the _____.
And, for both Wundt and James, the appropriate subject matter of psychology included human _____.
For Watson, however, the subject matter of psychology was _____.
- 4-2. Watson believed that psychology could not be a science unless it, like the other sciences, concentrated on _____ rather than unobservable events.
- 4-3. Which of the following are observable behaviors? Place an “O” in the blank if the event is observable and a “N” if it is not.
- ___ writing a letter
 - ___ feeling angry
 - ___ saying “Please pass the salt”
 - ___ passing the salt
 - ___ perceiving a round object
 - ___ experiencing hunger
 - ___ walking rapidly
- 4-4. Watson largely discounted the importance of genetic inheritance. For Watson, behavior was governed by the _____.
- 4-5. Watson also made a shift away from human introspection toward using _____ as the subjects for research. Why the change in orientation? First, animal behavior is observable; human consciousness is not. Second, the environment of laboratory animals is subject to much more _____ than is that of human subjects.

Answers: 4-1. soul (or mind), consciousness, behavior 4-2. observable 4-3. O, N (you can’t see or hear your own or another person’s feelings of anger; you may see the results of anger), O, O, N (you can’t see or hear perception), N (you can’t see or hear hunger), O 4-4. environment 4-5. animals, control.

5. Explain how Gestalt psychologists challenged the views of structuralism and behaviorism.

- 5-1. Before taking up Gestalt psychology, let’s briefly review structuralism and behaviorism.
- (a) As defined by the structuralists, what was the subject matter of psychology?
- (b) For behaviorists, what was the subject matter of psychology?
- (c) While structuralists and behaviorists differed in their views of the subject matter, their approach to the new field was similar in one major respect. In what way were the two systems similar?

5-2. With the example of the *phi phenomenon* the gestalt theorists demonstrated one of their basic tenets involving parts and wholes.

(a) What is the phi phenomenon and what Gestalt principle does it illustrate?

(b) What, then, was Gestalt psychology's major objection both to structuralism and to behaviorism?

Answers: 5-1. (a) conscience experience (consciousness) (b) animal or human behavior (c) Both systems believed that the basic task of psychology was to find the smaller elements which made up the phenomena they were studying. For the structuralists the smaller elements were the sensations or images which made up consciousness; for the behaviorists the elements were the stimulus-response bonds thought to make up behavior. 5-2. (a) The phi phenomenon is the illusion of movement created by presenting non-moving stimuli in rapid succession (as occurs in "motion" pictures). The illusion demonstrates that the whole (i.e., the illusion of movement) does not derive from the sum of its parts (the separate, non-moving stimuli), (b) Gestalt psychology asserted that by trying to study the parts of consciousness or behavior one would miss aspects of the whole phenomenon.

6. Summarize Freud's principal ideas and why they inspired controversy.

6-1. Recall that for Wundt, the subject matter of psychology was human consciousness. For Freud, the major subject matter was what he termed the _____. With this concept Freud asserted that human beings are (aware/unaware) of most of the factors that influence their thoughts and behavior.

6-2. There is a word beginning with *s* that means the same thing as feces. This word, however, may be more likely to cause laughter, embarrassment, or anger than the word feces. Why is it the case that two words that mean the same thing produce such differing emotional reactions? Freud would suggest that this irrational differentiation is caused by the _____.

6-3. How is the unconscious revealed? In several ways, according to Freud, including mistakes, like "_____ of the tongue," and symbolism in nighttime _____.

6-4. Freud's ideas were (and still are) considered quite controversial. The general public tended to find Freud's ideas unacceptable because of his emphasis on _____. And scientific psychologists, increasingly emphasizing observable behavior, tended to reject Freud's notion that we are largely controlled by _____ forces. Nonetheless, Freud's theory gradually gained prominence and survives today as an influential theoretical perspective.

Answers: 6-1. unconscious, unaware 6-2. unconscious 6-3. slips, dreams 6-4. sexuality (sexual instincts), unconscious.

