Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

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Package Title: Test Bank
Course Title: Nevid & Rathus, Adjustment Psychology 14th Edition
Chapter Number: Chapter 2

Question type: Multiple-Choice

1) Which method of studying was developed by Francis Robinson in the 1970s?

a) A-LARM
b) OCEAN
c) Academic Squares
d) SQ4R

Answer: d

Difficulty: Easy
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Knowledge
Section Reference 1: Studying

2) The correct order of the "Rs" in the SQ4R method is

a) read, recite, reflect, and review.
b) review, recite, reflect, and read.
c) reflect, read, review, and recite.
d) recite, reflect, read, and review.

Answer: a

Difficulty: Medium
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Knowledge
Section Reference 1: Studying

3) Timothy is working on studying for an exam, and decides to use the SQ4R method. The first step that he will use is _____ if he follows the method correctly.

a) survey
b) scan
c) skim
d) solicit

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

Answer: a

Difficulty: Medium
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Application
Section Reference 1: Studying

4) Why does the SQ4R method suggest to survey information even before you have read it?

a) Most people won't read their required text or assignment, so a survey or "skim" is better than no review at all.
b) Sometimes a preview of what is to come helps people to understand it when they read it.
c) A survey helps us to recognize what we will not need to pay attention to when we finally do read.
d) A survey that comes before reading helps us distinguish between information that is and is not valid or reliable in our assigned resources.

Answer: b

Difficulty: Hard
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Comprehension
Section Reference 1: Studying

5) What would be a good method for "surveying" Chapter 1 of your textbook according to the SQ4R method?

a) Only reviewing the study questions at the end of the chapter before reading the actual text.
b) Asking friends or family members – surveying them, so to speak – if they are already familiar with the material and can help you.
c) Putting together a group of classmates, dividing up the reading, and then teaching each other in a group.
d) Reading over the major headers and vocabulary terms from the chapter before going back to read it thoroughly.

Answer: d

Difficulty: Medium
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Application

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

Section Reference 1: Studying

6) Leafing or scrolling through the pages of a book before reading it, examining major and minor topic headers, and looking at chapter learning objectives are all examples of the _____ part of the SQ4R method.

a) survey
b) read
c) review
d) reflect

Answer: a

Difficulty: Medium
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Comprehension
Section Reference 1: Studying

7) Arnold is reading a book about proper diet techniques for weight loss, and he thinks to himself, “How can I turn this information into a diet that I can stick to so that I will lose weight?” Arnold is engaged in the _____ part of the SQ4R approach.

a) survey
b) read
c) question
d) reflect

Answer: c

Difficulty: Medium
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Application
Section Reference 1: Studying

8) When one develops questions on their own to help them more thoroughly process the information they have read, they are a(n) _____ learner.

a) passive
b) cooperative
c) active
d) assertive

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

Answer: c

Difficulty: Hard
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Comprehension
Section Reference 1: Studying

9) Where will you find a list of the key terms from a given textbook chapter, along with their definitions?

a) in a glossary
b) in a chapter outline
c) at the beginning of the chapter with the learning objectives
d) in a website that accompanies the textbook

Answer: a

Difficulty: Easy
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Knowledge
Section Reference 1: Studying

10) Parminder is trying to remember the steps involved as one neuron communicates with another. After she reads it, she stands in her room and pretends she's in class. She says the steps out loud as if she is teaching other students, and this helps her to remember the information. This is the _____ part of the SQ4R technique.

a) reflect
b) recite
c) review
d) survey

Answer: b

Difficulty: Easy
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Section Reference 1: Studying

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

11) Javier learned about a tricky learning concept in his psychology class, and rather than try to memorize it verbatim he comes up with a personally relevant example of this type of learning. Within the SQ4R method, Javier is using the _____ step.

a) survey
b) reflect
c) review
d) quantify

Answer: b

Difficulty: Medium
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Application
Section Reference 1: Studying

12) In order for reflection to work as part of one's study process, it has to make the material being absorbed more _____.

a) accessible
b) simplistic
c) complex
d) meaningful

Answer: d

Difficulty: Medium
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Comprehension
Section Reference 1: Studying

13) After reading a chapter in the textbook, you complete the quiz questions at the end to ensure that you know the information adequately. This is an example of the _____ stage of the SQ4R approach to studying.

a) read
b) recite
c) reflect
d) review

Answer: d

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

Difficulty: Medium
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Application
Section Reference 1: Studying

14) Of the following which is NOT a part of the SQ4R method?

a) survey
b) question
c) revisit
d) reflect

Answer: c

Difficulty: Medium
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Knowledge
Section Reference 1: Studying

