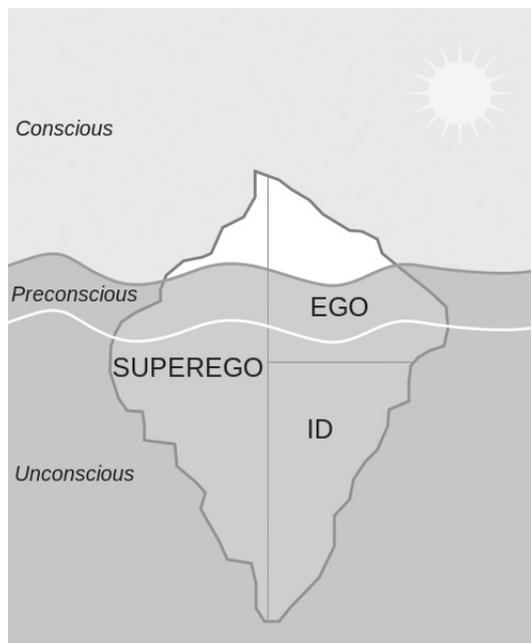


Answer Key

Identity and Personality

- 1. B**—The absence of distress when the caregiver leaves and ignoring of the caregiver upon return are signs of anxious-avoidant attachment. On the other hand, with the anxious-ambivalent pattern, there is distress even before separation, and the child is clingy and difficult to comfort on the caregiver's return.
- 2. A**—According to Piaget, the development of object permanence is one of the most important accomplishments of the sensorimotor stage. Object permanence is a child's understanding that objects continue to exist even though he or she cannot see or hear them. Peek-a-boo is a good test for that. By the end of the sensorimotor period, children develop a permanent sense of self and object.
- 3. C**—Babinski sign is also known as the plantar reflex. The Moro reflex is also sometimes referred to as the startle reaction. In the Moro reflex, the legs and head extend while the arms jerk up and out with the palms up and thumbs flexed. The rooting reflex assists in the act of breastfeeding. A newborn infant will turn its head toward anything that strokes its cheek or mouth, searching for the object by moving its head in steadily decreasing arcs until the object is found. The Galant reflex, also known as Galant's infantile reflex, is present at birth and fades between the ages of four to six months. When the skin along the side of an infant's back is stroked, the infant will swing towards the side that was stroked.
- 4. C**—According to Erikson the conflict in late adulthood is between generativity and stagnation. The existential question is "Can I make my life count?" During middle age the primary developmental task is one of contributing to society and helping to guide future generations. When a person makes a contribution during this period, perhaps by raising a family or working toward the betterment of society, a sense of generativity, in other words, a sense of productivity and accomplishment, results. In contrast, a person who is self-centered and unable or unwilling to help society move forward develops a feeling of stagnation according to Erikson.
- 5. B**—Kohlberg's stages of moral development are based on the assumption that humans are inherently communicative, capable of reason, and possess a desire to understand others and the world around them. Especially to reach the stages of post-conventional morality depends on formal reasoning. For such abstract reasoning to represent post-hoc rationalization would pose a direct challenge to Kohlberg's theories. Piaget would be a pretty decent second best answer for this question, but in Piaget's theory the development of moral principles is seen more as an inductive rational process through peer-peer interaction and observation. It has rationalist, universalist elements, but Piaget's theory is more compatible with intuitive modes of reasoning than Kohlberg's model.
- 6. C**—A critical period is a maturational stage in the lifespan of an organism during which the nervous system is especially sensitive to certain environmental stimuli. If, for some reason, the organism does not receive the appropriate stimulus during this "critical period" to learn a given skill or trait, it may be difficult, ultimately less successful, or even impossible, to develop some functions later in life. Functions that are indispensable to an organism's survival, such as vision, are particularly likely to develop during critical periods.
- 7. D**—Reaction formation is a defense mechanism in which emotions and impulses which are anxiety-producing or perceived to be unacceptable are mastered by exaggeration of the directly opposing tendency.
- 8. C**—The ego and super-ego each carry out both conscious and unconscious processes.



The iceberg metaphor can be helpful to understanding the structure of the Freudian psyche.

9. **C**—Locus of control is the degree to which people believe that they have control over the outcome of events in their lives, as opposed to external forces beyond their control.
10. **A**—The contrast is between two approaches to research epitomized by the terms nomothetic and idiographic. Idiographic describes the study of the individual or a unique social group with properties setting him/her apart from other individuals or groups. Nomothetic describes the study of classes or cohorts of individuals. Here the subject is seen as an exemplar of a population and their corresponding personality traits and behaviours. It is easy to see that the study of a particular Amazonian tribe is an idiographic study and that the Milgram and Asch studies are nomothetic, where variations within selected and assigned experimental groups are used to derive empirical propositions. Regarding the Little Albert study, which proved that classical conditioning worked on humans, although there was only one experimental subject (an infant who was conditioned to have an irrational fear), the purpose of the experiment was nomothetic, to formulate a general, empir-

ical proposition that would apply to the broader population.

