Multicultural Psychology 5th edition Mio Test Bank

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Chapter 2
Activities, etc.

Chapter Objectives

- Understand general research models
- Connect research models to the White standard
- Discuss relevance to ethnic minority populations, including internal and external validity
- Discuss differences between quantitative and qualitative approaches to research
- Understand issues of equivalence of measures
- Apply research models to gender and elderly individuals
- Understand differences among different research designs
- Understand how measures of intelligence are culturally defined
- Explore how context influences answers to intelligence tests
- Examine alternatives to traditional ways of measuring intelligence
- Relate issues of intelligence testing and research methodology to personality and diagnostic testing

Student Learning Objectives

Reading this chapter will help you to:

- Understand research and testing issues when studying multicultural issues.
- Identify basic tenants of quantitative and qualitative approaches to measurement.
- Know which strategies are appropriate for investigating diverse populations.
- Explain how to conduct quantitative and qualitative studies.
- Recognize the differences between quantitative and qualitative approaches.
- Distinguish among the different ways of measuring the equivalence of measures.

Suggested Class Activities

2.1 Give half of your class the following description:

> John is intelligent, industrious, impulsive, critical, stubborn, and envious.

Give the other half of your class the following description:

> John is envious, stubborn, critical, impulsive, industrious, and intelligent.

Ask each half of the class to rate John on a scale from 1–5 according to the following scale:

1	2	3	4	5
very negative	negative	neutral	positive	very negative

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This exercise was first conducted by Solomon Asch (1946) to demonstrate the primacy effect. However, in our context, it can also be used to demonstrate that there might not be "objectivity" in our research methods. Asch found that his students tended to rate the John with "intelligent" as the first adjective more positively than the John with "envious" as the first adjective. Even though all of the adjectives are the same, order makes a difference in forming an impression of another individual. Objectively, all of the adjectives are the same; subjectively, the order of the adjectives makes a difference.

2.2 Have your class rate a number of foods on a 10-point scale, such as pizza, burritos, apples, chocolate chip cookies, grapefruits, hamburgers, tacos, sweet and sour shrimp, French fries, granola, tofu, watermelon, sushi, and Brussels sprouts.

Have your class rate a number of states on a 10-point scale, such as New York, Montana, Iowa, California, Washington, Hawaii, Mississippi, Tennessee, Oklahoma, Texas, Nevada, North Carolina, Illinois, New Hampshire, and South Dakota.

Select an object from the food group and an object from the states that received comparable ratings. Lead a discussion about whether these numbers mean the same things.

2.3 Ask students to define the following:

1. *Al que le duele la muela, que se la saque.*
2. *En boca cerrada no entran moscas.*
3. *Lo que no se puede remediar hay que aguantar.*
4. *Tanto bajo el cántaro al agua hast que se quibra.*
5. *Cuesta poquito mas para vivir en paz.*

These are common *dichos*, or proverbs, in Spanish (de Rios, 2001). It will not be surprising to you nor to students in the class that those who speak Spanish in the class will do better on this quiz than will other students. Then tell students that those who got more right are considered more intelligent. This should generate cries of foul and protest. Point out that the Stanford-Binet Intelligence Test uses proverbs to help assess intelligence. The following are the interpretations of the *dichos*:

1. If your tooth hurts, you should pull it out.
2. Keep your mouth closed so you won't stick your foot in it.
3. What can't be remedied has to be endured.
4. The ladle dips into the water so much that it finally breaks.
5. It costs a little more work to live in peace.

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Essay Questions

1. Discuss how traditional research in psychology has disadvantaged ethnic minorities and other populations of diversity.

2. What is the distinction between internal and external forms of validity?

3. How do qualitative forms of research differ from quantitative forms of research?

4. What is meant by “equivalence of measures”?

5. Discuss some of the key findings of the Organisation for Economic Co-operation and Development (2017), which examined collaborative problem solving across the world.