15) Of the following which is a part of the SQ4R method?

a) scan
b) question
c) qualify
d) skim

Answer: b

Difficulty: Hard
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Knowledge
Section Reference 1: Studying

16) Instead of simply printing her teacher's presentation slides and reading them before and during class, Gabriella uses them to write down extra information during class meetings. She then is able to put information into her own words so that she knows she'll understand it when it's time to study at a later date. This is called _____ note-taking

a) constructive
b) active

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

c) reconstituted
d) passive

Answer: b

Difficulty: Easy
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Application
Section Reference 1: Studying

17) Hiroki knows that he has a rather short attention span, and he wants to play video games today. He makes a deal with himself – for every 20 minutes of studying he gets done without distraction, he will "earn" 10 minutes of time to play video games. This is an example of practicing _____ as a study habit.

a) self-reward
b) behavior amplification
c) the method of loci
d) massed intake

Answer: a

Difficulty: Medium
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Application
Section Reference 1: Studying

18) In a recent study of college students by Thibodeaux and colleagues (2017), participants responded that out of 168 hours in a week, approximately _____ were spent on academics outside of the classroom.

a) 11
b) 14
c) 17
d) 22

Answer: a

Difficulty: Hard
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

Standard 1: Bloom's || Knowledge
Section Reference 1: Time

19) Of the following, which type of activity do college students report dedicating the most time in the average week?

a) academics
b) passive leisure
c) obligations
d) socialization

Answer: d

Difficulty: Medium
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Knowledge
Section Reference 1: Time

20) Which statement is accurate with regard to the average student at a community college?

a) She is more likely than a university student to be the first in her family to attend college.
b) He is almost certain to have financial obligations that make it impossible to buy class textbooks.
c) She is likely over 30 years of age and holds down a full-time job.
d) He was a poor student in high school and could not gain admission to a university.

Answer: a

Difficulty: Medium
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Comprehension
Section Reference 1: Time

21) Which of these options is NOT true of the average community college student in the United States when compared to the average university student?

a) They are less likely to graduate from their school with a degree.
b) They are less likely to live in a dormitory setting.
c) They are more likely to work a higher number of hours at their job each week.

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

d) They are more likely to be the first in their family to attend college.

Answer: a

Difficulty: Hard
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Comprehension
Section Reference 1: Time

22) When you read the syllabus for your classes on the first day of the semester, you scan when assignments are going to be due and when class examinations will be given. This allows you to anticipate when your time is going to be needed more for one class over another. Such a practice refers to

a) planning ahead.
b) passive construction.
c) massed practice.
d) using mnemonics as memory aids.

Answer: a

Difficulty: Easy
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Application
Section Reference 1: Time

23) Rather than “cramming” for an exam the night before it is given, you are more likely to succeed of you space your studying out over days, with repeated review of material. This is called _____ learning.

a) chunked
b) massed
c) mnenomized
d) distributed

Answer: d

Difficulty: Medium

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Application
Section Reference 1: Time

24) Callie knows that she has an exam in one week, so she decides that she is going to study for an hour every night instead of waiting until the last minute. This is called _____ learning.

a) spaced
b) distributed
c) proactive
d) protective

Answer: b

Difficulty: Medium
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Application
Section Reference 1: Time

25) Martavis knows that he has a final exam in two weeks. Which strategy would utilize distributed learning for his preparation?

a) Studying an hour every night so that he is ready when the exam comes.
b) Getting a group together and "assigning" the different material to each group member.
c) Waiting until the night before the test and having an all-night cram session.
d) Using a highlighter as he reads so that he will know what to go back and study again later.

Answer: a

Difficulty: Medium
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Application
Section Reference 1: Time

26) Cramming for an exam is an example of _____ learning.

a) distributed
b) conditioned

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

c) massed
d) passive

Answer: c

Difficulty: Medium
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Application
Section Reference 1: Time

27) In the type of scheduling activity described in your textbook, _____ would appear at the top of each column of a grid that you'd set up.

a) month
b) class type
c) day of the week
d) time

Answer: c

Difficulty: Easy
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Knowledge
Section Reference 1: Time

28) In the type of scheduling activity described in your textbook, _____ would appear at the left of each row of a grid that you'd set up.

a) month
b) class type
c) day of the week
d) time

Answer: d

Difficulty: Easy
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Knowledge

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

Section Reference 1: Time

29) Which suggestion for scheduling your time is made by the textbook authors?

a) Plan the easiest and most laid-back times first, followed by the more demanding times.
b) Intermix the roughest, most demanding times with more easy, relaxing times.
c) Plan the hardest, roughest days/times first to get them over with.
d) Figure out the type of schedule that works best for you.