7. Summarize Skinner's work, views, and influence.

7-1. Summarize Skinner's viewpoint with regard to the following topics.

(a) Internal drives, such as hunger or thirst:

(b) The environment or external stimuli:

(c) The fundamental principle of operant conditioning:

(d) The factors that control human (and lower animal) behavior:

(e) Free will:

Answers: 7-1. (a) Skinner viewed speculation about unobservable, internal factors as unscientific and not at all helpful in building a science of behavior. (b) Our behavior is controlled by the environment; one need not resort to explanations in terms of internal states (needs and wants) to account fully for behavior. (c) Organisms will tend to repeat responses followed by positive outcomes. (d) external stimuli (or environmental events; consequences, outcomes) (e) Free will is an illusion (because, he asserts, behavior is under the lawful control of the environment).

8. Summarize Rogers's and Maslow's ideas and the contributions of humanistic psychology.

8-1. Both Rogers and Maslow, like other _____ psychologists, emphasized the (similarities/differences) between human beings and the other animals.

8-2. While Freud and Skinner stressed the way in which behavior is *controlled* (by unconscious forces or by the environment), Rogers and Maslow emphasized human beings' _____ to determine their own actions.

8-3. Rogers and Maslow also asserted that human beings have a drive to express their inner potential, a drive toward personal _____.

8-4. Perhaps the greatest contribution of the humanistic movement has been in producing (scientific findings/new approaches) in psychotherapy.

Answers: 8-1. humanistic, differences 8-2. freedom 8-3. growth (expression) 8-4. new approaches.

9. Explain how historical events since World War I have contributed to the emergence of psychology as a profession.

- 9-1. World War I ushered in the field of applied psychology, primarily the extensive use of _____ testing. World War II created demand for yet another applied area, the field of _____ psychology.
- 9-2. World War II brought an increased need for screening recruits and treating emotional casualties. With the increased demand, the Veterans Administration began funding many new training programs in _____ psychology. Thus, the two wars accelerated the development of psychology as a _____ as opposed to psychology as strictly an academic or research endeavor.

Answers: 9-1. intelligence (or mental), clinical 9-2. clinical, profession (i.e., as an applied field).

10. Describe two recent trends in research in psychology that reflect a return to psychology's intellectual roots.

- 10-1. Two recent trends in research in psychology involve the reemergence of areas largely discarded or ignored by the behaviorists. What are these two areas?
- 10-2. Think about sucking on a lemon. When you do, the amount of saliva in your mouth will increase measurably. While it would certainly suffice to describe your observable response as a function of my observable instruction, it is obvious that the "organism" is involved: My instruction changed your _____ image, which was accompanied by a change in salivation.
- 10-3. The study of mental imagery, problem solving, and decision making involves _____ processes. Research on electrical stimulation of the brain, brain specialization, and biofeedback refers to _____ processes.

Answers: 10-1. cognition (consciousness or thinking) and physiological processes 10-2. mental 10-3. cognitive, physiological.

PSYCHOLOGY TODAY: VIGOROUS AND DIVERSIFIED

11. List and describe seven major research areas in psychology.

- 11-1. Read over the descriptions of the research areas in Table 1.6. Then check your understanding by matching the names of the areas with the following research topics. Place the appropriate letters in the blanks. (Note that the separation between these areas is not always perfectly clear. For example, a personality theorist might also be a psychometrician with an interest in genetics or child development. Nonetheless, the following topics have been chosen so that one answer is correct for each.)
- A. Experimental ___ attitude change, group behavior
 - B. Physiological ___ personality and intelligence assessment, test design, new statistical procedures
 - C. Cognitive ___ personality assessment, personality description
 - D. Developmental ___ "core" topics (e.g., perception, conditioning, motivation)
 - E. Psychometrics ___ influence of the brain, bodily chemicals, genetics
 - F. Personality ___ child, adolescent, and adult development
 - G. Social ___ memory, decision making, thinking

- 11-2. In case you want to remember the list of seven research areas, here's a mnemonic device: *Peter Piper Picked Some Exquisite California Dills*. List the seven research areas by matching them with the first letter of each word.

