Introduction to Psychology

Credit Hours: 3
Level: Lower

Published November 2017

The most current content guides are available at: www.excelsior.edu/contentguides
# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing for the Exam</td>
<td>1</td>
</tr>
<tr>
<td>Before You Choose This UEExcel Exam</td>
<td>1</td>
</tr>
<tr>
<td>Uses for the Examination</td>
<td>1</td>
</tr>
<tr>
<td>Examination Length and Scoring</td>
<td>1</td>
</tr>
<tr>
<td>UEExcel Exam Resources</td>
<td>1</td>
</tr>
<tr>
<td>Excelsior College Bookstore</td>
<td>1</td>
</tr>
<tr>
<td>UEExcel Practice Exams</td>
<td>1</td>
</tr>
<tr>
<td>Excelsior College Library</td>
<td>1</td>
</tr>
<tr>
<td>Online Tutoring</td>
<td>2</td>
</tr>
<tr>
<td>MyExcelsior Community</td>
<td>2</td>
</tr>
<tr>
<td>Preparing for UEExcel Exams</td>
<td>2</td>
</tr>
<tr>
<td>How Long Will It Take Me to Study?</td>
<td>2</td>
</tr>
<tr>
<td>Study Tips</td>
<td>2</td>
</tr>
<tr>
<td>Using UEExcel Practice Exams</td>
<td>2</td>
</tr>
<tr>
<td>About Test Preparation Services</td>
<td>3</td>
</tr>
<tr>
<td>Preparing for This Exam</td>
<td>3</td>
</tr>
<tr>
<td>Prior Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>Using the Content Outline</td>
<td>3</td>
</tr>
<tr>
<td>Using the Sample Questions and Rationales</td>
<td>3</td>
</tr>
<tr>
<td>Recommended Resources for the UEExcel Exam in Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Textbooks</td>
<td>4</td>
</tr>
<tr>
<td>Open Educational Resources</td>
<td>4</td>
</tr>
<tr>
<td>Reducing Textbook Costs</td>
<td>4</td>
</tr>
<tr>
<td>Practice Exam</td>
<td>4</td>
</tr>
<tr>
<td>Content Outline</td>
<td>5</td>
</tr>
<tr>
<td>General Description of the Examination</td>
<td>5</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>5</td>
</tr>
<tr>
<td>Content Outline</td>
<td>6</td>
</tr>
<tr>
<td>Sample Questions</td>
<td>13</td>
</tr>
<tr>
<td>Rationales</td>
<td>16</td>
</tr>
<tr>
<td>Taking the Exam</td>
<td>19</td>
</tr>
<tr>
<td>Registering for Your Exam</td>
<td>19</td>
</tr>
<tr>
<td>Register Online</td>
<td>19</td>
</tr>
<tr>
<td>Examination Administration</td>
<td>19</td>
</tr>
<tr>
<td>Computer-Delivered Testing</td>
<td>19</td>
</tr>
<tr>
<td>On the Day of Your Exam</td>
<td>19</td>
</tr>
<tr>
<td>Important Reminders</td>
<td>19</td>
</tr>
<tr>
<td>Academic Honesty Nondisclosure Statement</td>
<td>19</td>
</tr>
<tr>
<td>Information About UEExcel Exams for Colleges and Universities</td>
<td>20</td>
</tr>
<tr>
<td>Introduction to Psychology Exam Development Committee</td>
<td>20</td>
</tr>
</tbody>
</table>
Before You Choose This UExcel Exam

Uses for the Examination

- Excelsior College, the test developer, recommends granting three (3) semester hours of lower-level undergraduate credit to students who receive a letter grade of C or higher on this examination.

- Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing.

- Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score.

Exam-takers who have applied to Excelsior College should ask their academic advisor where this exam fits within their degree program.

Exam-takers not enrolled in an Excelsior College degree program should check with the institution from which they wish to receive credit to determine whether credit will be granted and/or to find out the minimum grade required for credit. Those who intend to enroll at Excelsior College should ask an admissions counselor where this exam fits within their intended degree program.

Examination Length and Scoring

The examination consists of approximately 120 questions, most of which are multiple choice; for samples of all the item types on this exam, see the sample items in the back of this guide. Some items are unscored, pretest items. The pretest items are embedded throughout the exam and are indistinguishable from the scored items. You will have two (2) hours to complete the examination. Your score will be reported as a letter grade.

UExcel Exam Resources

Excelsior College Bookstore

The Excelsior College Bookstore offers recommended textbooks and other resources to help you prepare for UExcel exams.

The bookstore is available online at: www.excelsior.edu/bookstore

UExcel Practice Exams

The official UExcel practice exams are highly recommended as part of your study plan. Once you register for your UExcel exam, you are eligible to purchase the corresponding practice exam, which can be taken using any computer with a supported Web browser. Each practice exam includes two forms that you may take within a 180-day period.