Answer: d

Difficulty: Easy
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Comprehension
Section Reference 1: Time

30) Which phrase, originally created to help people resist the temptation to get involved with using drugs, can help you avoid distractions during studying?

a) It's all up to you
b) Just say no
c) Keep it real
d) Don't give in

Answer: b

Difficulty: Medium
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Application
Section Reference 1: Time

31) The psychologist who identified an errant way of thinking that involves believing that everyone else must approve of us at all times was _____.

a) Beck
b) Ellis
c) Rogers
d) Maslow

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

Answer: b

Difficulty: Hard
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Knowledge
Section Reference 1: Time

32) According to Albert Ellis, one reason why people tend to get distracted from studying or other important tasks is that

a) they want others' approval and are afraid to say no when others distract them.
b) the brain can only focus for a certain amount of time before it requires such distractions.
c) most people are afraid of success, so they engage in self-sabotage with distractions.
d) the drive to self-actualization makes us seek out other avenues for our attention, even when we are focused on a specific task.

Answer: a

Difficulty: Hard
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Comprehension
Section Reference 1: Time

33) The phrase "Just Say No" is used by your textbook as a mantra for avoiding distractions when you are studying. This saying was originally applied to

a) helping people avoid eating when they were not hungry.
b) assisting women in refusing unwanted sexual advances.
c) avoiding the use of illicit drugs.
d) teaching employees to avoid being mistreated at work.

Answer: c

Difficulty: Easy
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Application
Section Reference 1: Time

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

34) Why is it a good idea to study in a library or another private, quiet place, according to your textbook?

a) it surrounds you with an academic “feel” or vibe
b) it helps to avoid unwanted distractions
c) you will have academic resources immediately available
d) most libraries have a tutoring center where you can go for help if you get stuck

Answer: b

Difficulty: Medium
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Comprehension
Section Reference 1: Time

35) A study of 477 male first-year students at a liberal arts college by Schmitt and Livingston (2015) found that _____ is/are hazardous to one’s grades.

a) video games
b) living alone
c) alcohol use
d) poor study skills

Answer: a

Difficulty: Medium
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Knowledge
Section Reference 1: Time

36) When Patterson (2017) studied over 400 college students, it was determined that test performance was poorer in students who

a) regularly “partied” during the week.
b) were disinterested in time-management practices.
c) did not actively take notes in class.
d) participated in more social media platforms.

Answer: d

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

Difficulty: Hard
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Knowledge
Section Reference 1: Time

37) In a surprising "vicious cycle" finding by Michikyan and others (2015), it was found that academic problems actually *led to* an increase in _____.

a) study time
b) self-medication with alcohol and/or drugs
c) depressive symptoms
d) the use of Facebook

Answer: d

Difficulty: Medium
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Knowledge
Section Reference 1: Time

38) The attempt to do two more tasks at the same time is referred to as _____.

a) multitasking
b) polyhabiting
c) distraction
d) parallel processing

Answer: a

Difficulty: Easy
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Knowledge
Section Reference 1: Time

39) Penelope always attends her sociology class, but she sits in the back of the room and is usually engaged in either Snapchat or Facebook activities during class. She rarely pays attention

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

to the presentation, and sometimes even shops while trying to take notes. This focus on multiple things at the same time is called _____.

a) dualizing
b) polyfocusing
c) multitasking
d) distributed attention

Answer: c

Difficulty: Medium
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Application
Section Reference 1: Time

40) What do the research findings tell us about listening to music while studying?

a) It is soothing and relaxing, regardless of the type of music used.
b) It is not always a problem, and each student may be different in the effect of music.
c) Music, like any other kind of distraction, always impairs one's ability to focus.
d) Listening to classical music, or other "soft" forms, can enhance studying, while other types of music typically impair retention.

Answer: b

Difficulty: Medium
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Knowledge
Section Reference 1: Time

41) Professor Stuart insists that her students put away their cell phones in class unless there is an unusual emergency that necessitates being available. Does the available research in this area support her policy?

a) Yes, because even of the phone is turned off, simply seeing it is a distraction that takes away from academic focus.
b) No, because most people are fully capable of multitasking without a loss of quality to either function.
c) Yes, as there is little question that distractions like text messages inhibit from studying.

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

d) No, because students have been found to be more distracted by the absence of their cell phone than having it on their desk.