Answers: 11-1. G, E, F, A, B, D, C 11-2. physiological, psychometrics, personality, social, experimental, cognitive, developmental.

12. List and describe the four professional specialties in psychology.

- 12-1. Match the following specialties with the descriptions by placing the appropriate letters in the blanks.
- | | | |
|----------------------------------|-----|--|
| A. Clinical | ___ | Treatment of less severe problems and problems involving family, marital, and career difficulties. |
| B. Counseling | ___ | Treatment of psychological disorders, behavioral and emotional problems |
| C. Educational and school | ___ | Involves work on curriculum design and achievement testing in school settings. |
| D. Industrial and organizational | ___ | Psychology applied to business settings; deals with personnel, job satisfaction, etc. |

Answers: 12-1. B, A, C, D.

13. Explain the difference between psychology and psychiatry.

- 13-1. The major difference between psychiatry and clinical psychology is a matter of degree (pun intended). Psychiatrists have _____ degrees. Clinical psychologists generally have _____ degrees, although some clinical psychologists have Ed. D. or Psy. D. degrees.
- 13-2. The major portion of psychiatrists' training occurs in _____ schools and in the residency programs in psychiatry which follow medical school. Clinical psychologists' training occurs in _____ schools.
- 13-3. As physicians, _____ are licensed to prescribe drugs and engage in other medical treatment. While clinical psychologists and psychiatrists frequently use the same psychotherapeutic treatment procedures, clinical psychologists do not administer drugs or in any other way engage in the practice of _____.

Answers: 13-1. medical (M.D.), Ph.D. 13-2. medical, graduate 13-3. psychiatrists, medicine.

PUTTING IT IN PERSPECTIVE: SIX KEY THEMES

14. Discuss the text's three organizing themes relating to psychology as a field of study.

- 14-1. When my (R. S.'s) older daughter Samantha was about three years old, she pulled a sugar bowl off a shelf and broke it while I was not present. When I saw the mess later I said, "I see you've broken something." She said, "How do yer know, did yer see me do it?" I was amused, because while it was obvious who had broken it, her comment reflected psychology's foundation in direct observation. Theme 1 is that psychology is _____. Empiricism is the point of view that knowledge should be acquired through _____.
- 14-2. My daughter's comment caused me to think about one other aspect of empiricism: she expressed *doubt* (albeit somewhat self-serving in her case). One can describe belief systems along a continuum from *credulity*, which means ready to believe, to *skepticism*, which means disposed toward doubt. Psychology, and the empirical approach, is more disposed toward the _____ end of the continuum.
- 14-3. We would ordinarily think that if one theory is correct, any other used to explain the same data must be wrong. While scientists do pit theories against each other, it is also the case that apparently contradictory theories may both be correct—as with the explanation of light in terms of both wave and particle theories. Thus, theme 2 indicates that psychology is _____.
- 14-4. Psychology tolerates different theories because:
- 14-5. Why has research on the psychology of women increased dramatically in the last decade or so? This particular topic is undoubtedly influenced by, and in turn influences, the various feminist movements. It is clear that the topics, methods, and principles of any science, including psychology, do not evolve in a vacuum but are influenced by the vogues and trends within our _____.
- 14-6. The patterns of society change across the course of _____; these changes are influenced by and in turn influence psychology. As stated in Theme 3, psychology evolves in a _____ context.

Answers: 14-1. empirical, observation 14-2. skepticism 14-3. theoretically diverse 14-4. more than one theory may be correct or because one theory may not adequately explain all of the observations 14-5. society 14-6. history, sociohistorical.

