Personality Psychology 2nd edition Twenge Test Bank

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TOTAL ASSESSMENT GUIDE

Chapter 2 Assessment and Methods

Learning Objective		Remember the Facts	Understand the Concepts	Apply What You Know	Analyze It
Learning Objective 2.1	Multiple Choice	2, 3, 5, 17	8, 12, 13	7, 10, 11, 16	4, 6, 9, 14, 15
	Short Answer	62		61, 63	
	Essay			71, 72	
Learning Objective 2.2	Multiple Choice	18, 19. 25, 26, 27	20, 22	21, 24, 28, 29, 31	23, 30
	Short Answer			64, 65	
	Essay				73
Learning Objective 2.3	Multiple Choice	32, 33, 35, 37, 39, 40	41, 42, 44, 45	34, 36, 38, 43	
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Learning Objective 2.4	Multiple Choice	49	46, 48, 53	50, 51, 52	
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	Essay				78
Learning Objective 2.6	Multiple Choice	59	60		
	Short Answer				70
	Essay				79, 80

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Multiple Choice Questions

1. The practice of personality _____ seeks to define personality by using a variety of methods to measure it.
   a. evaluation
   b. interpretation
   c. assessment
   d. identification
Answer: c
Difficulty Level: Moderate
Topic: Introduction
Learning Objective: None
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

2. A questionnaire asking people to report on their own personalities, usually by rating themselves on a list of adjectives or statements, is called a _____.
   a. direct measure
   b. naturalistic observation
   c. case study
   d. self-report measure
Answer: d
Difficulty Level: Easy
Topic: Self-Report Questionnaires: The Most Common Way to Measure Personality
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

3. _____ responding is the tendency for people to make themselves appear better than they actually are when completing a self-report measure.
   a. Acquiescent
   b. Assimilated
   c. Socially desirable
   d. Reverse desirable
Answer: c
Difficulty Level: Easy
Topic: Self-Report Questionnaires: The Most Common Way to Measure Personality
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Skill Level: Remember the Facts
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4. What is a significant limitation of self-report measures of personality?
   a. If a person is unaware of the psychological processes that underlie her or his motivations, behaviors, or feelings, those motivations, behaviors, and feelings can't accurately be reported.
   b. There is no way to identify socially desirable or acquiescent response tendencies.
   c. Very few self-report measures exist, so application of those measures to understanding personality on a large scale is limited.
   d. Most people are reluctant to answer questions about themselves.

Answer: a
Difficulty Level: Moderate
Topic: Self-Report Questionnaires: The Most Common Way to Measure Personality
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Skill Level: Analyze It
APA Learning Objective: 2.1 Use scientific reasoning to interpret psychological phenomena.

5. What are reverse-scored items?
   a. items scored in the opposite direction from the order of the response scale
   b. items scored with a zero
   c. items that a test taker skipped
   d. items that are thrown out of the assessment

Answer: a
Difficulty Level: Moderate
Topic: The Example of the Cat Person Scale
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

6. Why would a test developer include reverse-scored items in a self-report measure of personality?
   a. to trick a test taker into responding in a socially desirable way
   b. to mask the true nature of what was being measured
   c. to assess whether a test taker showed a consistent and logical pattern of responding
   d. to be able to later compare self-reports with the reports of others

Answer: c
Difficulty Level: Moderate
Topic: The Example of the Cat Person Scale
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Skill Level: Analyze It
APA Learning Objective: 2.1 Use scientific reasoning to interpret psychological phenomena.

7. Tanya loves to complete questionnaires that she finds online and in magazines. "It's fun and easy!" Tanya exclaims. "I circle 'strongly agree' for every item to show how much I appreciate the test makers' time and effort and to let them know I'm helping them with their research!" What questionnaire-taking style is Tanya demonstrating?
   a. reverse-scored items
   b. an acquiescence response set
   c. underestimating her true responses
   d. social undesirability

Answer: b
Difficulty Level: Moderate
Topic: The Example of the Cat Person Scale
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

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8. Which of these response options represents a Likert scale?
   a. Rank your preferences from highest to lowest.
   b. Yes/No
   c. Please circle True or False.
   d. 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), 5 (strongly agree)
Answer: d
Difficulty Level: Moderate
Topic: The Example of the Cat Person Scale
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

9. What do correlations reveal to a researcher?
   a. the extent of agreement a respondent shows for a questionnaire item
   b. both the strength and direction of a relationship between two variables
   c. a consistent pattern of responding to items on a questionnaire
   d. the direction of causality between two variables
Answer: b
Difficulty Level: Difficult
Topic: Correlations: What You Need to Know to Understand the Research
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Skill Level: Analyze It
APA Learning Objective: 2.1 Use scientific reasoning to interpret psychological phenomena.

10. Ice cream sales tend to increase as the temperature outside increases. This relationship is an example of a(n) _____.
   a. negative correlation
   b. inverse relationship
   c. positive correlation
   d. reverse scoring procedure
Answer: c
Difficulty Level: Moderate
Topic: Correlations: What You Need to Know to Understand the Research
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

11. Marisol has noticed that the more she exercises, the more her weight goes down. This is an example of a _____.
   a. negative correlation
   b. positive correlation
   c. reverse scoring procedure
   d. nondirectional hypothesis
Answer: a
Difficulty Level: Moderate
Topic: Correlations: What You Need to Know to Understand the Research
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
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12. Which correlation would generally be considered to be high and positive?
    a. .80
    b. .10
    c. .00
    d. –.40
Answer: a
Difficulty Level: Easy
Topic: Correlations: What You Need to Know to Understand the Research
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

13. Which correlation would generally be considered to be high and negative?
    a. .62
    b. .29
    c. .00
    d. –.71
Answer: d
Difficulty Level: Easy
Topic: Correlations: What You Need to Know to Understand the Research
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

14. Which correlation shows the strongest degree of association between two variables?
    a. .72
    b. .34
    c. –.58
    d. –.91
Answer: d
Difficulty Level: Difficult
Topic: Correlations: What You Need to Know to Understand the Research
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Skill Level: Analyze It
APA Learning Objective: 2.1 Use scientific reasoning to interpret psychological phenomena.

15. What does the statement $r = .12$ mean?
    a. There is a strong positive correlation between the two variables under consideration.
    b. The variables under consideration show a strong negative association.
    c. There is a small positive correlation between the two variables under consideration.
    d. The variables under consideration show no relationship to one another.
Answer: c
Difficulty Level: Difficult
Topic: Correlations: What You Need to Know to Understand the Research
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Skill Level: Analyze It
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16. Which correlation represents a null relationship between variables?
    a. .62
    b. .30
    c. .00
    d. –.55
Answer: c
Difficulty Level: Easy
Topic: Correlations: What You Need to Know to Understand the Research
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

17. The term *statistically significant* means having a probability of less than _____ that the results are due to random chance.
    a. 3%
    b. 5%
    c. 8%
    d. 15%
Answer: b
Difficulty Level: Easy
Topic: Correlations: What You Need to Know to Understand the Research
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

18. When a scale, questionnaire, or other instrument demonstrates consistent measurement, it is described as having _____.
    a. validity
    b. reliability
    c. statistical significance
    d. convergent validity
Answer: b
Difficulty Level: Easy
Topic: Reliability
Learning Objective: 2.2 Understand how to determine if a scale is reliable and valid.
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

19. To demonstrate _____, the responses to items on a questionnaire should all correlate consistently with one another.
    a. test-retest reliability
    b. internal reliability
    c. validity
    d. statistical significance
Answer: b
Difficulty Level: Easy
Topic: Reliability
Learning Objective: 2.2 Understand how to determine if a scale is reliable and valid.
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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20. What does Cronbach's alpha reveal to a researcher?
    a. whether a measuring device is valid or not
    b. the intercoder reliability among a set of judges
    c. the extent to which a questionnaire has internal reliability
    d. how much test-retest reliability a questionnaire has
Answer: c
Difficulty Level: Moderate
Topic: Reliability
Learning Objective: 2.2 Understand how to determine if a scale is reliable and valid.
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