Answer: c

Difficulty: Hard
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Knowledge
Section Reference 1: Time

42) According to Stavrinos and others (2018), 90% of the college-age students polled reported that they _____while driving.

a) drink alcohol
b) fight with passengers
c) send text messages
d) fix their hair and/or makeup

Answer: c

Difficulty: Medium
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Knowledge
Section Reference 1: Time

43) When polled, about how many college-aged students reported that they are able to safely talk on a cell phone while driving?

a) one-quarter
b) one-third
c) one-half
d) two-thirds

Answer: c

Difficulty: Hard
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Knowledge

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

Section Reference 1: Time

44) Which option is NOT a predictor of distracted driving?

a) self-efficacy
b) peer pressure to text or chat on the phone while driving
c) perceiving multitasking as being safe
d) a history of accidents due to distracted driving

Answer: b

Difficulty: Medium
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Knowledge
Section Reference 1: Time

45) When the “tip of the tongue” phenomenon occurs—that is, you are sure you know something, but you can’t seem to spit it out—this may indicate that

a) you didn’t learn the material well enough in the first place.
b) you are too distracted by those around you.
c) you have forgotten the material and won’t recall it until you relearn it.
d) there is some sort of proactive interference taking place.

Answer: a

Difficulty: Hard
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Comprehension
Section Reference 1: Tests

46) What is the single most important thing to remember when it comes to taking tests in college?

a) tests are the best way to assess learning
b) even your professors hate tests too
c) tests are a necessary evil
d) you are not a victim

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

Answer: d

Difficulty: Hard
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Comprehension
Section Reference 1: Tests

47) The type of test question that requires you to recognize the correct answer is _____.

a) multiple choice
b) short-answer essay
c) extended essay
d) fill-in-the-blank

Answer: a

Difficulty: Easy
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Knowledge
Section Reference 1: Tests

48) Which of the following is true of multiple-choice questions on an examination?

a) various graders can readily arrive at the same grade
b) it is far more difficult to score than an essay question
c) it is about as reliable and valid as a true-false question
d) the right answer is usually “a”

Answer: a

Difficulty: Medium
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Comprehension
Section Reference 1: Tests

49) What type of question are you likely to see on many, if not most, college examinations, as well as other standardized tests like the LSAT or GRE?

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

a) essays
b) multiple choice
c) rank ordering
d) multiple select

Answer: b

Difficulty: Easy
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Application
Section Reference 1: Tests

50) Jarrod is taking an exam in his anthropology class, and he is not sure of the answer to one of the multiple-choice questions. He knows that he will not be penalized if he gets it wrong – he just won't earn any points for the incorrect response. There are four answer options, marked A, B, C, and D. Which answer has the least likelihood of being correct?

a) A
b) B
c) C
d) D

Answer: a

Difficulty: Medium
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Application
Section Reference 1: Tests

51) The type of multiple-choice question that you are answering right now – THIS question – has a(n)

a) sentence-completion format.
b) fill-in
c) correspondence
d) pseudo-essay

Answer: a

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

Difficulty: Medium
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Application
Section Reference 1: Tests

52) Though it is not done intentionally, multiple-choice test questions might have the problem of

a) being too easy so that they offer no real test value.
b) having more than one acceptable answer.
c) actually being an essay question “in disguise.”
d) too few distractors.

Answer: b

Difficulty: Hard
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Evaluation
Section Reference 1: Tests

53) Which tactic makes multiple choice more difficult for students?

a) using distractors that are quite plausible
b) using three distractors
c) using terminology that matches that in the textbook
d) having questions that require rote memorization

Answer: a

Difficulty: Medium
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Comprehension
Section Reference 1: Tests

54) What should a student do if it is clear that a multiple-choice exam question has more than one acceptable response?

a) select both choices, even if using a “bubble” sheet type answer page

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

b) politely bring it to the teacher's attention
c) leave the question blank so that neither answer is evaluated as being incorrect
d) select one of the other distractors

Answer: b

Difficulty: Easy
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Application
Section Reference 1: Tests

55) A multiple-choice exam question that utilizes a question-and-answer format will have all but WHICH of the following components?

a) distractors
b) a hint
c) a question
d) a correct response

Answer: b

Difficulty: Easy
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Knowledge
Section Reference 1: Tests

56) Consider the following question: "Which of the following colors in the visible spectrum has the shortest wavelength?" This type of multiple-choice question uses a(n) _____ format.

a) sentence-completion
b) rank-ordering
c) plausible distractor
d) question-and-answer

Answer: d

Difficulty: Hard
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

Standard 1: Bloom's || Application
Section Reference 1: Tests

57) Which statement with regard to multiple choice questions is the most accurate?

a) They are most professor's favorite questions because they can be used to trick students.
b) Most of them have more than one right response.
c) Each question should have one response that is perfectly correct.
d) Find the response that *best* completes the stem or answers the question.