6. What are alternative conceptions of intelligence to the traditional forms?

7. Discuss “bias in the user” and “bias in the usage” when employing personality tests.

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Chapter 2
Multicultural Issues Involving Research and Testing

Multiple Choice Questions

1. In a typically constructed research study, the experimental group is selected
   a. systematically.
   b. through random selection.
   c. after selecting the control group.
   d. from a separate pool than is the control group.
   ANS: B

2. In a typically constructed research study, the control group is selected
   a. after selecting the experimental group.
   b. from a separate pool than is the experimental group.
   c. systematically.
   d. through random selection.
   ANS: D

3. We are interested in reducing anxiety. We give one group an antianxiety medication and the other group a sugar pill. The group that receives the antianxiety medication is called the
   a. anxiety group.
   b. medication group.
   c. experimental group.
   d. control group.
   ANS: C

4. A researcher has developed a new therapy technique. She randomly assigns half of the potential clients to the new therapy and half to the old therapy. In this case, the clients in the new therapy group are called the
   a. experimental group.
   b. control group.
   c. independent variable.
   d. dependent variable.
   ANS: A

5. A researcher has developed a new therapy technique. She randomly assigns half of the potential clients to the new therapy and half to the old therapy. In this case, the clients in the old therapy group are called the
   a. experimental group.
   b. control group.
   c. independent variable.
   d. dependent variable.

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ANS: B

6. When European American liberals suggested that many ethnic minority children grew up in "culturally deprived environments," they were implicitly
   a. suggesting that the European American middle-class environment was the standard for all.
   b. comparing some ethnic minority groups with other ethnic minority groups.
   c. equating ethnic minority children with cultural deprivation.
   d. helping these children to overcome their culturally deprived backgrounds.
   ANS: A

7. Sue and Sue (2003) renamed their book *Counseling the Culturally Different* to *Counseling the Culturally Diverse*. This was because
   a. they did not examine cultural differences.
   b. "diverse" was used to underscore that some groups were superior to other groups.
   c. "different" implied that the White standard was not good enough.
   d. they wanted to convey that there are multiple perspectives that are equally acceptable.
   ANS: D

8. "Internal validity" suggests that
   a. we can generalize our findings to broader populations.
   b. our changes in the experiment made a difference.
   c. changes in the experiment may have been influenced by events out of our control.
   d. internal reviewers examined our results.
   ANS: B

9. "External validity" suggests that
   a. we can generalize our findings to broader populations.
   b. our changes in the experiment made a difference.
   c. changes in the experiment may have been influenced by events out of our control.
   d. external reviewers examined our results.
   ANS: A

8. Internal validity and external validity
   a. work hand in hand with one another.
   b. are always working against one another.
   c. are essentially the same thing.
   d. often work against one another.
   ANS: D

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11. A researcher designs a study so that everything is exactly the same except for the difference in dosage in a medication between two groups. This researcher is primarily concerned with
a. internal validity.
b. external validity.
c. the control group.
d. the experimental group.
ANS: A

12. A researcher designs a study so that aspects of the study mirror the outside world, including multiple potential influences upon the study's results. This researcher is primarily concerned with
a. internal validity.
b. external validity.
c. the control group.
d. the experimental group.
ANS: B

13. Sue (1999) criticized science for its "selective enforcement of scientific principles" because science favored _____ over _____.
a. control groups; experimental groups
b. experimental groups; control groups
c. internal validity; external validity
d. external validity; internal validity
ANS: C

14. Sue (1999) criticized a reviewer for rejecting a study comparing successful African American students with less successful African American students because the reviewer said the study did not have a European American control group. Sue felt the reviewer ignored the importance of
a. experimental groups.
b. control groups.
c. internal validity.
d. external validity.
ANS: D

15. When participant responses are either numerical or transformed into numerical values for the purpose of comparison, we are using a _____ form of research.
a. quantitative
b. qualitative
c. nominal
d. normal
ANS: A