21. Dr. Sardonicus administers a test of self-esteem to her class during the first week in the semester. Three weeks later she administers the same test to the same group of test takers in the same setting. What can Dr. Sardonicus determine by correlating to two sets of scores?
    a. validity
    b. internal reliability
    c. test–retest reliability
    d. convergent validity
Answer: c
Difficulty Level: Moderate
Topic: Reliability
Learning Objective: 2.2 Understand how to determine if a scale is reliable and valid.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

22. To be considered reliable, a test–retest correlation between two administrations of the same questionnaire ideally should be _____ or greater.
    a. –.40
    b. .00
    c. .25
    d. .70
Answer: d
Difficulty Level: Moderate
Topic: Reliability
Learning Objective: 2.2 Understand how to determine if a scale is reliable and valid.
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

23. Why is it important to consider the nature of what is being measured when interpreting a test–retest reliability correlation?
    a. There is no agreed-on standard for how high test–retest reliability correlations should be.
    b. Stable personality dimensions should show greater test–retest reliability than changeable, unstable personality attributes.
    c. The time interval between administrations is always constant; therefore, any degree of change is due to the nature of what is being measured.
    d. The consistency of most measures of personality dimensions can't be assessed using test–retest reliability.
Answer: b
Difficulty Level: Difficult
Topic: Reliability
Learning Objective: 2.2 Understand how to determine if a scale is reliable and valid.
Skill Level: Analyze It
APA Learning Objective 2.1 Use scientific reasoning to interpret psychological phenomena.

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24. Dr. Mabuse recruits three judges to read the diaries of a group of respondents and rate the extent to which each person mentions self-words (such as *I*, *me*, *mine*, or *my*). Dr. Mabuse then correlates the ratings of the judges and finds that $r = .87$. What can Dr. Mabuse conclude?
    a. Test–retest reliability is within an acceptable range.
    b. The internal consistency of this methodology is weak.
    c. There is high intercoder reliability for this judgment task.
    d. The diary-writing task is a valid measure of personality.

Answer: c
Difficulty Level: Difficult
Topic: Reliability
Learning Objective: 2.2 Understand how to determine if a scale is reliable and valid.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

25. When a scale measures what it is supposed to measure, it is said to have _____.
    a. validity
    b. internal reliability
    c. test–retest reliability
    d. intercoder reliability

Answer: a
Difficulty Level: Easy
Topic: Validity
Learning Objective: 2.2 Understand how to determine if a scale is reliable and valid.
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

26. When a scale is related to a concrete outcome or other behavior, it is said to demonstrate _____.
    a. discriminant validity
    b. predictive validity
    c. face validity
    d. convergent validity

Answer: b
Difficulty Level: Moderate
Topic: Validity
Learning Objective: 2.2 Understand how to determine if a scale is reliable and valid.
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

27. When a scale correlates with other scales that measure the same underlying construct, it is said to demonstrate _____.
    a. face validity
    b. predictive validity
    c. discriminant validity
    d. convergent validity

Answer: d
Difficulty Level: Easy
Topic: Validity
Learning Objective: 2.2 Understand how to determine if a scale is reliable and valid.
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28. Mario wants to ensure that his newly developed measure of empathy correlates with other, established scales measuring empathy. Mario would like to establish _____ for his new measuring instrument.
    a. test–retest reliability
    b. intercoder reliability
    c. face validity
    d. convergent validity
Answer: d
Difficulty Level: Moderate
Topic: Validity
Learning Objective: 2.2 Understand how to determine if a scale is reliable and valid.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

29. Angelo wants to ensure that his newly developed measure of empathy does not correlate well with other scales measuring different constructs, such as nonverbal decoding ability, mood awareness, or self-consciousness. Angelo would like to establish _____ for his new measuring instrument.
    a. face validity
    b. internal reliability
    c. discriminant validity
    d. convergent validity
Answer: c
Difficulty Level: Moderate
Topic: Validity
Learning Objective: 2.2 Understand how to determine if a scale is reliable and valid.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

30. Which of the following situations is extraordinarily unlikely?
    a. A reliable test is valid.
    b. A valid test is unreliable.
    c. A invalid test is unreliable.
    d. An unreliable test is invalid.
Answer: b
Difficulty Level: Difficult
Topic: Validity
Learning Objective: 2.2 Understand how to determine if a scale is reliable and valid.
Skill Level: Analyze It
APA Learning Objective: 2.1 Use scientific reasoning to interpret psychological phenomena.

31. Gunther read his horoscope in the morning newspaper: *Don't turn down invitations today; your relationship with others could change. Your firmly held beliefs should be your guide. Your untapped potential will be fulfilled in unexpected ways. Remember, good things come to good people.* "Yup," Gunther concluded, "that's me all right . . . good, firm, untapped." What tendency is Gunther falling prey to?
    a. the Barnum effect
    b. low face validity
    c. the discriminant validity effect
    d. the social undesirability effect
Answer: a
Difficulty Level: Easy
Topic: The Example of Horoscopes
Learning Objective: 2.2 Understand how to determine if a scale is reliable and valid.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

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32. The mean, mode, and median are all examples of _____.
    a. statistical significance
    b. a standard deviation
    c. correlations
    d. descriptive statistics
Answer: d
Difficulty Level: Easy
Topic: How to Use Statistics to Understand Your Personality
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

33. The average score on a scale is found by computing the _____.
    a. mean
    b. mode
    c. median
    d. standard deviation
Answer: a
Difficulty Level: Easy
Topic: How to Use Statistics to Understand Your Personality
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

34. Five test takers completed a questionnaire, and their responses to the first item were 10, 10, 12, 12, and 6. What is the mean score for this item?
    a. 10
    b. 12
    c. 15
    d. 50
Answer: a
Difficulty Level: Difficult
Topic: How to Use Statistics to Understand Your Personality
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

35. The score that falls in the middle of all the scores on a test, leaving half of the scores above it and the other half of the scores below it, is called the _____.
    a. standard deviation
    b. mean
    c. median
    d. mode
Answer: c
Difficulty Level: Easy
Topic: How to Use Statistics to Understand Your Personality
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
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36. A group of test takers provided the following responses for an item on a scale: 10, 12, 15, 18, and 20. What is the median of these scores?
    a. 10
    b. 15
    c. 20
    d. 60
Answer: b
Difficulty Level: Difficult
Topic: How to Use Statistics to Understand Your Personality
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

37. The score that appears most often in a set of measurements is called the _____.
    a. median
    b. mode
    c. mean
    d. standard deviation
Answer: b
Difficulty Level: Easy
Topic: How to Use Statistics to Understand Your Personality
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

38. A group of test takers provided the following responses for an item on a scale: 10, 10, 11, 15, 15, 15, 15, 16, 17, and 17. What is the mode of this set of scores?
    a. 10
    b. 11
    c. 15
    d. 17
Answer: c
Difficulty Level: Moderate
Topic: How to Use Statistics to Understand Your Personality
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

39. A normal distribution is sometimes referred to as a _____.
    a. mean
    b. standard deviation
    c. mode
    d. bell curve
Answer: d
Difficulty Level: Easy
Topic: How to Use Statistics to Understand Your Personality
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
Skill Level: Remember the Facts
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40. A _____ is a measure of the amount of spread, scatter, or variability of the data around the mean.
    a. percentile score
    b. median
    c. standard deviation
    d. normal distribution
Answer: c
Difficulty Level: Easy
Topic: How to Use Statistics to Understand Your Personality
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

41. In a normal distribution, _____ of all people score within one standard deviation of the mean.
    a. one-quarter
    b. one-third
    c. one-half
    d. two-thirds
Answer: d
Difficulty Level: Moderate
Topic: How to Use Statistics to Understand Your Personality
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

42. In a normal distribution, what percentage of people scores within two standard deviations of the mean?
    a. 95 percent
    b. 60 percent
    c. 33 percent
    d. 20 percent
Answer: a
Difficulty Level: Moderate
Topic: How to Use Statistics to Understand Your Personality
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

43. Geraldo scored in the top 10 percent of test takers on a measure of personality. What percentile score corresponds to Geraldo's performance?
    a. 10th percentile
    b. 45th percentile
    c. 50th percentile
    d. 90th percentile
Answer: d
Difficulty Level: Difficult
Topic: How to Use Statistics to Understand Your Personality
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
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44. Mei Ling has a high percentile score on the Marlowe-Crowne questionnaire. What does this indicate?
    a. Mei Ling has a higher need for approval than most people do.
    b. Mei Ling has a lower need for approval than most people do.
    c. Mei Ling has a higher degree of extraversion than most people do.
    d. Mei Ling has a lower degree of extraversion than most people do.