Answer: d

Difficulty: Medium
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Comprehension
Section Reference 1: Tests

58) Words like *always*, *completely*, *all*, *never*, and *only* in a test questions are called _____ and they limit the applicability of a given question stem or answer option.

a) mediators
b) qualifiers
c) moderators
d) restrictors

Answer: b

Difficulty: Hard
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Knowledge
Section Reference 1: Tests

59) The type of test question that requires you to recognize the correct answer is _____.

a) true-false
b) short-answer essay
c) extended essay
d) fill-in-the-blank

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Answer: a

Difficulty: Easy
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Knowledge
Section Reference 1: Tests

60) Using a “wild guess” approach to true-false questions, a person should be able to achieve a score of about ___ percent.

a) 25
b) 50
c) 75
d) 90

Answer: b

Difficulty: Easy
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Knowledge
Section Reference 1: Tests

61) Which type of test question format offers the narrowest range of possible responses?

a) multiple choice
b) sentence completion
c) true-false
d) short-answer essay

Answer: c

Difficulty: Easy
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Comprehension
Section Reference 1: Tests

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

62) When you are answering a question that is presented in the true-false format, stems that use qualifiers are

a) often correct.
b) usually false.
c) always right.
d) always incorrect.

Answer: b

Difficulty: Easy
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Knowledge
Section Reference 1: Tests

63) Which statement about true-false test questions is the most accurate?

a) The shorter the stem, the better the likelihood that it is a true statement.
b) Questions that are longer and have more information tend to be true.
c) Some true-false questions are really multiple-choice questions in disguise.
d) True-false questions should never be answered by guessing.

Answer: b

Difficulty: Medium
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Comprehension
Section Reference 1: Tests

64) A sentence-completion test question is also called a(n) _____ question.

a) matching
b) multiple-choice
c) multiple response
d) fill-in-the-blank

Answer: d

Difficulty: Easy

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Knowledge
Section Reference 1: Tests

65) Why are sentence-completion test questions more difficult than true-false or multiple-choice questions?

a) They are typically more obvious and less complicated than true-false or multiple-choice items.
b) They demand recall of the needed information instead of simple recognition.
c) They typically contain the answer within the question stem, if only the person taking the test can find that hint.
d) They demand recognition of the needed information instead of simple recall.

Answer: b

Difficulty: Hard
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Analysis
Section Reference 1: Tests

66) When a teacher is writing an exam, what benefit does a sentence-completely question offer?

a) The same question can be re-used but different parts of the answer may be required.
b) They are typically the easiest type of question to grade.
c) They always come with a “bank” of words used to fill in the blanks,
d) They typically call for more recognition than recall for the person taking the test.

Answer: a

Difficulty: Medium
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Comprehension
Section Reference 1: Tests

67) Which of the following is a potential drawback for the use of sentence-completion test questions?

a) Several different words may correctly fill in the blank in the question.

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b) They are typically very time-consuming to grade.
c) Teachers are not able to ask graduate assistance to help with the grading of such items.
d) They call for recall rather than recognition on the part of the student.

Answer: a

Difficulty: Hard
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Evaluation
Section Reference 1: Tests

68) What is meant by the term “firstest with the mostest?”

a) Teachers reading essays can typically tell within the first two sentences if the student knows the information being requested in the question.
b) Restating the question at the start of an essay signals that you understand what is being asked.
c) An answer on an essay question should *always* utilize an introductory paragraph.
d) An essay response should begin with the strongest, most relevant ideas.

Answer: d

Difficulty: Hard
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Comprehension
Section Reference 1: Tests

69) Why is it important to put the strongest parts of your essay first rather than finishing with a bang?

a) Multiple graders read each essay, so you have to grab their attention from the start of your response.
b) Grader fatigue can cause the later part of the essay to receive less attention.
c) Most graders do not read past the first paragraph.
d) If your first few sentences do not jump out, the grader will assume you have nothing of value to say.

Answer: b

Difficulty: Medium

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Comprehension
Section Reference 1: Tests

70) Which statement is true regarding spelling in an essay, according to your textbook?

a) Spelling counts, even if a teacher says that it doesn't.
b) As long as you get your general point across, spelling is typically not that important.
c) The use of common abbreviations and "text-speak" is perfectly find, because teachers know you are under a time demand.
d) Most teachers just skim essays, so they won't catch most spelling errors.