Excelsior College Library

Enrolled Excelsior College students can access millions of authoritative resources online through the Excelsior College Library. Created through our partnership with the Sheridan Libraries of The Johns Hopkins University, the library provides access to journal articles, books, websites, databases, reference services, and many other resources. Special library
pages relate to the nursing degree exams and other selected exams. To access it, visit www.excelsior.edu/library (login is required).

Our library provides:

- 24/7 availability
- The world’s most current authoritative resources
- Help and support from staff librarians

**Online Tutoring**

Excelsior College offers online tutoring through SMARTTHINKING™ to connect with tutors who have been trained in a variety of academic subjects. To access SMARTTHINKING, go to www.excelsior.edu/smartthinking. Once there, you may download a copy of the SMARTTHINKING Student Handbook as a PDF.

**MyExcelsior Community**

MyExcelsior Community enables Excelsior College students and alumni to interact with their peers online. As members, students can participate in real-time chat groups, join online study groups, buy and sell used textbooks, and share Internet resources. **Enrolled students have automatic access from their MyExcelsior page.** Visit www.excelsior.edu/myexcelsiorcommunity.

**Preparing for UExcel Exams**

**How Long Will It Take Me to Study?**

A UExcel exam enables you to show that you've learned material comparable to one or more 15-week college-level courses. As an independent learner, you should study and review as much as you would for a college course. For a 3-credit course in a subject they don’t know, most students would be expected to study nine hours per week for 15 weeks, for a total of 135 hours.

**Study Tips**

Become an active user of the resource materials. Aim for understanding rather than memorization. The more active you are when you study, the more likely you will be to retain, understand, and apply the information.

The following techniques are generally considered to be active learning:

- **preview or survey** each chapter
- **highlight or underline text** you believe is important
- **write questions or comments** in the margins
- **practice re-stating content** in your own words
- **relate what you are reading** to the chapter title, section headings, and other organizing elements of the textbook
- **find ways to engage** your eyes, your ears, and your muscles, as well as your brain, in your studies
- **study with a partner or a small group** (if you are an enrolled student, search for partners on MyExcelsior Community)
- **prepare your review notes** as flashcards or create recordings that you can use while commuting or exercising

When you feel confident that you understand a content area, review what you have learned. Take a second look at the material to evaluate your understanding. If you have a study partner, the two of you can review by explaining the content to each other or writing test questions for each other to answer. Review questions from textbook chapters may be helpful for partner or individual study, as well.

**Using UExcel Practice Exams**

We recommend taking the first form of the practice exam when you begin studying, to see how much you already know. After taking the first practice exam, check your performance on each question and find out why your answer was right or wrong. This feedback will help you improve your knowledge of the subject and identify areas of weakness that you should address before taking the exam. Take the second form of the practice exam after you have finished studying. Analyze your results to identify the areas that you still need to review.

Although there is no guarantee, our research suggests that students who do well on the practice exams are more likely to pass the actual exam than those who do not do well (or do not take advantage of this opportunity).
About Test Preparation Services
Preparation for UExcel® exams and Excelsior College®
Examinations, though based on independent study, is
supported by Excelsior College with a comprehensive
set of exam learning resources and services designed
to help you succeed. These learning resources are
prepared by Excelsior College so you can be assured
that they are current and cover the content you are
expected to master for the exams. These resources,
and your desire to learn, are usually all that you will
need to succeed.

There are test-preparation companies that will offer to
help you study for our examinations. Some may imply a
relationship with Excelsior College and/or make claims
that their products and services are all that you need
to prepare for our examinations.

Excelsior College is not affiliated with any test
preparation firm and does not endorse the products
or services of these companies. No test preparation
vendor is authorized to provide admissions counseling
or academic advising services, or to collect any
payments, on behalf of Excelsior College. Excelsior
College does not send authorized representatives
to a student’s home nor does it review the materials
provided by test preparation companies for content or
compatibility with Excelsior College examinations.

To help you become a well-informed consumer,
we suggest that before you make any purchase
decision regarding study materials provided
by organizations other than Excelsior College,
you consider the points outlined on our
website at www.excelsior.edu/testprep.

Preparing for This Exam

Prior Knowledge
No prior knowledge or understanding of psychology is
assumed.

Using the Content Outline
Each content area in the outline includes (1) the
recommended minimum hours of study to devote to
that content area and (2) the most important sections
of the recommended resources for that area. These
annotations are not intended to be comprehensive.
You may need to refer to other chapters in the
recommended textbooks. Chapter numbers and titles
may differ in other editions.