Answer: a
Difficulty Level: Moderate
Topic: How to Use Statistics to Understand Your Personality
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

45. Which statement is correct regarding responses to the Marlowe-Crowne scale?
    a. As a group, Americans born in the 1970s show the same pattern of results on the Marlowe-Crowne as Americans born in the 1940s.
    b. Compared to Americans born in the 1940s, those born in the 1970s score higher on the Marlowe–Crowne.
    c. Compared to Americans born in the 1940s, those born in the 1970s score lower on the Marlowe–Crowne.
    d. Marlowe–Crowne scores for Americans born in the 1940s are unreliable, whereas Marlowe-Crowne scores for Americans born in the 1970s show good internal reliability.

Answer: c
Difficulty Level: Moderate
Topic: What Your Score on the Marlowe-Crowne Says About You
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

46. Which assessment procedure involves asking someone familiar with and close to an individual to complete a questionnaire about that person?
    a. clinical interview
    b. archival data
    c. projective test
    d. informant report

Answer: d
Difficulty Level: Moderate
Topic: Informant Reports
Learning Objective: 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

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47. Under what circumstances would using a clinical interview be a desirable method of gathering information about an individual?
    a. when large groups of respondents are being measured simultaneously
    b. when internal reliability needs to be established
    c. when the person being evaluated is likely to have extreme or disordered levels of a personality characteristic
    d. when the researcher is trying to establish discriminant validity for the scale or questionnaire being used
Answer: c
Difficulty Level: Moderate
Topic: Clinical Interviews
Learning Objective: 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
Skill Level: Analyze It
APA Learning Objective: 2.1 Use scientific reasoning to interpret psychological phenomena.

48. Which assessment procedure is designed to elicit personality characteristics without directly asking?
    a. clinical interviews
    b. archival data
    c. projective tests
    d. informant reports
Answer: c
Difficulty Level: Moderate
Topic: Projective Tests
Learning Objective: 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

49. The Thematic Apperception Test (TAT) is an example of a _____.
    a. projective test
    b. physiological measure
    c. clinical interview
    d. self-report
Answer: a
Difficulty Level: Easy
Topic: Projective Tests
Learning Objective: 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

50. Dr. Caligari is assessing Matteo's physical reactions to stimuli such as bright lights and loud sounds in order to estimate Matteo's degree of openness to experience. Dr. Caligari is using a _____ to collect information.
    a. projective test
    b. psychological measure
    c. retest measure
    d. physiological measure
Answer: d
Difficulty Level: Easy
Topic: Physiological Measures
Learning Objective: 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

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51. Annabella is considered a repressive coper. What is Annabella most likely to do when under stress?
    a. show her anxiety to the extent to which she feels it
    b. exaggerates her anxiety to get attention from others
    c. deny her anxiety even though she experiences it
    d. hide her anxiety but overeat
Answer: c
Difficulty Level: Difficult
Topic: Physiological Measures
Learning Objective: 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

52. Dr. Bricker wants to find out which part of her volunteers' brains react to seeing unusual information by measuring relative amounts of blood flow to various brain regions. She will most likely collect her data by using _____.
    a. archival data
    b. a clinical interview
    c. fMRI
    d. projective tests
Answer: c
Difficulty Level: Easy
Topic: Physiological Measures
Learning Objective: 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

53. Using different methods to answer the same research question is called _____.
    a. test–retest reliability
    b. statistical significance
    c. triangulation
    d. correlation
Answer: c
Difficulty Level: Moderate
Topic: The Importance of Triangulation
Learning Objective: 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

54. A correlation of .95 has been found between levels of extraversion and liking for parties. What can be concluded from this result?
    a. Being more extraverted causes people to like parties to a greater extent.
    b. Fear of loneliness causes both high levels of extraversion and increased liking for parties.
    c. Liking to go to parties causes people to become more extraverted.
    d. There is a strong association between extraversion and liking for parties.
Answer: d
Difficulty Level: Difficult
Topic: Study Design in Personality Research: Correlational Versus Experimental Studies
Learning Objective: 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
Skill Level: Analyze It
APA Learning Objective: 2.1 Use scientific reasoning to interpret psychological phenomena.

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55. An extraneous variable that affects the primary variables in a study and makes it appear as if those primary variables are causing one another to happen is called a _____ variable.
    a. confounding
    b. independent
    c. dependent
    d. random
Answer: a
Difficulty Level: Moderate
Topic: Study Design in Personality Research: Correlational Versus Experimental Studies
Learning Objective: 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

56. Murray wants to examine stability and change in personality over time. He enlists a group of elementary school children and measures their personality when they are in the first grade, then again when they are in the third grade, and then again when they progress to the fifth, sixth, and seventh grades. What kind of study is Murray conducting?
    a. a longitudinal study
    b. an archival study
    c. an experiment
    d. a clinical interview
Answer: a
Difficulty Level: Easy
Topic: Study Design in Personality Research: Correlational Versus Experimental Studies
Learning Objective: 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

57. In a study in which college students are pampered (given large amounts of money, subscription television services, and spicy Chinese food) to see whether this treatment will improve their scores in their psychology course, what is the independent variable?
    a. whether students were pampered or not
    b. students' scores on the next psychology midterm
    c. students' previous scores (or baseline) on psychology midterms
    d. students' scores on the next midterm minus the baseline score
Answer: a
Difficulty Level: Moderate
Topic: Study Design in Personality Research: Correlational Versus Experimental Studies
Learning Objective: 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

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58. Dr. Smith is designing a study in which 50 people will be administered an experimental drug and 50 people will be administered a placebo. He will make sure that all potential respondents are equally likely to end up in either the experimental or control group. What is this practice called?
    a. selective assignment
    b. random assignment
    c. determined assignment
    d. confounding assignment
Answer: b
Difficulty Level: Difficult
Topic: Study Design in Personality Research: Correlational Versus Experimental Studies
Learning Objective: 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
Skill Level: Apply What You Know
APA Learning Objective 1.3 Describe applications of psychology.