Answer: a

Difficulty: Medium
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Comprehension
Section Reference 1: Tests

71) A sense of dread and foreboding that surrounds preparing for and taking an examination is called _____.

a) test anxiety
b) classroom jitters
c) analysis paralysis
d) college cooties

Answer: a

Difficulty: Easy
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Knowledge
Section Reference 1: Tests

72) Under which circumstance is Kaley most likely to experience test anxiety symptoms?

a) others finish the test much faster than she does
b) the test difficulty is unknown

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c) she has prepared well but doesn't know if she is truly ready
d) the stakes of a given exam are very high

Answer: d

Difficulty: Medium
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Application
Section Reference 1: Tests

73) On physical level, test anxiety involves overarousal of the _____ system.

a) nervous
b) endocrine
c) musculoskeletal
d) excretory

Answer: a

Difficulty: Medium
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Knowledge
Section Reference 1: Tests

74) The physical aspects of anxiety include all but which of the following symptoms?

a) muscle tension
b) "butterflies in the stomach"
c) rapid breathing
d) slowed heartbeat

Answer: d

Difficulty: Medium
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Knowledge
Section Reference 1: Tests

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75) Which choice is NOT one of the physical aspects of anxiety?

a) dryness in the mouth
b) seating, sometimes very heavy sweating
c) cool skin or “goosebumps”
d) rapid heartbeat

Answer: c

Difficulty: Medium
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Knowledge
Section Reference 1: Tests

76) Test anxiety is best thought of as a type of _____ anxiety.

a) prospective
b) retrospective
c) spectator
d) performance

Answer: d

Difficulty: Hard
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Comprehension
Section Reference 1: Tests

77) Which choice is NOT regarded as a suggestion for overcoming test anxiety?

a) studying all night before a test
b) diaphragmatic breathing
c) being well prepared
d) restricting catastrophic or irrational thoughts

Answer: a

Difficulty: Easy

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Application
Section Reference 1: Tests

78) The first step in restricting irrational thoughts is to

a) come up with rational alternative ways of thinking.
b) identify them.
c) ask others to point out when you make irrational statements.
d) substitute rational thoughts for catastrophic ones.

Answer: b

Difficulty: Medium
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Application
Section Reference 1: Tests

79) Why is it that the axiom "what goes up must come down" does not apply to matter of money for college students?

a) Most people are unable to pay back their college loans even over a long time.
b) The costs associated with being a college student keep rising but never fall.
c) It seems that applying for financial aid for college becomes a harder and harder process each year.
d) Even as textbooks and tuition prices drop, the cost of living for college students always rises.

Answer: b

Difficulty: Medium
Learning Objective 1: Describe ways in which psychology can help us avoid spending more money than we can afford.
Standard 1: Bloom's || Comprehension
Section Reference 1: Money

80) A person who has earned a(n) _____ degree appears to have the greatest earning potential over a long time period.

a) master's

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b) doctoral
c) professional
d) bachelor's

Answer: c

Difficulty: Hard
Learning Objective 1: Describe ways in which psychology can help us avoid spending more money than we can afford.
Standard 1: Bloom's || Knowledge
Section Reference 1: Money

81) Kim has earned a master's degree, and her brother Judah has graduated from high school without going to college. Over their lifetimes, Kim can expect to earn approximately _____ as much as Judah, when other factors are controlled.

a) double
b) triple
c) four times
d) six times

Answer: a

Difficulty: Hard
Learning Objective 1: Describe ways in which psychology can help us avoid spending more money than we can afford.
Standard 1: Bloom's || Application
Section Reference 1: Money

82) The first step in managing income and spending is to

a) get a job that earns a reasonable wage.
b) make a budget.
c) distinguish between what you *need* and what you *want*.
d) get a college degree.

Answer: b

Difficulty: Medium
Learning Objective 1: Describe ways in which psychology can help us avoid spending more money than we can afford.