This content outline contains examples of the types of
information you should study. Although these examples
are numerous, do not assume that everything on the
exam will come from these examples. Conversely,
do not expect that every detail you study will appear
on the exam. Any exam is only a broad sample of all
the questions that could be asked about the subject
matter.

Using the Sample Questions
and Rationales
Each content guide provides sample questions to
illustrate those typically found on the exam. These
questions are intended to give you an idea of the level
of knowledge expected and the way questions are
typically phrased. The sample questions do not sample
the entire content of the exam and are not intended to
serve as an entire practice test.
**Recommended Resources for the UExcel Exam in Introduction to Psychology**

The study materials listed below are recommended by Excelsior College as the most appropriate resources to help you study for the examination. For information on ordering from the Excelsior College Bookstore, see page 1 of this guide. You may also find resource materials in college libraries. Public libraries may have some of the textbooks or may be able to obtain them through an interlibrary loan program.

You should allow sufficient time to obtain resources and to study before taking the exam.

**Textbooks**

This textbook was used by the examination development committee to verify all questions on the exam.


This text may be purchased from the Excelsior College Bookstore.

**Open Educational Resources**

The Saylor Foundation provides free, high quality courses through online, self-paced, free learning resources.

Saylor Foundation: Introduction to Psychology  
http://www.saylor.org/courses/psych101/

Many colleges and universities have free versions of their courses available through iTunes U.

Psychology, HACC  

**Reducing Textbook Costs**

Many students know it is less expensive to buy a used textbook, and buying a previous edition is also an option. The Excelsior College bookstore includes a buyback feature and a used book marketplace, as well as the ability to rent digital versions of textbooks for as long as students need them. Students are encouraged to explore these and the many other opportunities available online to help defray textbook costs.

**Practice Exam**

Practice Exam is available after you register for this exam.
Content Outline

General Description of the Examination

The UExcel Introduction to Psychology examination is based on material typically taught in a one-semester, three-credit, introductory course in psychology.

The examination measures knowledge and understanding of the theories and principles of general psychology, including biological influences on behavior, sensation and perception, consciousness, learning and memory, motivation and emotion, cognition and intelligence, human development, personality, psychological disorders and therapy, and social psychology, and the ability to apply this information to everyday life examples.

No prior knowledge of psychology is required before beginning study for this exam.

Learning Outcomes

After you have successfully worked your way through the recommended study materials, you should be able to demonstrate the following learning outcomes:

1. Demonstrate an understanding of the history, methods, and specialized fields of psychology.
2. Demonstrate an understanding of the structure and functions of the nervous system.
3. Describe the processes of sensation and perception.
4. Demonstrate an understanding of the various states of consciousness.
5. Describe the processes of classical conditioning, operant conditioning, and memory.
7. Describe various forms of cognition and theories of intelligence.
8. Describe the various theoretical perspectives on social, moral, and cognitive development from infancy to old age.
9. Describe the various approaches to the study of personality.
10. Describe the major psychological disorders and approaches to treatment.
11. Demonstrate an understanding of social influences on the individual.
Content Outline

The content outline describes the various areas of the test, similar to the way a syllabus outlines a course. To fully prepare requires self-direction and discipline. Study involves careful reading, reflection, and systematic review.

The major content areas on the Introduction to Psychology examination, the percent of the examination, and the hours to devote to each content area are listed below.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Percent of the Examination</th>
<th>Hours of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. The Science of Psychology</td>
<td>10%</td>
<td>14</td>
</tr>
<tr>
<td>II. Biological Influences on Behavior</td>
<td>8%</td>
<td>11</td>
</tr>
<tr>
<td>III. Sensation and Perception</td>
<td>5%</td>
<td>7</td>
</tr>
<tr>
<td>IV. Consciousness</td>
<td>5%</td>
<td>7</td>
</tr>
<tr>
<td>V. Learning and Memory</td>
<td>14%</td>
<td>19</td>
</tr>
<tr>
<td>VI. Motivation and Emotion</td>
<td>8%</td>
<td>11</td>
</tr>
<tr>
<td>VII. Cognition and Intelligence</td>
<td>8%</td>
<td>11</td>
</tr>
<tr>
<td>VIII. Human Development</td>
<td>8%</td>
<td>11</td>
</tr>
<tr>
<td>IX. Personality</td>
<td>8%</td>
<td>11</td>
</tr>
<tr>
<td>X. Psychological Disorders and Therapy</td>
<td>16%</td>
<td>22</td>
</tr>
<tr>
<td>XI. Social Psychology</td>
<td>10%</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Occasionally, examples will be listed for a content topic to help clarify that topic. However, the content of the examination is not limited to the specific examples given.

I. The Science of Psychology

10 PERCENT OF EXAM  | 14 HOURS OF STUDY

Wade, et al.

Ch. 1, What is Psychology?