16. When participant responses are judged to see if common themes emerge, we are using a _____ approach to research.
a. quantitative
b. qualitative
c. nominal
d. normal
ANS: B

17. Yolanda has her research participants rate how much they like two new soft drinks. Their ratings are on a scale from 1 to 10. She finds that most people rated an orange drink higher than a strawberry drink. Yolanda is using _____ data to come to conclusions about the drinks.
a. quantitative
b. qualitative
c. nominal
d. normal
ANS: A

18. The quantitative approach to research where numbers are compared to get at the "truth" underlying different phenomena is called the
a. comparison approach to research.
b. evaluative approach to research.
c. judgment approach.
d. logical positivistic approach.
ANS: D

19. Suppose that you and a friend both receive an A in your multicultural psychology course. However, you feel that you know much more about the topic than your friend does. If both of you received the same number of points accumulated for the course, how would we be able to determine who understood more of the material?
a. Through a quantitative approach
b. Through a qualitative approach
c. By examining your multiple choice test scores
d. By comparing your grades for other courses
ANS: B

20. You are at an interview for graduate school. The school is trying to decide between accepting you and another student who has very nearly identical qualifications as you do. This final interview is considered to be a _____ piece of information.
a. biased
b. objective
c. quantitative

d. qualitative
ANS: D

21. Qualitative research approaches might be used when numerical scores
a. are easily collected.
b. can be interpreted.
c. lose some valuable information.
d. are the same across situational factors.
ANS: C

22. Constantine et al. (2007) studied Asian international women adjusting to the United States and college. They found all of the following issues to be important **except**
a. cultural differences.
b. academics.
c. English language issues.
d. discrimination.
ANS: B

23. The use of narratives in your textbook is an example of the _____ approach.
a. cross-sectional
b. longitudinal
c. quantitative
d. qualitative
ANS: D

24. If you are studying an interesting case, you are using a _____ approach to research.
a. cross-sectional
b. sequential
c. quantitative
d. qualitative
ANS: D

25. According to Mio (2002), one trend in multicultural research is to use more
a. quantitative approaches.
b. qualitative approaches.
c. case studies.
d. studies involving therapy.
ANS: B

26. The intersubjective approach treats individuals within societies as quasi-rational arbiters of societal norms. Which of the following illustrates this approach?

a. After interviewing a number of people from a community, you later find out they were not truthful in their answers to you.
b. A group of people from a community you interviewed behaved in a cooperative manner even though a small percentage of them may have wanted to compete with others.
c. Before interviewing people from a community, you have to gain access to them from elders within the community.
d. You need to interview fathers first, then mothers, then children, then community activists in order to get the appropriate information from that community.
ANS: B

27. One reason why qualitative methods have not been widely employed is that they
a. have been overused in the past.
b. are not well understood.
c. are more difficult to employ than quantitative methods.
d. can be interchangeable with quantitative methods.
ANS: C

28. Clark, Ellis, Peel, and Rigs (2010) feel that there is a Western bias in favor of the logical-positivistic approach. One piece of evidence of this is
a. quantitative researchers use numbers whereas qualitative researchers use interviews.
b. qualitative researchers use numbers to give meaning to interviews.
c. quantitative researchers need to justify their rejection of norms in favor of alternative positions, whereas qualitative researchers do not.
d. qualitative researchers need to justify their rejection of norms in favor of alternative positions, whereas quantitative researchers do not.
ANS: D

29. When we are asking a child to interpret a well-known fairy tale in one culture and compare that child's understanding to a child's interpretation of a well-known fairy tale in another culture, we are seeking
a. functional equivalence.
b. conceptual equivalence.
c. linguistic equivalence.
d. metric equivalence.
ANS: A

30. When we seek to find terms or phrases whose meanings are culturally equivalent between two cultures, we are seeking
a. functional equivalence.
b. conceptual equivalence.
c. linguistic equivalence.
d. metric equivalence.
ANS: B