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

Standard 1: Bloom's || Application
Section Reference 1: Money

83) Which is NOT one of the charts recommended by your textbook that can help track money?

a) a yearly budget for the “big picture”
b) a monthly budget that allots for specific expenses
c) a daily budget for immediate necessities
d) a record of actual expenses

Answer: c

Difficulty: Hard
Learning Objective 1: Describe ways in which psychology can help us avoid spending more money than we can afford.
Standard 1: Bloom's || Knowledge
Section Reference 1: Money

84) Once a list of total expenses is made, and a list of income opportunities is also generated, what is the next step in making a budget?

a) subtract income from expenses
b) subtract expenses from income
c) add income to expenses
d) multiple income by 1.2 (for tax) and then deduct expenses

Answer: b

Difficulty: Hard
Learning Objective 1: Describe ways in which psychology can help us avoid spending more money than we can afford.
Standard 1: Bloom's || Application
Section Reference 1: Money

85) If you have the feeling that your spending is out of control, there are several things you can do about it. They include all but WHICH of these suggestions?

a) Do something else
b) Avoid temptations
c) Look for free (or almost free) turn-ons
d) Stay away from your budget to avoid anxiety

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Answer: c

Difficulty: Easy
Learning Objective 1: Describe ways in which psychology can help us avoid spending more money than we can afford.
Standard 1: Bloom's || Application
Section Reference 1: Money

86) What do all of the following activities described in your textbook have in common – doing artwork, bicycling, beachcombing, creative writing, and people-watching?

a) They are all free, or nearly free.
b) They all reduce blood pressure.
c) None of them require any specific training.
d) They're all activities that require no skill or talent.

Answer: a

Difficulty: Medium
Learning Objective 1: Describe ways in which psychology can help us avoid spending more money than we can afford.
Standard 1: Bloom's || Comprehension
Section Reference 1: Money

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Question type: True-False

87) The SQ4R method of studying was developed at the University of Minnesota in 1978.

Answer: False

Difficulty: Medium
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Knowledge
Section Reference 1: Studying

88) In the SQ4R approach, the first step is to “skim” the chapter by doing a cursory read of the content.

Answer: False

Difficulty: Easy
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Knowledge
Section Reference 1: Studying

89) The Survey step of the SQ4R study approach helps you to avoid reading a chapter “cold.”

Answer: True

Difficulty: Medium
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Knowledge
Section Reference 1: Studying

90) The Q in the SQ4R method involves questioning your assignments or textbook.

Answer: True

Difficulty: Easy
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Knowledge
Section Reference 1: Studying

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

91) Questions that come at the start of the chapter are far more important for your retention than questions that come after the chapter.

Answer: False

Difficulty: Hard
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Knowledge
Section Reference 1: Studying

92) The four Rs in the SQ4R approach to studying include read, recite, reflect, and review.

Answer: True

Difficulty: Easy
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Knowledge
Section Reference 1: Studying

93) In the “recite” step of SQ4R reciting important information or concepts silently to yourself is just as effective as saying that same material out loud.

Answer: False

Difficulty: Medium
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Comprehension
Section Reference 1: Studying

94) Reflecting on information and relating it to one’s own experiences is an important part of effective studying.

Answer: True

Difficulty: Easy
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Comprehension

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

Section Reference 1: Studying

95) Research finds that taking notes actively in class actually interferes with learning, because it obstructs your ability to pay attention to the teacher or the presentation.

Answer: False

Difficulty: Medium
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Knowledge
Section Reference 1: Studying

96) Rewarding yourself for progress and achievements in studying is an important part of being an effective student.

Answer: True

Difficulty: Easy
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Knowledge
Section Reference 1: Studying

97) Managing time means making a schedule and sticking to it no matter what, without exceptions.

Answer: False

Difficulty: Easy
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Knowledge
Section Reference 1: Time

98) Most college students report that the majority of their time is spent socializing.

Answer: True

Difficulty: Medium

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Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Knowledge
Section Reference 1: Time

99) The average college student spends only about 3 hours a week on academic work outside of class time.

Answer: False

Difficulty: Medium
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Knowledge
Section Reference 1: Time

100) Most people learn better through spaced, or distributed, learning rather than through cramming or massed learning.

Answer: True

Difficulty: Easy
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Knowledge
Section Reference 1: Time

101) Setting up a schedule is one of the most important ways of managing your time.

Answer: True

Difficulty: Easy
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Knowledge
Section Reference 1: Time

102) When studying at home, a “do not disturb” sign on your door can be an effective way to reduce distractions.

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Answer: True

Difficulty: Easy
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Application
Section Reference 1: Time

103) Of those 18- to 24-years of age, the most time spent on social media is on Snapchat and Instagram.

Answer: False

Difficulty: Hard
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Knowledge
Section Reference 1: Time

104) Most of the time the “tip-of-the-tongue” phenomenon reflects overpreparation for a test.

Answer: False

Difficulty: Medium
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Comprehension
Section Reference 1: Tests

105) The single most important piece of advice you can be given about taking a test in a college class is that you are NOT a victim.

Answer: True

Difficulty: Hard
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Comprehension

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

Section Reference 1: Tests

106) Multiple-choice test questions require intricate recall of the information being examined.