Ch. 2, How Psychologists Do Research

A. Definition and goals of psychology (for example: explain, predict, understand behavior)

B. History of psychology

1. Wundt and structuralism
2. James and functionalism
3. Gestalt psychology
4. Pavlov and classical conditioning
5. Watson, Skinner, and behaviorism
6. Freud and the psychodynamic perspective
7. Humanistic psychology
8. Biological perspective
9. Evolutionary psychology
10. Cognitive perspective
11. Sociocultural perspective
C. Research methods
1. Case study
2. Naturalistic observation
3. Correlational research
4. Survey research
5. Experiment
6. Tests

D. Statistical methods
1. Descriptive
   a. Measures of central tendency
   b. Variability
2. Inferential
   a. Null hypothesis
   b. Alternative hypothesis
   c. Statistical significance

E. Psychological specialties (for example: clinical, psychometrician, basic vs. applied)

II. Biological Influences on Behavior

Wade, et al.
Ch. 3, Genes, Evolution, and Environment
Ch. 4, The Brain and Nervous System

A. Genes, evolution, and environment
1. Genetic influences
   a. Genes and heritability
      1) Individual differences
      2) Group differences
   b. DNA
   c. Genome
2. Evolution
   a. Charles Darwin
   b. Natural selection
   c. Instincts/mental modules
   d. Universal traits (for example: language)
   e. Courtship and mating
3. Environmental influences

B. Nervous system
1. Neurons
   a. Components of the neuron
   b. Synapse
   c. Neural impulse
2. Neurotransmitters
3. Endorphins
4. Central nervous system
   a. Brain
      1) Research methods (for example: EEG, MRI, split-brain, etc.)
      2) Hemispheres
      3) Parts of the brain
         a. Cortex
         b. Medulla
         c. Corpus callosum
         d. Pons
         e. Reticular formation
         f. Cerebellum
         g. Limbic system
            i. Thalamus
            ii. Hypothalamus
            iii. Hippocampus
            iv. Amygdala
   b. Spinal cord

5. Peripheral nervous system
   a. Somatic nervous system
   b. Autonomic nervous system
      1) Sympathetic division
      2) Parasympathetic division

C. Hormones
1. Melatonin
2. Oxytocin
3. Adrenal hormones
4. Sex hormones

III. Sensation and Perception

Wade, et al.
Ch 6, Sensation and Perception

A. Psychophysics and thresholds
B. Sensory adaptation
C. Vision
   1. The visual stimulus
   2. The eye (structure, function)
   3. Color vision
D. Hearing
   1. The auditory stimulus
   2. The ear (structure, function)
E. Taste
F. Smell
G. Skin senses
   1. Touch and temperature
   2. Pain
H. Basic perceptual phenomena
   1. Patterns
   2. Constancies
   3. Depth perception
   4. Gestalt principles of organization (for example: figure-ground, proximity, closure, similarity, continuity)
   5. Illusions
I. Influences on perception (psychological, cultural)
J. Subliminal perception
K. Extrasensory perception (ESP)

IV. Consciousness

Wade, et al.
Ch. 5, Body Rhythms and Mental States

A. Biological rhythms (circadian, long-term)
B. Sleep
   1. Stages of sleep
   2. REM sleep and dreaming
   3. Functions of sleep
   4. Sleep disorders
C. Hypnosis
   1. Hypnotic phenomena
   2. Theories of hypnosis
D. Psychoactive drugs
   1. Physiology of drug effects
   2. Psychology of drug effects
   3. Classes of drugs (for example: stimulants, depressants, opiates, psychedelics)

V. Learning and Memory

Wade, et al.
Ch. 7, Learning and Conditioning
Ch. 10, Memory

A. Learning
   1. Classical conditioning
      a. Unconditioned stimulus
      b. Unconditioned response
      c. Conditioned stimulus
      d. Conditioned response
   2. Operant conditioning
      a. Reinforcement
         1) Positive reinforcement
         2) Negative reinforcement
3) Primary reinforcement
4) Secondary reinforcement
b. Punishment
   1) Positive punishment
   2) Negative punishment
   3) Consequences
c. Schedules of reinforcement
   1) Continuous
   2) Intermittent

3. Generalization
4. Discrimination
5. Extinction
6. Spontaneous recovery
7. Behavior modification
8. Observational learning

B. Memory
1. Memory as a reconstructive process
   a. Eyewitness testimony
   b. Flashbulb memories
   c. Confabulation
2. Stages of Memory
   a. Sensory
   b. Short-term
   c. Long-term
3. Memory Aids
   a. Encoding
   b. Rehearsal
   c. Mnemonic devices
4. Forgetting
   a. Decay
   b. Replacement
   c. Interference
   d. Repression
   e. Cue dependent