31. “Back translation” is an effort to seek
    a. functional equivalence.
    b. conceptual equivalence.
    c. linguistic equivalence.
    d. metric equivalence.
    ANS: C

32. When one culture uses the extremes of a scale and another culture does not, we might equate the highest score on a scale in one culture with the second-highest score on the scale in the second culture. This may be done because we are seeking
    a. functional equivalence.
    b. conceptual equivalence.
    c. linguistic equivalence.
    d. metric equivalence.
    ANS: D

33. Julio is interested in testing Spanish-speaking children’s abilities to think abstractly through the interpretation of proverbs. He is looking for a Spanish language proverb that is the equivalent of a popularly used English language proverb. Julio is seeking
    a. functional equivalence.
    b. conceptual equivalence.
    c. linguistic equivalence.
    d. metric equivalence.
    ANS: A

34. Hanyi is seeking a phrase in Cantonese that conveys a similar meaning as an English expression. Hanyi is seeking
    a. functional equivalence.
    b. conceptual equivalence.
    c. linguistic equivalence.
    d. metric equivalence.
    ANS: B

35. Atsuko wants to find a word in Japanese that has the precise meaning as a specific word in English. Atsuko is seeking
    a. functional equivalence.
    b. conceptual equivalence.
    c. linguistic equivalence.
    d. metric equivalence.
    ANS: C

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36. Albert notices that European American research participants tend to use all numbers on a 1–7 scale rating feelings, whereas Asian participants tend to only use 2–6 ratings. Albert therefore equates a 7 from a European American to a 6 from an Asian. Albert is using
a. functional equivalence.
b. conceptual equivalence.
c. linguistic equivalence.
d. metric equivalence.
ANS: D

37. Fernandez, Boccaccini, and Noland (2007) found that 10% of the U.S. population over the age of five speaks Spanish at home. Therefore,
a. many individuals may need special accommodations in testing.
b. we should not test these individuals when trying to place them into programs.
c. interviews may be the only way to test these individuals.
d. those giving tests should be native Spanish speakers.
ANS: A

38. Gilligan (1982/1993) interpreted the reasoning behind the choices made by boys and girls after they made moral choices. These interpretations were a form of
a. cross-sectional research.
b. sequential research.
c. a qualitative approach.
d. a quantitative approach.
ANS: C

39. Hayes' (2009) *ADDRESSING* model stands for all of the following **except**
a. age and generational influences.
b. disability.
c. regional differences.
d. sexual orientation.
ANS: C

40. The "G" in Hayes' (2016) model stands for
a. girls
b. gender
c. guys
d. growth
ANS: B

41. Iwamasa and her colleagues found that their elderly Asian research participants seemed to enjoy the focus-group section of their studies because
a. they found the quantitative section too easy.
b. they could respond on their own without worrying what others might say.

c. it allowed them to focus on their responses.
d. they were about to share stories with their contemporaries.
ANS: D

42. A researcher is collecting data at a single time across a wide number of age groups. This researcher is interested in seeing if people in their 50s, 60s, and 70s respond alike or differently from one another. This researcher is employing a _____ experimental design.
a. cross-sectional
b. longitudinal
c. sequential
d. gradual
ANS: A

43. A researcher collects data on 50-year-olds and follows them for 20 years to see if they responded the same or differently when they were 50, 60, and 70 years old. This researcher is employing a _____ experimental design.
a. cross-sectional
b. longitudinal
c. sequential
d. gradual
ANS: B

44. A researcher collects data on 50- and 60-year-olds and follows them for 10 years. This researcher then compares responses when the 50-year-olds were 50 years old, both groups when they were 60 years old, and the second set of participants when they were 70 years old. This researcher is employing a _____ experimental design.
a. cross-sectional
b. longitudinal
c. sequential
d. gradual
ANS: C

45. Collecting data on people of different ages at the same time is called a _____ research design.
a. cross-sectional
b. longitudinal
c. sequential
d. gradual
ANS: A