Answer: False

Difficulty: Medium
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Knowledge
Section Reference 1: Tests

107) Multiple-choice test questions have the benefit of having high reliability between different graders.

Answer: True

Difficulty: Easy
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Evaluation
Section Reference 1: Tests

108) If you are taking a multiple-choice test and the right answer “pops” out at you, it is probably the correct one, especially if it is answer option A.

Answer: False

Difficulty: Hard
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Application
Section Reference 1: Tests

109) If you were to give a true-false test to a hamster and it was able to neatly make selections for each question, it would probably obtain a score of around 50%.

Answer: True

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

Difficulty: Easy
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Application
Section Reference 1: Tests

110) If a test employs a double negative in the stem, it is a good idea to approach the professor and ask her to decode what is being asked.

Answer: True

Difficulty: Hard
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Application
Section Reference 1: Tests

111) Sentence-completion test items are also called fill-in-the-blank questions.

Answer: True

Difficulty: Easy
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Knowledge
Section Reference 1: Tests

112) In a sentence-completion test, the use of the word “an” before the blank may be a hint that the correct answer begins with a vowel, while the word “a” hints that the correct answer begins with a consonant.

Answer: True

Difficulty: Medium
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Application
Section Reference 1: Tests

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

113) On essay exams, spelling, punctuation, and grammar are relatively unimportant as long as you communicate the correct information in your response.

Answer: False

Difficulty: Hard
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Application
Section Reference 1: Tests

114) Test anxiety is a form of performance anxiety.

Answer: True

Difficulty: Easy
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Knowledge
Section Reference 1: Tests

115) Managing money (or mismanaging it!) is a task that extends past college and will be with you throughout your life.

Answer: True

Difficulty: Easy
Learning Objective 1: Describe ways in which psychology can help us avoid spending more money than we can afford.
Standard 1: Bloom's || Knowledge
Section Reference 1: Money

116) The first step in managing your income is to figure out where you can trim expenses and live more within your own means.

Answer: False

Difficulty: Medium

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

Learning Objective 1: Describe ways in which psychology can help us avoid spending more money than we can afford.
Standard 1: Bloom's || Application
Section Reference 1: Money

117) An effective way to avoid the temptation to spend money is to avoid window shopping or browsing online retailers.

Answer: True

Difficulty: Easy
Learning Objective 1: Describe ways in which psychology can help us avoid spending more money than we can afford.
Standard 1: Bloom's || Application
Section Reference 1: Money

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

Question type: Essay

118) Discuss, in the correct order, the steps of the SQ4R method. Identify and describe each step.

Difficulty: Easy
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Knowledge
Section Reference 1: Studying

119) What is the purpose of the third R in the SQ4R approach? What are some ways that you can use this R to your own advantage?

Difficulty: Medium
Learning Objective 1: Describe the parts and usage of the SQ4R study method.
Standard 1: Bloom's || Application
Section Reference 1: Studying

120) Discuss several interventions you can use to improve your time management skills, being specific about how you would apply these approaches to your own life.

Difficulty: Medium
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Application
Section Reference 1: Time

121) Distractions may be one of the biggest impediments to one’s study time. What are some strategies you can utilize to reduce distractions when you are studying? What are the advantages and drawbacks of each strategy?

Difficulty: Hard
Learning Objective 1: Explain how to set up a schedule to meet your goals for studying, and how to handle the kinds of distractions that interfere with studying.
Standard 1: Bloom's || Application
Section Reference 1: Time

Psychology and the Challenges of Life Adjustment and Growth 14th edition Rathus Test Bank

122) Identify the strengths and weaknesses of the four types of test questions identified in the textbook.

Difficulty: Hard
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Evaluation
Section Reference 1: Tests

123) What are the essential aspects of writing a good essay on a college examination?

Difficulty: Easy
Learning Objective 1: Explain how to handle various kinds of test questions, and how we can cope with text anxiety.
Standard 1: Bloom's || Knowledge
Section Reference 1: Tests

124) Identify why college students may be more troubled by financial issues than other people, listing several reasons why this is the case.

Difficulty: Medium
Learning Objective 1: Describe ways in which psychology can help us avoid spending more money than we can afford.
Standard 1: Bloom's || Comprehension
Section Reference 1: Money

125) List and describe several interventions you can use to help curtail out-of-control spending habits.

Difficulty: Medium
Learning Objective 1: Describe ways in which psychology can help us avoid spending more money than we can afford.
Standard 1: Bloom's || Application
Section Reference 1: Money

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