VI. Motivation and Emotion

8 percent of exam | 11 hours of study

Wade, et al.
Ch. 11, Emotion, Stress, and Health
Ch. 12, Motivation

A. Specific motives
1. Hunger
   a. Genetics and set-point
   b. Influences of culture and gender
   c. Eating disorders (for example: anorexia nervosa, bulimia)
   d. Obesity
2. Love and sex
   a. Attachment
   b. Biological influences
   c. Psychological influences
3. Achievement
   a. Approach/avoidance
   b. Self-efficacy

B. Maslow and the hierarchy of needs

C. Emotion
1. Physiology
   a. Face
   b. Brain
   c. Role of hormones
   d. Deception and the polygraph
2. Cultural influences
   a. Display rules
   b. Body language
VII. Cognition and Intelligence

A. Cognition
1. Elements of cognition (for example: concept, prototype, schema)
2. Thinking and consciousness (for example: subconscious and nonconscious thinking, mindlessness)
3. Types of reasoning
   a. Algorithmic
   b. Deductive
   c. Inductive
   d. Heuristic
   e. Dialectical
4. Cognitive biases
   a. Affect heuristic
   b. Availability heuristic
   c. Avoiding loss
   d. Fairness bias
   e. Hindsight bias
   f. Confirmation bias
   g. Mental sets
5. Cognitive dissonance

B. Intelligence
1. History of measurement
2. IQ testing
3. Cultural influences and stereotype threat
4. Cognitive approaches
   a. Triarchic theory
   b. Metacognition
   c. Emotional intelligence
5. Animal intelligence

C. Creativity

VIII. Human Development

A. Theoretical perspectives
1. Piaget’s stages of cognitive development
   a. Sensorimotor stage
   b. Preoperational stage
   c. Concrete operations stage
   d. Formal operations stage
2. Current views of cognitive development
3. Vygotsky’s theory of sociocultural influences
4. Erikson’s stages of development
5. Kohlberg’s theory of moral development

B. Early development
1. Prenatal
2. Infancy
   a. Attachment

C. Cognitive development
1. Language

D. Influences on gender development
1. Biological
2. Cognitive
3. Learning

E. Adolescence

F. Adulthood

G. Old age
IX. Personality

Wade, et al.
Ch. 14, Theories of Personality

A. Psychodynamic approaches
   1. Id, ego, and superego
   2. Defense mechanisms
   3. Psychosexual stages
   4. Jungian theory
   5. Object-relations

B. Humanistic approaches

C. Genetic approaches (for example: temperament)

D. Environmental influences
   1. Social learning
      a. Parents
      b. Peers
   2. Cultural influences

E. Modern perspective/trait approach
   1. Factor analysis
   2. The Big Five
      a. Openness
      b. Conscientiousness
      c. Extroversion
      d. Agreeableness
      e. Neuroticism

X. Psychological Disorders and Therapies

Wade, et al.
Ch. 11, Emotion, Stress, and Health
Ch. 15, Psychological Disorders
Ch. 16, Approaches to Treatment and Therapy

A. Stress
   1. Physiology
   2. Optimism and pessimism
   3. Control
   4. Coping methods

B. Abnormal behavior
   1. Definition and diagnosis
   2. DSM-IV-TR
   3. Projective testing
   4. Objective tests

C. Disorders
   1. Anxiety disorders (for example: generalized anxiety disorder, post-traumatic stress disorder, panic disorder, phobias, obsessive compulsive disorder)
   2. Mood disorders
      a. Major depression and its causes
      b. Bipolar disorders
   3. Personality disorders (for example: antisocial, narcissistic, borderline, paranoid)
   4. Drug abuse and addiction (biological and cultural influences)
   5. Dissociative identity disorder
   6. Schizophrenia (symptoms, origins)

D. Approaches to therapy
   1. Biological treatments (for example: drug therapy, psychosurgery, electroconvulsive shock therapy)
   2. Psychotherapy
      a. Psychodynamic therapy
      b. Behavior therapy
c. Cognitive therapy
d. Humanistic and existential therapy
e. Family and couples therapy

XI. Social Psychology

10 PERCENT OF EXAM | 14 HOURS OF STUDY

Wade, et al.
Ch. 8, Behavior in Social and Cultural Context

A. Social roles
   1. Milgram’s obedience study
   2. Zimbardo’s prison study
   3. Why people obey

B. Social cognition
   1. Attributions
      a. Attribution theory
      b. Fundamental attribution error
      c. Self-serving bias
      d. Just-world hypothesis
   2. Attitudes and attitude change

C. Group behavior
   1. Asch’s study on conformity
   2. Groupthink
   3. Diffusion of responsibility
   4. Altruism

D. Social identities
   1. Acculturation
   2. Ethnocentrism
   3. Stereotypes
   4. Prejudice
      a. Measuring prejudice
      b. Implicit vs. explicit prejudice
      c. Reducing prejudice
Sample Questions

The sample questions give you an idea of the level of knowledge expected in the exam and how questions are typically phrased. They are not representative of the entire content of the exam and are not intended to serve as a practice test.