59. Before asking people to participate in a research project, an investigator must provide them with a document providing _____.
    a. a meta-analysis
    b. debriefing
    c. open practices
    d. informed consent
Answer: d
Difficulty Level: Moderate
Topic: Best Practices for Scientific Research
Learning Objective: 2.6 Provide examples of the best practices for scientific research.
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

60. A research team in Boston, Massachusetts, another team in Mumbai, India, and a third team in Sydney, Australia, are all conducting the same psychological study simultaneously. What is this practice called?
    a. many labs approach
    b. open practices
    c. meta-analysis
    d. archival data collection
Answer: a
Difficulty Level: Easy
Topic: Best Practices for Scientific Research
Learning Objective: 2.6 Provide examples of the best practices for scientific research.
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

Short Answer Questions

61. Why do people respond in socially desirable ways?
Answer: Socially desirable responding is the tendency of people to make themselves look better than they actually are. It occurs because people want to appear "good" to the researcher.
Difficulty Level: Difficult
Topic: Self-Report Questionnaires: The Most Common Way to Measure Personality
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

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62. Explain the acquiescence response set, why it is a problem, and what can be done to combat it.
Answer: Some people have a tendency to agree with everything, or rank everything a 1 or a 10; this is known as the acquiescence response set. Researchers dislike this because it looks like a person did not really consider each response but just quickly checked everything in the same column. Having reverse-scored items in a scale can alleviate this tendency.
Difficulty Level: Moderate
Topic: Self-Report Questionnaires: The Most Common Way to Measure Personality
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

63. Describe and give an example of a positive correlation.
Answer: A positive correlation occurs when high scores on one variable are associated with high scores on another variable. An example of positive correlation is that the more a person eats, the more that person weighs.
Difficulty Level: Difficult
Topic: Correlations: What You Need to Know to Understand the Research
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

64. How can a researcher ensure that a measure has test–retest reliability?
Answer: Test–retest reliability can be established by administering the same test to the same group of respondents at two different times. If the correlation between the two administrations is strong and positive, it is an indication that the test is measuring consistently over time.
Difficulty Level: Difficult
Topic: Reliability
Learning Objective: 2.2 Understand how to determine if a scale is reliable and valid.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

65. How can a researcher establish convergent and discriminant validity?
Answer: Convergent validity is established when a scale correlates well with other scales measuring the same construct. Discriminant validity is established by verifying that a scale does not correlate with other scales that it theoretically should not correlate with.
Difficulty Level: Difficult
Topic: Validity
Learning Objective: 2.2 Understand how to determine if a scale is reliable and valid.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

66. The scores from a set of responses to a scale are 5, 5, 5, 7, 7, 8, 9, 9, 10, 11, and 12. What are the mode, median, and mean scores of this data set?
Answer: The mode is 5, the median is 8, and the mean is 8.
Difficulty Level: Difficult
Topic: How to Use Statistics to Understand Your Personality
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

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67. Why would gathering data from archival sources, such as Facebook, newspaper accounts, or federal databases, be advantageous to a researcher?
Answer: Many archival datasets are very large. Accessing such resources, such as daily newspapers that have been published for decades, or federal databases composed of millions of responses, allows a researcher to answer questions that couldn't otherwise be answered through other means.
Difficulty Level: Difficult
Topic: Archival or Life Outcomes Data
Learning Objective: 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
Skill Level: Analyze It
APA Learning Objective: 2.1 Use scientific reasoning to interpret psychological phenomena.

68. Why does a confounding variable cause problems in a study?
Answer: A confounding variable is a third variable related to the primary variables in a correlational study. It can cause problems by making it appear as though the two primary variables are causing one another when in fact they are not; rather, the effect is being caused by the confounding variable.
Difficulty Level: Moderate
Topic: Study Design in Personality Research: Correlational Versus Experimental Studies
Learning Objective: 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

69. Dr. Zarkov is investigating whether drinking white milk or chocolate milk before bedtime makes someone sleepy. What are the independent and dependent variables in this study?
Answer: The type of milk is the independent variable and the level of sleepiness is the dependent variable.
Difficulty Level: Difficult
Topic: Study Design in Personality Research: Correlational Versus Experimental Studies
Learning Objective: 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

70. Why is meta-analysis an important technique for verifying scientific outcomes?
Answer: Meta-analysis is a statistical means of combining the results of many individual studies to reach a larger overall conclusion. Although any one study might find a particular pattern of results, establishing that pattern over many studies from many laboratories over time is a better way to reach stronger conclusions about a scientific outcome.
Difficulty Level: Difficult
Topic: Best Practices for Scientific Research
Learning Objective: 2.6 Provide examples of the best practices for scientific research.
Skill Level: Analyze It
APA Learning Objective: 2.1 Use scientific reasoning to interpret psychological phenomena.

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Essay Questions

71. Explain the difference between a positive and a negative correlation, and give an example of each.
Answer: A good answer would include the following key points:

- A positive correlation occurs when high scores on one variable are associated with high scores on another variable.
- An example of positive correlation is studying and good grades. The more someone studies, the higher the grades that person will receive.
- A negative correlation occurs when high scores on one variable are associated with low scores on another variable.
- An example of a negative correlation is happiness and stress; the more stress someone feels, the less happiness that person is likely to experience.

Difficulty Level: Difficult
Topic: Correlations: What You Need to Know to Understand the Research
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

72. A researcher finds correlations of –.75 and .35 between a set of variables under consideration. Which correlation is stronger, and why?
Answer: A good answer would include the following key points:

- The correlation indicating the stronger relationship is –.75.
- Strength is determined by the size of the number after the decimal point.
- The negative sign merely shows that it is a negative correlation; high scores on one variable are associated with low scores on the other variable.

Difficulty Level: Difficult
Topic: Correlations: What You Need to Know to Understand the Research
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

73. Can a measuring instrument be reliable but not valid? Provide an example.
Answer: A good answer would include the following key points:

- Yes, a measuring instrument, such as a questionnaire, scale, or other device, can be reliable and thus consistently yield the same results but at the same time not measure what it is supposed to measure. Therefore, it would not be valid.
- For example, a clock that is five minutes fast is very reliable; it displays time in a very consistent fashion. However, the clock is not a valid measure of time because it is always five minutes ahead of the actual time. The clock is consistent but not accurate.

Difficulty Level: Difficult
Topic: Validity
Learning Objective: 2.2 Understand how to determine if a scale is reliable and valid.
Skill Level: Analyze It
APA Learning Objective: 2.1 Use scientific reasoning to interpret psychological phenomena.

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74. Discuss descriptive statistics and what they reveal to a researcher. Give an example of when each type of statistic would be most useful.
Answer: A good answer would include the following key points:

- Descriptive statistics are summaries of measurements, such as the mean, median, and mode. They reveal patterns such as the average score on a measure, the middle score, or the most frequently occurring score. For example, the mean is the average of the scores, whereas the mode is the most frequent score.
- If a researcher wanted to know how a group of respondents performed on a test, she or he would probably examine the mean. However, if there were outliers—students who did very well or very poorly—that would affect the computation of the mean, and the median and mode might be consulted instead.
- In addition to the mode, median, and mean, the standard deviation reveals how scattered or spread out the scores are in the overall distribution. A large standard deviation indicates that there is a lot of variability in the responses of the research participants.

Difficulty Level: Difficult
Topic: How to Use Statistics to Understand Your Personality
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

75. What does a mode of 3 and mean of 10 indicate about respondents' scores on a scale?
Answer: A good answer would include the following key points:

- The mode is the most frequent score, so this means that there were many 3s in this data set. Because the mean is the average score, and it is a 10, it represents a summary of all the scores in the dataset.
- Also, given a mode of 3 and a much larger mean of 10, it is reasonable to conclude that there are large numbers in the dataset.

Difficulty Level: Difficult
Topic: How to Use Statistics to Understand Your Personality
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

76. How can personality be measured without using self-report questionnaires?
Answer: A good answer would include the following key points:

- Personality can be measured using several alternatives to self-report measures.
- Informant reports involve parents, teachers, close friends, or other family members providing information about an individual. This can be useful, particularly for those not old enough or self-aware enough to complete a questionnaire on their own. Also, comparing self-reports and informant reports can identify points of convergence and discrepancies in the way a person sees her- or himself and the way others see that person.
- Clinical interviews can be useful when assessing the extremes of personality. For example, someone with a personality disorder might be interviewed at length as a way of delving into that person's feelings and thought processes.
- Other techniques, such as archival or life outcomes data, projective tests, and physiological measures, can provide information regarding someone's personality as well.