15. Discuss the text's three organizing themes relating to psychology's subject matter.

- 15-1. When looking for an explanation of a particular behavior, someone might ask: "Well, why did he do it? Was it greed or ignorance?" The question implies that if one cause were present another could not be, and it illustrates the very human tendency to reason in terms of (one cause/multiple causes).
- 15-2. What influences the course of a ball rolled down an inclined plane? Gravity. And also friction. And the presence of other objects, and a number of other factors. That is the point of Theme 4: even more than is the case for physical events, behavior is determined by _____.

15-3. Theme 5 relates to the influence of heredity and environment. What is the current consensus about the effect of heredity and environment on behavior?

15-4. The scientific method relies on observation, but observation by itself isn't sufficient. Why isn't it?

15-5. What does it mean to say that our experience is subjective?

Answers: 15-1. one cause 15-2. multiple causes 15-3. Theme 5 states that behavior is affected by both heredity and environment operating jointly. While the relative influence of each is still debated, theorists no longer assert that behavior is entirely a function of one or the other. 15-4. because (Theme 6) people's experience of the world is highly subjective 15-5. Different people experience different things; even if we observe the same event at the same time, we do not "see" the same things.

APPLICATION: IMPROVING ACADEMIC PERFORMANCE

16. Discuss three important considerations in designing a program to promote adequate studying.

16-1. Three features of successful studying are listed below. Elaborate on them by providing some of the details asked for.

(a) A schedule: When should you plan your study schedule? Should you write it down?

(b) A place: What are the major characteristics of a good study place?

(c) A reward: When should you reward yourself? What kinds of rewards are suggested?

Answers: 16-1. (a) It's probably useful to set up a general schedule for a particular quarter or semester and then, at the beginning of each week, plan the specific assignments you intend to work on during each study session. Put your plans in writing. (b) Find a place to study with minimal distractions: little noise, few interruptions. (c) Reward yourself shortly after you finish a particular amount of studying; snacking, watching TV, or calling a friend are suggested.

Suggestion: You are studying now. Is this a good time for you? If it is, why not WRITE OUT YOUR WEEKLY SCHEDULE NOW. Include schedule preparation as part of your study time.

17. Describe the SQ3R method and explain what makes it effective.

- 17-1. Below are descriptions of an individual applying the five steps of the SQ3R method to Chapter 1 of your text. The steps are not in the correct order. Label each of the steps and place a number in the parentheses which indicates the correct order.
- () _____ Vanessa is R. S.'s other daughter. Let's assume that all goes well and she is taking an introductory psychology course using this book in 1993. She looks at the title of the first sub-section of the chapter. After wondering briefly what it means for psychology to have "parents," she formulates this question: How was the field of psychology influenced by philosophy and physiology?
- () _____ Vanessa turns to the back of Chapter 1 and notes that there is a chapter review. She turns back to the first page of the chapter, sees that the outline on that page matches the review at the end, and browses through some of other parts of the chapter. She has a rough idea that the chapter is going to define the field and discuss its history.
- () _____ Keeping in mind the question she has posed, Vanessa reads the section about the meeting of psychology's "parents" and formulates a tentative answer to her question. She also asks some additional questions: "Who was Descartes?" and "What method did philosophers use?"
- () _____ Vanessa answers her first question as follows: "One parent, philosophy, posed questions about the mind that made the study of human actions acceptable; the other parent, physiology, contributed the scientific method." She decides to note down her answer for later review.
- () _____ When she has finished steps 2 through 4 for all sections, Vanessa looks over all the entire chapter, section by section. She repeats the questions for each section and attempts to answer each one.
- 17-2. What makes the SQ3R technique so effective?

Answers: 17-1. (2) Question (1) Survey (3) Read (4) Recite (5) Review 17-2. It breaks the reading assignment into manageable segments; it requires understanding before you move on.

18. Summarize advice provided on how to get more out of lectures.

- 18-1. Using a few words for each point, summarize the four points on getting more out of lectures.

Answers: 18-1. Listen actively, read ahead, organize in terms of importance, ask questions.

19. Summarize advice provided on improving test-taking strategies.

- 19-1. Is it better to change answers on multiple-choice tests or to go with one's first hunch?