Rationales for the questions can be found on pages 16–18 of this guide. In that section, the correct answer is identified and each answer is explained. The number in parentheses at the beginning of each rationale refers to the corresponding section of the content outline. For any questions you answer incorrectly, return to that section of the content outline for further study.

1. Which topic would a cognitive psychologist examine?
   1) how a peer group affects motivation to study for a test
   2) thought processes used to understand an unfamiliar word
   3) how boys and girls differ in the way in which they form relationships
   4) whether the ability to remember large amounts of information is a genetically inherited trait

2. A psychologist is interested in studying how a person’s family and heritage influence her opinions about people of different races. What best represents this psychologist’s approach to examining human behavior?
   1) biological
   2) cognitive
   3) psychodynamic
   4) sociocultural

3. What helps regulate daily biological rhythms?
   1) cortisol
   2) melatonin
   3) epinephrine
   4) progesterone

4. A scientist is studying the genetic basis of people’s heights in two groups of people. One group comes from an affluent country (A), the other from an impoverished country (I). After observing that individuals from Country A are taller than their counterparts in Country I, the scientist concludes that the Country A group must have inherited genes that make its people taller. What should the scientist have considered before drawing this conclusion?
   1) Heritability estimates apply to individuals.
   2) Heritability estimates do not apply to individuals.
   3) Heritability estimates apply to variation across different groups.
   4) Heritability can be applied to groups living in different environments.

5. What is the smallest amount of energy that a person can perceive reliably?
   1) signal-detection
   2) absolute threshold
   3) sensory deprivation
   4) difference threshold
6. Which branch of psychology studies extrasensory perception?
   1) biopsychology
   2) geropsychology
   3) neuropsychology
   4) parapsychology

7. A trusting person volunteers to be hypnotized at a show, having done it multiple times before. While apparently under hypnosis, the person tells vivid stories of long-forgotten memories. When asked to tell a story that would embarrass a loved one in the audience, however, the person refuses. What is the best reason someone should be skeptical that this person is actually hypnotized?
   1) Because the person has a trusting personality, the person would not have been susceptible to hypnosis.
   2) The person would not have refused to tell the embarrassing story because hypnotized people will do things against their will.
   3) The person would not have been susceptible to hypnosis because hypnotic attempts are ineffective after a couple of successes.
   4) The person would not have been able to report forgotten experiences because hypnosis does not increase the accuracy of memory.

8. Which term describes the process in which a neutral stimulus becomes a conditioned stimulus by being paired with an already established conditioned stimulus?
   1) extinction
   2) discrimination
   3) stimulus generalization
   4) higher-order conditioning

9. Which is true about emotions?
   1) When a person is under stress, the person’s pupils decrease in size.
   2) The patterns of brain activity are the same for all basic emotions.
   3) During emotional times, a person’s body prepares for a quick response.
   4) Intense emotions trigger the parasympathetic division of the autonomic nervous system.

10. What constellation of symptoms are people with bulimia most likely to exhibit?
    1) abusing steroids and lifting weights
    2) binge eating and the use of laxatives
    3) sedentary lifestyle and a lack of willpower
    4) eating too little and becoming dangerously thin

11. Which behavior has been interpreted as evidence for animal intelligence rather than conditioning?
    1) An animal avoids places where it has received a foot shock.
    2) An animal stops a blind person from crossing a street when a car is coming.
    3) An animal deceives another animal to get sole access to food that is available.
    4) An animal gains a reward for pushing a button with a circle, but not with an oval.

12. People tend to believe incorrectly that there are more words that begin with the letter k than there are words that have k as the third letter. This error in judgment is most likely the result of what?
    1) fairness bias
    2) hindsight bias
    3) affect heuristic
    4) availability heuristic

13. At the beginning of which week of gestation does an embryo become a fetus?
    1) fourth
    2) ninth
    3) sixteenth
    4) twenty-fourth
14. Which best represents a current view of cognitive development?
1) Preschoolers are more egocentric than Piaget thought.
2) Children understand less than Piaget gave them credit for.
3) Cognitive development is not affected by a child's culture.
4) Cognitive abilities develop in continuous, overlapping waves.

15. Which dimension of personality encompasses the effort a person gives to being dependable and organized?
1) agreeableness
2) conscientiousness
3) neuroticism
4) openness

16. Which scenario best illustrates object-relations theory?
1) A man represses his feminine side, leading to several mental health problems.
2) A child breaks several toys out of anger after being ridiculed by a parent for crying in public.
3) A young child is encouraged to be independent and separate from her parents, so she will develop her own identity.
4) A 10-year-old child, upset about his parents’ divorce, begins to suck his thumb and play with his 3-year-old sibling's toys.