Difficulty Level: Difficult
Topic: Alternatives to Self-Report Questionnaires
Learning Objective: 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
Skill Level: Apply What You Know
APA Learning Objective: 1.3 Describe applications of psychology.

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77. Why is triangulation important when measuring someone's personality?
Answer: A good answer would include the following key points:

- There are strengths and weaknesses associated with any measurement technique. For example, a self-report questionnaire might be lacking in reliability or validity, or archival sources containing a wealth of data might be inaccessible to a researcher. Physiological measures can't tap psychological processes, and projective techniques have been called into question.
- Using a variety of techniques, however, allows a researcher to triangulate on a question of interest.
- Triangulation involves using different methods to answer the same question in order to be more certain of the answer.
- If a researcher were to administer a self-report questionnaire, a set of informant ratings, and physiological measures, followed by a clinical interview, all those methods would hopefully converge (or triangulate) on the same conclusions about the person being studied.

Difficulty Level: Difficult
Topic: The Importance of Triangulation
Learning Objective: 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
Skill Level: Analyze It
APA Learning Objective: 2.1 Use scientific reasoning to interpret psychological phenomena.

78. Can correlation provide information about causation? Explain.
Answer: A good answer would include the following key points:

- No, correlation doesn't equal causation. Correlation indicates that there is a relationship between two variables, but it does not indicate which variable causes the other.
- There are always three possible explanations for any correlation:
  1. The first variable is responsible for causing changes in the second variable.
  2. The second variable is responsible for causing changes in the first variable.
  3. Some third variable is responsible for causing changes in both of the other two variables.

Difficulty Level: Difficult
Topic: Study Design in Personality Research: Correlational Versus Experimental Studies
Learning Objective: 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
Skill Level: Analyze It
APA Learning Objective: 2.1 Use scientific reasoning to interpret psychological phenomena.

79. Why is having a sufficiently large sample important to the research process?
Answer: A good answer would include the following key points:

- Having a sufficiently large sample means having enough observations or people in a study to reliably detect an effect.
- An outcome resulting from a small sample of people might not reach conventional levels of statistical significance, thereby giving the appearance that nothing interesting is occurring.
- Conversely, even a small effect found in an extremely large sample can appear to be statistically significant yet might be of little practical value. The sheer bulk of people measured can make a small effect appear more important than it is.
- Having a *sufficiently* large sample, therefore, allows a researcher to know that she or he has the ability to detect actual effects that are there to be detected, with less concern about overestimating small effects or failing to detect effects that are present.

Difficulty Level: Difficult
Topic: Best Practices for Scientific Research
Learning Objective: 2.6 Provide examples of the best practices for scientific research.
Skill Level: Analyze It
APA Learning Objective: 2.1 Use scientific reasoning to interpret psychological phenomena.

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80. What are open practices, and why are they important to the scientific enterprise?
Answer: A good answer would include the following key points:

- Open practices are scientific procedures that result in a high level of transparency, such as making data or research materials available to others.
- If researchers are willing to share their data, methods, and outcomes with other qualified scientists, then a greater degree of confidence in their work and in the overall findings should result.

Difficulty Level: Difficult
Topic: Best Practices for Scientific Research
Learning Objective: 2.6 Provide examples of the best practices for scientific research.
Skill Level: Analyze It
APA Learning Objective: 2.1 Use scientific reasoning to interpret psychological phenomena.

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Revel Quizzes

The following questions appear at the end of each module and at the end of the chapter in Revel for *Personality Psychology: Understanding Yourself and Others*, 2e.

End of Module Quiz 2.1 Self-Report Questionnaires: The Most Common Way to Measure Personality

EOM Q2.1.1
Which of the following is an example of a self-report measure?

a) having people fill out a questionnaire to describe themselves
b) having researchers observe and assess participants in a study
Consider This: Self-report measures are simple and effective ways to quantify personality. LO 2.1 Explain how personality is assessed using self-report questionnaires.
c) having researchers study documents that a person wrote
Consider This: Self-report measures are simple and effective ways to quantify personality. LO 2.1 Explain how personality is assessed using self-report questionnaires.
d) having people react to strenuous situations
Consider This: Self-report measures are simple and effective ways to quantify personality. LO 2.1 Explain how personality is assessed using self-report questionnaires.

Answer: a
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Difficulty Level: Easy
Skill Level: Remember the Facts

EOM Q2.1.2
Which of the following illustrates a problem specific to self-report measures?

a) Alisha tries to answer the questionnaire in a way that makes her look good.
b) Jake drops out of a study shortly after agreeing to do it.
Consider This: Participants tend to respond to questionnaires with socially desirable responses. LO 2.1 Explain how personality is assessed using self-report questionnaires.
c) Mark is confused by what the researchers are asking him to do.
Consider This: Participants tend to respond to questionnaires with socially desirable responses. LO 2.1 Explain how personality is assessed using self-report questionnaires.
d) Alex believes that she is being videotaped and starts acting weird.
Consider This: Participants tend to respond to questionnaires with socially desirable responses. LO 2.1 Explain how personality is assessed using self-report questionnaires.

Answer: a
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Difficulty Level: Difficult
Skill Level: Apply What You Know

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EOM Q2.1.3
Why do personality assessments include some reverse-scored items?

a) because people tend to agree with everything
b) because it is difficult to score the items if they are not reversed
Consider This: This helps with the acquiescence response set. LO 2.1 Explain how personality is assessed using self-report questionnaires.
c) because researchers are required to reverse questions due to ethics
Consider This: This helps with the acquiescence response set. LO 2.1 Explain how personality is assessed using self-report questionnaires.
d) because people tend to disagree with half of the questions they are asked
Consider This: This helps with the acquiescence response set. LO 2.1 Explain how personality is assessed using self-report questionnaires.

Answer: a
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

EOM Q2.1.4
What does correlation measure?

a) the statistical relationship between two variables
b) the acquiescence response set
Consider This: There are positive and negative correlations. LO 2.1 Explain how personality is assessed using self-report questionnaires.
c) the average score
Consider This: There are positive and negative correlations. LO 2.1 Explain how personality is assessed using self-report questionnaires.
d) internal validity
Consider This: There are positive and negative correlations. LO 2.1 Explain how personality is assessed using self-report questionnaires.

Answer: a
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

EOM Q2.1.5
When the temperature is high, people wear less clothing. This is an example of a(n)_____.

a) negative correlation
b) null correlation
Consider This: Positive correlation is when one variable is high, the other variable tends to be high. Negative correlation is when one variable is high, the other variable tends to be low. LO 2.1 Explain how personality is assessed using self-report questionnaires.
c) positive correlation
Consider This: Positive correlation is when one variable is high, the other variable tends to be high. Negative correlation is when one variable is high, the other variable tends to be low. LO 2.1 Explain how personality is assessed using self-report questionnaires.
d) insignificant correlation
Consider This: Positive correlation is when one variable is high, the other variable tends to be high. Negative correlation is when one variable is high, the other variable tends to be low. LO 2.1 Explain how personality is assessed using self-report questionnaires.