46. Collecting data on people at one particular age, then following them for a period of time is called a _____ research design.

a. cross-sectional
b. longitudinal
c. sequential
d. gradual
ANS: B

47. Collecting data on people of different ages, then following them for a period of time in order to collect a longer time frame between the youngest participants at the beginning of the study and the oldest participants at the end of the study is called a _____ research design.
a. cross-sectional
b. longitudinal
c. sequential
d. gradual
ANS: C

48. Collaborative problem solving involves all of the following **except**
a. the jigsaw problem where different members of a group contribute to the solution.
b. a consensus-building task where different points of views must be considered.
c. negotiation tasks where the best possible solution depends upon consideration of different perspectives.
d. a chorus where different individuals sing different notes of a song to create harmony.
ANS: D

49. The Organisation for Economic Co-operation and Development (OECD, 2017) study found that when examining teamwork,
a. all children viewed teamwork as important.
b. disadvantaged children felt that teamwork was more important than advantaged children did.
c. advantaged children felt that teamwork was more important than disadvantaged children did.
d. teamwork was not viewed as important in problem solving, as individual strengths was deemed most important.
ANS: B

50. What kinds of measures do standardized intelligence tests such as the Stanford-Binet Intelligence Test and the Wechsler Intelligence Scales for Children use as part of the overall IQ score?
a. Cultural knowledge
b. Visual acuity
c. High pitch detection
d. Sensory measures
ANS: A

51. Hernstein and Murray's (1994) book *The Bell Curve* seemed to take a racist stance in examining IQ test scores. However, the book criticizes their book because they
a. failed to suggest solutions to differences in IQ scores.
b. contended that smart people generally do better in life than less smart people.
c. did not take into account the dwindling service-oriented jobs in this country.
d. take our measures of intelligence as unquestioned.
ANS: D

52. Okagaki and Sternberg (1991) found that Asian parents valued _____ as measures of intelligence.
a. cognitive skills over noncognitive skills
b. noncognitive skills over cognitive skills
c. a balance between cognitive skills and noncognitive skills
d. neither cognitive nor noncognitive skills.
ANS: B

53. Okagaki and Sternberg (1991) found that Mexican American parents valued _____ as measures of intelligence.
a. cognitive skills over noncognitive skills
b. noncognitive skills over cognitive skills
c. a balance between cognitive skills and noncognitive skills
d. neither cognitive nor noncognitive skills.
ANS: C

54. Okagaki and Sternberg (1991) found that White parents valued _____ as measures of intelligence.
a. cognitive skills over noncognitive skills
b. noncognitive skills over cognitive skills
c. a balance between cognitive skills and noncognitive skills
d. neither cognitive nor noncognitive skills.
ANS: A

55. Intelligence tests, achievement tests, and the like are tests that have major impacts upon the lives of the people being tested. These kinds of tests are referred to in the book as
a. projective tests.
b. predictive tests.
c. major treatment tests.
d. high-stakes tests.
ANS: D

56. Kaylene's narrative about being tested into the GATE program when she was a little girl revealed how early _____ tests were used.
a. high-stakes
b. major treatment
c. predictive
d. projective
ANS: A

57. Labouvie-Vief (1985) found that older individuals often incorporate _____ into their answers when responding to intelligence tests.
a. deficits
b. context
c. abstract thinking
d. the experimenter's perspective
ANS: B

58. According to Sternberg's theory of intelligence, all of the following are types of intelligence **except**
a. analytic.
b. practical.
c. memorization.
d. creative.
ANS: C

59. According to Sternberg's theory of intelligence, if you are able to transfer knowledge you learn through book learning into ways of behaving in the real world, you are using _____ intelligence.
a. analytic
b. practical
c. memorization
d. creative
ANS: B

60. According to Sternberg's theory of intelligence, the way that we are typically tested in school measures _____ intelligence.
a. analytic
b. practical
c. memorization
d. creative
ANS: A