17. A person who demonstrates impulsive, reckless behavior and a lack of guilt or empathy would be diagnosed with which personality disorder?
1) paranoid personality disorder
2) antisocial personality disorder
3) passive-aggressive personality disorder
4) obsessive-compulsive personality disorder

18. Which disorder is characterized by persistent, disturbing thoughts accompanied by uncontrollable behaviors?
1) agoraphobia
2) social phobia
3) panic disorder
4) obsessive-compulsive disorder

19. A baseball fan watches a player strike out. The fan then explains this failure to herself by concluding that the batter's hitting skills are poor. This is an example of which phenomenon?
1) familiarity effect
2) self-serving bias
3) self-fulfilling prophecy
4) fundamental attribution error

20. Which condition is most likely to result in altruism?
1) There are no allies present.
2) The cost of behavior is high.
3) Dissenting behavior is likely to be rewarded.
4) A person has not yet taken the initial step of getting involved.
Rationales

1.(I.B.10)
1) This is what a social psychologist might study.
*2) This is what a cognitive psychologist might study.
3) This is what a developmental psychologist might study.
4) This is what a biologically oriented psychologist might study.

2.(I.B.11)
1) See 4).
2) See 4).
3) See 4).
*4) Interest in how a person’s social environment affects their behavior is best explained by the sociocultural perspective.

3.(II.C)
1) This is a stress hormone.
*2) Melatonin is associated with regulating biological rhythms.
3) This is a stress hormone.
4) This is a sex hormone.

4.(II.A.1a)
1) Heritability estimates do not apply to individuals; they apply to groups.
*2) This is correct and what the scientist should have considered.
3) Heritability estimates apply to variation among members of the same group.
4) Heritability can be applied to groups living in the same environment.

5.(III.A)
1) This refers to a psychophysical theory that divides the detection of a sensory signal into a sensory process and a decision process.
*2) This refers to the smallest amount of energy that a person can detect reliably.
3) This refers to the absence of normal levels of sensory stimulation.
4) This refers to the smallest difference in stimulation that can be reliably detected when two stimuli are compared.

6.(III.K)
1) See 4).
2) See 4).
3) See 4).
*4) Parapsychology refers to the study of paranormal phenomena such as extrasensory perception, psychokinesis, and hauntings.

7.(IV.C.1)
1) Personality traits are unrelated to hypnotic susceptibility.
2) Hypnosis cannot make people do things against their will.
3) Hypnotic attempts continue to be effective after initial successes.
*4) There is no evidence to suggest that hypnosis can increase the accuracy of memory.
8. (V.A.1) 
1) See 4).
2) See 4).
3) See 4).
*4) Higher-order conditioning occurs when a neutral stimulus, such as a flash of bright light, is paired with an already established conditioned stimulus, such as a food dish.

9. (VI.C.1) 
1) When a person is under stress, the pupils dilate, or increase in size.
2) Each emotion is associated with different patterns of brain activity.
*3) The body prepares itself for a quick response to danger or threat.
4) Intense emotions trigger the sympathetic division, not the parasympathetic division.

10. (VI.A.1c) 
1) These are symptoms accompanying body image distortion in men.
*2) These are the symptoms of bulimia.
3) These are behaviors associated with obesity.
4) These are the symptoms of anorexia.

11. (VII.B.5) 
1) This is an example of classical conditioning.
2) This learning is due to training and operant conditioning.
*3) Deception is thought to rely on a theory of mind.
4) This is an example of discrimination in operant conditioning.

12. (VII.A) 
1) This is the tendency to assume that everything people do is fair.
2) This is the tendency to overestimate one’s ability to have predicted an event once the outcome is known.
3) This is a tendency to consult one’s emotions instead of estimating probabilities objectively.
*4) It is much easier to recall words that begin with k than words that have k as the third letter. Thus words in the former category are more “available.”

13. (VIII.B.1) 
1) See 2).
*2) After eight weeks the embryo becomes a fetus.
3) See 2).
4) See 2).

14. (VIII.A.2) 
1) Preschoolers are less egocentric than Piaget had thought.
2) Children understand more than Piaget gave them credit for.
3) Cognitive development is affected by a child’s culture.
*4) This is a current view of cognitive development.

15. (IX.E.2) 
1) See 2).
*2) Conscientiousness has to do with being thoughtful and responsible.
3) See 2).
4) See 2).

16. (IX.A.5) 
1) This corresponds to Jung’s anima/animus archetypes.
2) This describes displacement.
*3) This describes object-relations theory.
4) This describes regression.