Answer: a
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

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End of Module Quiz 2.2 Reliability and Validity: Evaluating Personality Scales

EOM Q2.2.1
What are the two main criteria researchers use to evaluate personality scales?
a) reliability and validity
b) reliability and variability
Consider This: Scales need to be consistent and measure what they're intended to measure. LO 2.2 Understand how to determine if a scale is reliable and valid.
c) fragility and validity
Consider This: Scales need to be consistent and measure what they're intended to measure. LO 2.2 Understand how to determine if a scale is reliable and valid.
d) validity and measurability
Consider This: Scales need to be consistent and measure what they're intended to measure. LO 2.2 Understand how to determine if a scale is reliable and valid.
Answer: a
Learning Objective: 2.2 Understand how to determine if a scale is reliable and valid.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

EOM Q2.2.2
A broken watch always shows the same time. It is _____.
a) reliable but not valid
b) valid but not reliable
Consider This: Scales need to be consistent and measure what they're intended to measure. LO 2.2 Understand how to determine if a scale is reliable and valid.
c) both reliable and valid
Consider This: Scales need to be consistent and measure what they're intended to measure. LO 2.2 Understand how to determine if a scale is reliable and valid.
d) neither reliable nor valid
Consider This: Scales need to be consistent and measure what they're intended to measure. LO 2.2 Understand how to determine if a scale is reliable and valid.
Answer: a
Learning Objective: 2.2 Understand how to determine if a scale is reliable and valid.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

EOM Q2.2.3
An extraversion scale is correlated with other extraversion scales. This is considered to be an example of _____.
a) convergent validity
b) predictive validity
Consider This: This is when a scale correlates with other scales measuring the same construct. LO 2.2 Understand how to determine if a scale is reliable and valid.
c) face validity
Consider This: This is when a scale correlates with other scales measuring the same construct. LO 2.2 Understand how to determine if a scale is reliable and valid.
d) discriminant validity
Consider This: This is when a scale correlates with other scales measuring the same construct. LO 2.2 Understand how to determine if a scale is reliable and valid.
Answer: a
Learning Objective: 2.2 Understand how to determine if a scale is reliable and valid.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

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EOM Q2.2.4
If a Cat Person Scale correlates very highly with a measure of IQ, it would be said to be lacking _____.

a) discriminant validity
b) face validity
Consider This: A small correlation would be OK, but it should not have a high correlation. LO 2.2 Understand how to determine if a scale is reliable and valid.
c) predictive validity
Consider This: A small correlation would be OK, but it should not have a high correlation. LO 2.2 Understand how to determine if a scale is reliable and valid.
d) convergent validity
Consider This: A small correlation would be OK, but it should not have a high correlation. LO 2.2 Understand how to determine if a scale is reliable and valid.

Answer: a
Learning Objective: 2.2 Understand how to determine if a scale is reliable and valid.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

EOM Q2.2.5
What is the "Barnum effect"?

a) the tendency for people to believe vague, positive statements about themselves
b) the tendency for people to believe vague, negative statements about themselves
Consider This: This is an effect often seen in association with horoscopes. LO 2.2 Understand how to determine if a scale is reliable and valid.
c) the tendency for people to react strongly to negative statements about themselves
Consider This: This is an effect often seen in association with horoscopes. LO 2.2 Understand how to determine if a scale is reliable and valid.
d) the tendency for people to behave oddly when complimented
Consider This: This is an effect often seen in association with horoscopes. LO 2.2 Understand how to determine if a scale is reliable and valid.

Answer: a
Learning Objective: 2.2 Understand how to determine if a scale is reliable and valid.
Difficulty Level: Easy
Skill Level: Remember the Facts

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End of Module Quiz 2.3 The Statistical Side of Questionnaires

EOM Q2.3.1
What term do researchers use to describe the most frequent score in a set of raw data?

a) mode
b) mean
Consider This: This measure is particularly useful if there are really high or really low scores. LO 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
c) median
Consider This: This measure is particularly useful if there are really high or really low scores. LO 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
d) standard deviation
Consider This: This measure is particularly useful if there are really high or really low scores. LO 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.

Answer: a
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
Difficulty Level: Easy
Skill Level: Remember the Facts

EOM Q2.3.2
Which of the following measures is typically of most interest to personality researchers?

a) the score calculated by adding all participants' scores and dividing by the number of scores
b) the score that falls in the middle of all the scores
Consider This: This is also known as the mean. LO 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
c) the most frequent score
Consider This: This is also known as the mean. LO 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
d) the distribution of scores
Consider This: This is also known as the mean. LO 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.

Answer: a
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

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EOM Q2.3.3
The _____ is the distribution of scores in which most people score in the middle with fewer scores at the extremes.

a) normal distribution
b) divergent validity
Consider This: This is also known as the bell curve. LO 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
c) convergent validity
Consider This: This is also known as the bell curve. LO 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
d) abnormal distribution
Consider This: This is also known as the bell curve. LO 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.

Answer: a
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
Difficulty Level: Easy
Skill Level: Remember the Facts

EOM Q2.3.4
_____ is a measure of how far a score is from the average in a normal distribution.

a) Standard deviation
b) Mean
Consider This: This measure can be converted into a percentile score. LO 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
c) Mode
Consider This: This measure can be converted into a percentile score. LO 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
d) Median
Consider This: This measure can be converted into a percentile score. LO 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.

Answer: a
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
Difficulty Level: Easy
Skill Level: Remember the Facts

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EOM Q2.3.5
What is the main reason social desirability scales are useful in research?

a) These scales are used to screen out people who may not be telling the truth.
b) These scales help researchers measure extraversion vs. introversion.
Consider This: “I like to gossip at times” is an example of an item that may be on the scale. LO 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
c) These scales help researchers measure the reliability of other scales.
Consider This: “I like to gossip at times” is an example of an item that may be on the scale. LO 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
d) These scales measure how many friends someone has.
Consider This: “I like to gossip at times” is an example of an item that may be on the scale. LO 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.

Answer: a
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

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Assignment: Quiz: 2.4 Alternatives to Self-Report Questionnaires

EOM Q2.4.1
Erik is interviewing participants for his research study. He has a set of questions that he asks every participant, but sometimes asks follow-up questions as needed. What type of interview is he conducting?

a) semi-structured interview
b) self-report questionnaire
Consider This: A way to gather personality data is by doing an interview. LO 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
c) projective test
Consider This: A way to gather personality data is by doing an interview. LO 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
d) longitudinal study
Consider This: A way to gather personality data is by doing an interview. LO 2.4 Describe alternative ways of measuring personality and the importance of triangulation.

Answer: a
Learning Objective: 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

EOM Q2.4.2
Kai is using multiple assessment methods to learn about one aspect of personality. Kai is employing what method?

a) triangulation
b) multiple-choice
Consider This: This term comes from navigation, using known points to determine an unknown location. LO 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
c) inter-rater reliability
Consider This: This term comes from navigation, using known points to determine an unknown location. LO 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
d) reinforcement
Consider This: This term comes from navigation, using known points to determine an unknown location. LO 2.4 Describe alternative ways of measuring personality and the importance of triangulation.

Answer: a
Learning Objective: 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
Difficulty Level: Difficult
Skill Level: Apply What You Know

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EOM Q2.4.3
When is the use of informant reports particularly helpful?

a) when a personality study is seeking to understand undesirable traits
b) when a personality study is seeking to find out about illegal behavior
Consider This: Informant reports are other people's assessment of a research participant. LO 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
c) when a personality study doesn't have the funding to conduct a self-report questionnaire
Consider This: Informant reports are other people's assessment of a research participant. LO 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
d) when a personality study is looking to collect biological data
Consider This: Informant reports are other people's assessment of a research participant. LO 2.4 Describe alternative ways of measuring personality and the importance of triangulation.

Answer: a
Learning Objective: 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

EOM Q2.4.4
When researchers have participants report what they are doing at random times on the day using their cell phones, they are measuring _____.

a) behavior
b) the quality of relationships
Consider This: This can also be measured in lab settings. LO 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
c) physiology
Consider This: This can also be measured in lab settings. LO 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
d) social desirability
Consider This: This can also be measured in lab settings. LO 2.4 Describe alternative ways of measuring personality and the importance of triangulation.

Answer: a
Learning Objective: 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

EOM Q2.4.5
What are some common physiological measures related to personality that can be measured by physiological tests?

a) heart rate and sweating
b) behavioral observations
Consider This: Physiological measures assess physical reactions. LO 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
c) self-reports
Consider This: Physiological measures assess physical reactions. LO 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
d) TAT scores
Consider This: Physiological measures assess physical reactions. LO 2.4 Describe alternative ways of measuring personality and the importance of triangulation.