61. An admissions committee is trying to apply Sternberg's theory of intelligence to admitting students into their school. They are seeking students who could use

common objects and theories in a new and interesting way. They are seeking students with _____ intelligence.
a. analytic
b. practical
c. creative
d. standard
ANS: C

62. An admissions committee is trying to apply Sternberg's theory of intelligence to admitting students into their school. They are seeking students who could apply the theories they learn to solve problems. They are seeking students with _____ intelligence.
a. analytic
b. practical
c. creative
d. standard
ANS: B

63. An admissions committee is trying to apply Sternberg's theory of intelligence to admitting students into their school. They are seeking students with good memorization skills. They are seeking students with _____ intelligence.
a. analytic
b. practical
c. creative
d. standard
ANS: A

64. Anthony told a story in the text about how a "genius" mathematics graduate student could not find the hook on his fishing pole because the wind had blown the hook off of the guide on his pole. This genius lacked _____ intelligence.
a. analytic
b. practical
c. memorization
d. creative
ANS: B

65. Monica's story about how her brother always did better on standardized tests like the SAT led her to believe that he was just smarter than she was. However, after reading about Sternberg's theory of intelligence, she now realizes that her brother was better than her in _____ intelligence.
a. analytic
b. practical
c. memorization
d. creative
ANS: A

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66. Maria is able to put things together in interesting ways that no one else has been able to do. All of her friends and even her professors compliment her on how she makes these connections. According to Sternberg's theory of intelligence, Maria is most likely high on _____ intelligence.
a. analytic
b. practical
c. memorization
d. creative
ANS: D

67. Gardner's theory of intelligence suggests that eight aptitudes should be considered forms of intelligence. All of the following are examples of Gardner's types of intelligence **except**
a. linguistic.
b. spatial.
c. creative.
d. intrapersonal.
ANS: C

68. According to Gardner's theory of intelligence, if Mariko were a superior athlete, she would excel in _____ intelligence.
a. spatial
b. interpersonal
c. bodily-kinesthetic
d. naturalist
ANS: C

69. According to Gardner's theory of intelligence, if Jackson were able to distinguish mushrooms that were edible from those that were poisonous better than most people, he would excel in _____ intelligence.
a. spatial
b. interpersonal
c. bodily-kinesthetic
d. naturalist
ANS: D

70. One problem with measuring personality characteristics of groups of people (e.g., men, women, ethnic minority groups, etc.) is that we may form stereotypes of these people. The problem with this kind of stereotype is that
a. we may not appreciate the rich variation within the groups.
b. we may prove that previous stereotypes may not apply to the groups.
c. it is conducted only on a sample of people from the groups.
d. the study may not be well controlled.
ANS: A

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71. A teacher uses a test of verbal fluency to determine who will lead a group of children. While the test may be accurate for children who speak English as a first language, it may not be accurate for children who speak English as a second language. The application of this test is a
a. problem of treatment.
b. problem of identification.
c. bias of the user of the test.
d. bias in the usage of the test.
ANS: D

72. If a therapist diagnoses ethnic minorities displaying the same symptoms as their European American counterparts as having schizophrenia whereas the therapist diagnoses the European American clients as having bipolar disorder, this therapist is demonstrating a
a. problem of treatment.
b. problem of identification.
c. bias of the user of the test.
d. bias in the usage of the test.
ANS: C

73. Bias in the user of a test refers to
a. the introduction of bias in the interpretation of a test.
b. the introduction of a test that is inappropriate for a particular situation.
c. bias in society's values of what is important.
d. bias in determining which test to use on a participant.
ANS: A

74. Bias in the usage of a test refers to
a. the introduction of bias in the interpretation of a test.
b. the introduction of a test that is inappropriate for a particular situation.
c. bias in society's values of what is important.
d. bias in determining which test to use on a participant.
ANS: B