- 19-2. Following are situations you might encounter while taking a test. Reread the section on general test-taking tips and then indicate what you would do in each situation.
- (a) You run into a particularly difficult item:

 - (b) The answer seems to be simple, but you think you may be missing something.

 - (c) The test is a timed test:

 - (d) While taking the test you have a question but hesitate to ask:

 - (e) You have some time left at the end of the test:
- 19-3. Following are samples of the situations mentioned under the discussion of tips for multiple-choice and essay exam questions. Based on the suggestions, what would you do?
- (a) In a multiple-choice test, item *c* seems to be correct, but you have not yet read items *d* and *e*:

 - (b) You know that items *a* and *b* are correct, are unsure of items *c* and *d*, and item *e* is an “all of the above” option:

 - (c) You have no idea which multiple-choice alternative is correct. You note that option *a* has the word “always” in it, items *b* and *c* use the word “never,” and item *d* says “frequently.”

 - (d) You have read the stem of a multiple-choice item but you have not yet looked at the options:

Answers: 19-1. In general, changing answers seems to be better. Available research indicates that people are more than twice as likely to go from a wrong answer to a right one as from a right answer to a wrong one. 19-2. (a) Skip it and come back to it if time permits. (b) Maybe the answer is simple! Don't make the question more complex than it was intended to be. (c) Budget your time, checking the proportion of the test completed against the time available. (d) Don't hesitate to ask (unless questions are forbidden). (e) Review, reconsider, check over your answers. 19-3. (a) Read all options. (b) Answer *e*. (c) Answer *d*. (Still good advice and generally the best procedure to follow. But note that some professors, aware of the strategy, may throw in an item in which “always” is part of a correct answer! It's sort of like radar detectors: someone builds a better detector and someone else builds radar which can't be detected. The best defense is probably going the speed limit or, in the case of tests, studying.) (d) Try to anticipate the correct answer *before* reading the options.

REVIEW OF KEY TERMS

Applied psychology
Behavior
Behaviorism
Clinical psychology
Cognition
Dualism
Empiricism

Functionalism
Gestalt psychology
Humanism
Introspection
Phi Phenomenon
Psychiatry
Psychoanalytic theory

Psychology
SQ3R
Stimulus
Structuralism
Testwiseness
Theory
Unconscious

- _____ 1. Any detectable input from the environment.
- _____ 2. The branch of psychology concerned with practical problems.
- _____ 3. School of thought based on notion that the task of psychology is to analyze consciousness into its basic elements.
- _____ 4. Observation of one's own conscious experience.
- _____ 5. School of thought asserting that psychology's major purpose was to investigate the function or purpose of consciousness.
- _____ 6. The theoretical orientation asserting that scientific psychology should study only observable behavior.
- _____ 7. An observable activity or response by an organism.
- _____ 8. The idea that mind and body are separate entities.
- _____ 9. School of psychology which asserted that the whole is greater than the sum of its parts.
- _____ 10. The illusion of movement created by presenting visual stimuli in rapid succession.
- _____ 11. Freudian theory that explains personality and abnormal behavior in terms of unconscious processes.
- _____ 12. According to psychoanalytic theory, that portion of the mind containing thoughts, memories, and wishes not in awareness but nonetheless exerting a strong effect on human behavior.
- _____ 13. The psychological theory asserting that human beings are unique and fundamentally different from other animals.
- _____ 14. The branch of psychology concerned with the diagnosis and treatment of psychological disorders.
- _____ 15. Mental processes or thinking.
- _____ 16. The science that studies behavior and the physiological and cognitive processes that underlie it and that applies this knowledge in solving various practical problems.
- _____ 17. The branch of medicine concerned with the diagnosis and treatment of psychological problems and disorders.
- _____ 18. The point of view that knowledge should be based on observation.
- _____ 19. A system of ideas used to link together or explain a set of observations.
- _____ 20. A five-step procedure designed to improve study skills.
- _____ 21. Ability to use the characteristics and formats of a test to maximize one's score.