Answer: a
Learning Objective: 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

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End of Module Quiz 2.5 Study Design in Personality Research: Correlational Versus Experimental Studies

EOM Q2.5.1
What are confounding variables?

a) variables that make it look like the two original variables are causing each other
b) variables that most researchers forget to consider
Consider This: Confounding variables are also known as third variables. LO 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
c) variables that determine when related items have a negative correlation
Consider This: Confounding variables are also known as third variables. LO 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
d) variables that determine when related items have a positive correlation
Consider This: Confounding variables are also known as third variables. LO 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.

Answer: a
Learning Objective: 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

EOM Q2.5.2
Which scientific method is the only way to prove causation?

a) experiment
b) longitudinal study
Consider This: It allows you to manipulate variables. LO 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
c) projective test
Consider This: It allows you to manipulate variables. LO 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
d) fMRI
Consider This: It allows you to manipulate variables. LO 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.

Answer: a
Learning Objective: Explain the correlational and experimental methods, including the advantages and disadvantages of each.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

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EOM Q2.5.3
A(n) _____ collects data on the same people at more than one time.
a) longitudinal study
b) correlational study
Consider This: This method is helpful for assessing personality over the life span. LO 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
c) archival study
Consider This: This method is helpful for assessing personality over the life span. LO 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
d) experiment
Consider This: This method is helpful for assessing personality over the life span. LO 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
Answer: a
Learning Objective: 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
Difficulty Level: Easy
Skill Level: Remember the Facts

EOM Q2.5.4
When researchers are measuring the effects of a drug, the effects are the _____.
a) dependent variable
b) independent variable
Consider This: This is the outcome. LO 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
c) confounding variable
Consider This: This is the outcome. LO 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
d) random assignment
Consider This: This is the outcome. LO 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
Answer: a
Learning Objective: 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
Difficulty Level: Easy
Skill Level: Remember the Facts

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EOM Q2.5.5
Duane is using a numbers table to assign participants to each of the three conditions in his study. He is using _____.

a) random assignment
b) correlations
Consider This: This is to ensure that respondents are equally likely to be assigned to each of the conditions.
LO 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
c) controls
Consider This: This is to ensure that respondents are equally likely to be assigned to each of the conditions.
LO 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
d) archives
Consider This: This is to ensure that respondents are equally likely to be assigned to each of the conditions.
LO 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.

Answer: a
Learning Objective: 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
Difficulty Level: Easy
Skill Level: Remember the Facts

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End of Module Quiz 2.6 Best Practices for Scientific Research

EOM Q2.6.1
_____ is the procedure in which potential research participants are told about the purpose of the study ahead of time.

a) Informed consent
b) IRB
Consider This: This includes what they will do in the study and its potential risks. LO 2.6 Provide examples of the best practices for scientific research.
c) Debriefing
Consider This: This includes what they will do in the study and its potential risks. LO 2.6 Provide examples of the best practices for scientific research.
d) TAT
Consider This: This includes what they will do in the study and its potential risks. LO 2.6 Provide examples of the best practices for scientific research.

Answer: a
Learning Objective: 2.6 Provide examples of the best practices for scientific research.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

EOM Q2.6.2
What is an International Review Board?

a) the entity that will decide if the research fits ethical guidelines
b) the entity that will decide what the research should focus on
Consider This: Researchers are required to submit detailed descriptions of their studies to an IRB. LO 2.6 Provide examples of the best practices for scientific research.
c) the entity that the researchers need to join in order to be permitted to collect data
Consider This: Researchers are required to submit detailed descriptions of their studies to an IRB. LO 2.6 Provide examples of the best practices for scientific research.
d) the entity that will analyze the data that has been collected during a study
Consider This: Researchers are required to submit detailed descriptions of their studies to an IRB. LO 2.6 Provide examples of the best practices for scientific research.

Answer: a
Learning Objective: 2.6 Provide examples of the best practices for scientific research.
Difficulty Level: Easy
Skill Level: Remember the Facts

EOM Q2.6.3
Why is it important to have sufficiently large samples in social science research?

a) Larger samples help ensure that the study can reliably detect an effect.
b) Large samples offset the need to have a diverse sample of participants.
Consider This: Larger samples help offset extreme data points. LO 2.6 Provide examples of the best practices for scientific research.
c) Large samples make all research findings infallible.
Consider This: Larger samples help offset extreme data points. LO 2.6 Provide examples of the best practices for scientific research.
d) Studies with large samples are more likely to receive more funding.
Consider This: Larger samples help offset extreme data points. LO 2.6 Provide examples of the best practices for scientific research.

Answer: a
Learning Objective: 2.6 Provide examples of the best practices for scientific research.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

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EOM Q2.6.4
Melissa has just completed her research analysis and the findings of her study are very similar to a different study measuring the same thing. This is an example of _____.

a) replication
b) meta-analysis
Consider This: This is one way that scientists can help consumers to have faith in the research findings. LO 2.6 Provide examples of the best practices for scientific research.
c) a many labs approach
Consider This: This is one way that scientists can help consumers to have faith in the research findings. LO 2.6 Provide examples of the best practices for scientific research.
d) test–retest reliability
Consider This: This is one way that scientists can help consumers to have faith in the research findings. LO 2.6 Provide examples of the best practices for scientific research.

Answer: a
Learning Objective: 2.6 Provide examples of the best practices for scientific research.
Difficulty Level: Difficult
Skill Level: Apply What You Know

EOM Q2.6.5
Why are open practices important?

a) They allow for greater transparency among researchers.
b) They allow for a more diverse participation pool.
Consider This: This practice also increases confidence in test results. LO 2.6 Provide examples of the best practices for scientific research.
c) They are much less expensive than traditional research methods.
Consider This: This practice also increases confidence in test results. LO 2.6 Provide examples of the best practices for scientific research.
d) They protect the researchers from others who want to perform the same research.
Consider This: This practice also increases confidence in test results. LO 2.6 Provide examples of the best practices for scientific research.

Answer: a
Learning Objective: 2.6 Provide examples of the best practices for scientific research.
Difficulty Level: Difficult
Skill Level: Analyze It

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Chapter Quiz: Assessment and Methods

EOC Q2.1
What is the most commonly used research method in personality psychology?

a) self-report measure
b) physiological measure
Consider This: Often the person who knows best what you're thinking and feeling is you. LO 2.1 Explain how personality is assessed using self-report questionnaires.
c) experiment
Consider This: Often the person who knows best what you're thinking and feeling is you. LO 2.1 Explain how personality is assessed using self-report questionnaires.
d) projective test
Consider This: Often the person who knows best what you're thinking and feeling is you. LO 2.1 Explain how personality is assessed using self-report questionnaires.

Answer: a
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

EOC Q2.2
Nelson is using a Likert scale in constructing his personality questionnaire. What does this mean?

a) He has put in a range of numbers that correspond to how much someone agrees or disagrees with an item.
b) He has put in a series of True or False question items.
Consider This: Likert scales are often used in personality questionnaires. LO 2.1 Explain how personality is assessed using self-report questionnaires.
c) All of his question items are reverse-scored.
Consider This: Likert scales are often used in personality questionnaires. LO 2.1 Explain how personality is assessed using self-report questionnaires.
d) He has made the questionnaire as free from cultural bias as possible.
Consider This: Likert scales are often used in personality questionnaires. LO 2.1 Explain how personality is assessed using self-report questionnaires.