*correct answer
17.(X.C.3)  
1) This refers to unreasonable, excessive mistrust of others.  
2) These traits correspond to antisocial personality disorder.  
3) This refers to passive resistance to instructions or requests.  
4) This refers to obsessive thoughts and related compulsions.

18.(X.C.1)  
1) This refers to a fear of being in large places such as shopping malls.  
2) This is a fear of being scrutinized.  
3) This refers to intense physiological reactions in the absence of an emergency.  
4) This is a disorder characterized by persistent thoughts along with irresistible behaviors.

19.(XI.B.1)  
1) This is the tendency to have positive attitudes toward things that are familiar.  
2) This is the tendency to take credit for one’s good actions and rationalize one’s mistakes.  
3) This is the tendency for a person to act in a way that brings about an expectation.  
4) This is the tendency to overestimate personality factors and underestimate the influence of the situation in explaining other people’s behavior.

20.(XI.C.4)  
1) Altruism is more likely when allies are present.  
2) The higher the cost of altruism, the less likely one is to behave altruistically.  
3) A situation that rewards dissent gives rise to altruism.  
4) The likelihood of altruism increases once a person has taken the initial step of getting involved.
Registering for Your Exam

Register Online

www.excelsior.edu/examregistration
Follow the instructions and pay by Visa, MasterCard, American Express, or Discover Card.

Examination Administration

Pearson Testing Centers serve as the administrator for all Excelsior College computer-delivered exams. The Disability Services office at Excelsior College is responsible for considering requests for reasonable accommodations (exceptions for individual students with documented disabilities). If you are requesting an accommodation due to a disability, download and complete a Request for Accommodation form that can be accessed by visiting the Excelsior College website at www.excelsior.edu/disability-services.

Computer-Delivered Testing

You will take the exam by computer, entering your answers using either the keyboard or the mouse. The system is designed to be as user-friendly as possible, even for those with little or no computer experience. On-screen instructions are similar to those you would see in a paper examination booklet.

We strongly encourage you to use the online tutorial before taking your exam at a Pearson Testing Center. To access the tutorial, go to www.pearsonvue.com/uexcel and click on the Pearson VUE Tutorial link on the right hand side of the page.

On the Day of Your Exam

Important Reminders

On the day of your exam, remember to:

• dress comfortably: the computer will not mind that you’re wearing your favorite relaxation outfit

• arrive at the test site rested and prepared to concentrate for an extended period

• allow sufficient time to travel, park, and locate the test center

• be prepared for possible variations in temperature at the test center due to weather changes or energy conservation measures

• bring your ID, but otherwise, don’t weigh yourself down with belongings that will have to be kept in a locker during the test.

Academic Honesty Nondisclosure Statement

• All test takers must agree to the terms of the Excelsior College Academic Honesty Policy before taking an examination. The agreement will be presented on screen at the Pearson VUE Testing Center before the start of your exam.

• Once the test taker agrees to the terms of the Academic Honesty Nondisclosure Statement, the exam will begin.

If you choose not to accept the terms of the agreement

• your exam will be terminated

• you will be required to leave the testing center
• you will not be eligible for a refund. For more information, review the Student Policy Handbook at www.excelsior.edu/studentpolicyhandbook.

Student behavior is monitored during and after the exam. Electronic measures are used to monitor the security of test items and scan for illegal use of intellectual property. This monitoring includes surveillance of Internet chat rooms, websites, and other public forums.

Information About UExcel Exams for Colleges and Universities

A committee of teaching faculty and practicing professionals determines the learning outcomes to be tested on each exam. Excelsior College Center for Educational Measurement staff oversee the technical aspects of test construction in accordance with current professional standards. To promote fairness in testing, we take special care to ensure that the language used in the exams and related materials is consistent, professional, and user friendly. Editorial staff perform systematic quantitative and qualitative reviews to ensure accuracy, clarity, and compliance with conventions of bias-free language usage.

Excelsior College, the test developer, recommends granting three (3) semester hours of lower-level undergraduate credit to students who receive a letter grade of C or higher on this examination.

Introduction to Psychology
Exam Development Committee

Linda Bastone, PhD (Graduate School and University Center, City University of New York, 1992)  
Associate Professor of Psychology, SUNY Purchase

Reneé Bator, PhD (Arizona State University, 1997)  
Associate Professor of Psychology, SUNY Plattsburgh

T.L. Brink, PhD (University of Chicago, 1978)  
Professor of Psychology, Crafton State College

Wind Goodfriend, PhD (Purdue University, 2004)  
Assistant Professor of Psychology, Buena Vista University

William B. Tierney, PhD (Graduate School and University Center, City University of New York, 1992)  
Test Development Program Manager/Psychometric Liaison, Excelsior College