Answer: a
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Difficulty Level: Difficult
Skill Level: Apply What You Know

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EOC Q2.3
When Marlita's motivation decreases, her test scores tend to decrease. This is an example of what kind of relationship?

a) positive correlation
b) negative correlation
Consider This: In correlations, the terms positive and negative do not mean good or bad. LO 2.1 Explain how personality is assessed using self-report questionnaires.
c) null correlation
Consider This: In correlations, the terms positive and negative do not mean good or bad. LO 2.1 Explain how personality is assessed using self-report questionnaires.
d) standard deviation
Consider This: In correlations, the terms positive and negative do not mean good or bad. LO 2.1 Explain how personality is assessed using self-report questionnaires.

Answer: a
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Difficulty Level: Difficult
Skill Level: Understand the Concepts

EOC Q2.4
What makes a research finding statistically significant?

a) The probability is less than 5% that the results are due to random chance.
b) The researcher can determine the significance of the correlation.
Consider This: It is determined by the statistical strength of a correlation. LO 2.1 Explain how personality is assessed using self-report questionnaires.
c) The sample size is larger than 10 participants.
Consider This: It is determined by the statistical strength of a correlation. LO 2.1 Explain how personality is assessed using self-report questionnaires.
d) Multiple studies replicate the same finding.
Consider This: It is determined by the statistical strength of a correlation. LO 2.1 Explain how personality is assessed using self-report questionnaires.

Answer: a
Learning Objective: 2.1 Explain how personality is assessed using self-report questionnaires.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

EOC Q2.5
When all the questions in a personality questionnaire measure the same thing, the questionnaire is considered to have _____.

a) internal reliability
b) statistical significance
Consider This: Cronbach's alpha is a statistical analysis to measure this. LO 2.2 Understand how to determine if a scale is reliable and valid.
c) inter-rater reliability
Consider This: Cronbach's alpha is a statistical analysis to measure this. LO 2.2 Understand how to determine if a scale is reliable and valid.
d) validity
Consider This: Cronbach's alpha is a statistical analysis to measure this. LO 2.2 Understand how to determine if a scale is reliable and valid.

Answer: a
Learning Objective: 2.2 Understand how to determine if a scale is reliable and valid.
Difficulty Level: Moderate
Skill Level: Understand the Concepts
EOC Q2.6

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Tyson has found that his scale on conscientiousness correlates well with his friend Natasha's scale on conscientiousness. This is a sign of _____.

a) convergent validity
b) inter-rater reliability
Consider This: The flip side of this is discriminant validity. LO 2.2 Understand how to determine if a scale is reliable and valid.
c) internal reliability
Consider This: The flip side of this is discriminant validity. LO 2.2 Understand how to determine if a scale is reliable and valid.
d) face validity
Consider This: The flip side of this is discriminant validity. LO 2.2 Understand how to determine if a scale is reliable and valid.

Answer: a
Learning Objective: 2.2 Understand how to determine if a scale is reliable and valid.
Difficulty Level: Difficult
Skill Level: Apply What You Know

EOC Q2.7
Much of the time, people's scores fall into a normal distribution. What does this mean?

a) Most people score in the middle and fewer score at the extremes.
b) Most people's scores are exactly the same because people share so many of the same qualities.
Consider This: The normal distribution is also known as a bell curve. LO 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
c) Men score on the higher end of the scale and women score on the lower end.
Consider This: The normal distribution is also known as a bell curve. LO 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
d) Most people score at the two extremes of a scale.
Consider This: The normal distribution is also known as a bell curve. LO 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.

Answer: a
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

EOC Q2.8
The standard deviation measures the spread around the _____.

a) mean
b) mode
Consider This: This calculation is also known as the average. LO 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
c) median
Consider This: This calculation is also known as the average. LO 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
d) percentile score
Consider This: This calculation is also known as the average. LO 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.

Answer: a
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
Difficulty Level: Easy
Skill Level: Remember the Facts

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EOC Q2.9
Descriptive statistics allow you to compare your scores on personality tests with others by focusing on the _____.

a) mean, median, and mode
b) mode, measure, and validity
Consider This: These provide, for example, the average and most frequent scores. LO 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
c) median, distribution, and reliability
Consider This: These provide, for example, the average and most frequent scores. LO 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
d) low mean, high mean, and average mean
Consider This: These provide, for example, the average and most frequent scores. LO 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.

Answer: a
Learning Objective: 2.3 Learn how to apply statistics to personality measurement, and define social desirability bias.
Difficulty Level: Difficult
Skill Level: Analyze It

EOC Q2.10
What is a common method researchers may use to assess mental health disorders?

a) clinical interviews
b) self-report questionnaire
Consider This: This method allows for various structures to approach a subject. LO 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
c) experiments
Consider This: This method allows for various structures to approach a subject. LO 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
d) archival analysis
Consider This: This method allows for various structures to approach a subject. LO 2.4 Describe alternative ways of measuring personality and the importance of triangulation.

Answer: a
Learning Objective: 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

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EOC Q2.11
Studying the speeches of U.S. presidents to assess personality is done using _____.

a) archival research
b) experiments
Consider This: Researchers using this method can also use websites, school records, or even campus conduct records. LO 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
c) meta-analysis
Consider This: Researchers using this method can also use websites, school records, or even campus conduct records. LO 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
d) projective tests
Consider This: Researchers using this method can also use websites, school records, or even campus conduct records. LO 2.4 Describe alternative ways of measuring personality and the importance of triangulation.

Answer: a
Learning Objective: 2.4 Describe alternative ways of measuring personality and the importance of triangulation.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

EOC Q2.12
Why are experiments not often used in personality psychology?

a) Random assignment is very difficult.
b) The funding is frequently not available.
Consider This: Correlational studies are used more frequently in personality psychology. LO 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
c) Projective tests have proven to be much more reliable.
Consider This: Correlational studies are used more frequently in personality psychology. LO 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
d) Experiments do not go far enough in proving causation.
Consider This: Correlational studies are used more frequently in personality psychology. LO 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.

Answer: a
Learning Objective: 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
Difficulty Level: Difficult
Skill Level: Analyze It

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EOC Q2.13
What is the independent variable in an experiment?
a) the variable that the researcher manipulates
b) the variable that is set apart from the other manipulated variables
Consider This: Receiving a drug or not receiving a drug is an example of an independent variable. LO 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
c) the outcome variable
Consider This: Receiving a drug or not receiving a drug is an example of an independent variable. LO 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
d) the variable that is often interchangeable with the confounding variable
Consider This: Receiving a drug or not receiving a drug is an example of an independent variable. LO 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
Answer: a
Learning Objective: 2.5 Explain the correlational and experimental methods, including the advantages and disadvantages of each.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

EOC Q2.14
What is a many labs approach?
a) when different groups of researchers attempt to replicate the results of the same study
b) when many labs compete for funding
Consider This: This method is newer to personality psychology, but will likely grow in use. LO 2.6 Provide examples of the best practices for scientific research.
c) when researchers alternate the labs they work in
Consider This: This method is newer to personality psychology, but will likely grow in use. LO 2.6 Provide examples of the best practices for scientific research.
d) when large labs provide resources to smaller labs to maximize time and resources
Consider This: This method is newer to personality psychology, but will likely grow in use. LO 2.6 Provide examples of the best practices for scientific research.
Answer: a
Learning Objective: 2.6 Provide examples of the best practices for scientific research.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

EOC Q2.15
Dan and Michelle are making their research materials and data on neuroticism in middle-aged men public. They are engaging in _____.
a) open practices
b) unethical research practices
Consider This: This practice increases transparency. LO 2.6 Provide examples of the best practices for scientific research.
c) many labs approach
Consider This: This practice increases transparency. LO 2.6 Provide examples of the best practices for scientific research.
d) meta-analysis
Consider This: This practice increases transparency. LO 2.6 Provide examples of the best practices for scientific research.
Answer: a
Learning Objective: 2.6 Provide examples of the best practices for scientific research.
Difficulty Level: Difficult
Skill Level: Apply What You Know

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