11. **A**—Self efficacy, self-esteem and locus of control are related, though different, concepts. Self-efficacy is the perception of one's own ability to reach a goal. Self-esteem is the sense of self-worth. For example, a person who is a terrible rock climber would probably have poor self-efficacy with regard to rock climbing, but this will not affect self-esteem if the person doesn't rely on rock climbing to determine self-worth. On the other hand, one might have enormous confidence with regard to rock climbing, yet set such a high standard, and base enough of self-worth on rock-climbing skill, that self-esteem is low. Someone who has high self-efficacy in general but is poor at rock climbing might have misplaced confidence, or believe that improvement is possible. Locus of control is the degree to which people believe that they have control over the outcome of events in their lives, as opposed to external forces beyond their control.
12. **B**—Harlow created inanimate surrogate mothers for the rhesus infants from wire and wood. Each infant became attached to its particular mother, recognizing its unique face and preferring it above all others. Harlow next chose to investigate if the infants had a preference for bare-wire mothers or cloth-covered mothers. For this experiment, he presented the infants with a clothed mother and a wire mother under two conditions. In one situation, the wire mother held a bottle with food, and the cloth mother held no food. In the other situation, the cloth mother held the bottle, and the wire mother had nothing. Overwhelmingly, the infant macaques preferred spending their time clinging to the cloth mother. Even when only the wire mother could provide nourishment, the monkeys visited her only to feed. Harlow concluded that there was much more to the mother-infant relationship than milk, and that this "contact comfort" was essential to the psychological development and health of infant monkeys and children.

13. **D**—The final stage in Piaget’s theory of cognitive development is the formal operational stage (adolescence and into adulthood, roughly ages 11 to approximately 15-20). Intelligence is demonstrated through the logical use of symbols related to abstract concepts. This form of thought includes “assumptions that have no necessary relation to reality.” At this point, the person is capable of hypothetical and deductive reasoning. During this time, people develop the ability to think about abstract concepts. Piaget stated that “hypothetico-deductive reasoning” becomes important during the formal operational stage. This type of thinking involves hypothetical “what-if” situations that are not always rooted in reality, i.e. counterfactual thinking. It is often required in science and mathematics.
14. **A**—Bandura’s theory of reciprocal determinism states that behavior and conduct of a person is influenced by his social environment as well as personal factors. Cognition, behavior, and environment coexist and influence each other and result in your personality. Of the choices, Bandura’s theoretical framework is the one best equipped to encompass a description of the factors underlying the results of the study.
15. **C**—Sublimation is a mature type of defense mechanism where impulses or idealizations are unconsciously transformed into socially acceptable actions or behavior. The other choices correspond to other defense mechanisms. Choice ‘A’ represents reaction formation. Choice ‘B’ represents projection. Choice ‘D’ represents displacement.
16. **C**—The Moro reflex is sometimes referred to as the startle reaction, startle response, startle reflex or embrace reflex. The Moro reflex is present at birth, peaks in the first month of life, and begins to disappear around 2 months of age. It is likely to occur if the infant’s head suddenly shifts position, the temperature changes abruptly, or they are startled by a sudden noise. The legs and head extend while the arms jerk up and out with the palms up and thumbs flexed. Shortly afterward the arms are brought together and the hands clench into fists, and the infant cries loudly.
17. **D**—To be able to picture another individual’s perspective is a hallmark of the concrete operational stage but three year olds are squarely within the preoperational stage in Piaget’s theory.
18. **C**—The development of object permanence is one of the most important accomplishments of the sensorimotor stage. The preoperational stage begins when the child learns to speak at about two years of age. Symbolic play and intuitive thinking are hallmarks of the preoperational stage.
19. **C**—Conservation tasks test a child’s ability to see that some properties are conserved or invariant after an object undergoes physical transformation. The ability to perform conservation tasks is a hallmark of the concrete operational stage, which begins at approximately age 7, according to Piaget.
20. **C**—The Oedipus complex occurs in the third—phallic stage (ages 3–6)—of the five psychosexual development stages: (i) the oral, (ii) the anal, (iii) the phallic, (iv) the latent, and (v) the genital. In each of these stages, the source of libidinal pleasure is in a different erogenous zone of the body. Freud believed that the Oedipus complex is a desire for the parent in both males and females. He deprecated the term “Electra complex”, which was introduced by Jung in regard to the Oedipus complex manifested in young girls. Freud further proposed that boys and girls experience the complex differently: boys in a form of castration anxiety, girls in a form of penis envy.
21. **A**—The capability for hypothetical reasoning (along with deductive reasoning) is one of the hallmarks of the stage of formal operations.
22. **A**—Erikson is credited with coining the term “identity crisis.” to mark the transition from childhood to adulthood during adolescence,

a turning point in human development challenged to achieve reconciliation between 'the person one has come to be' and 'the person society expects one to become'.

23. B—Two aspects of these results are most striking. The first is the importance of genetic factors as evidenced by the much higher correlations among identical twins than fraternal twins. (To find out how much one variable is accounted for by another variable, we square the correlation. A 0.50 correlation with identical twins means that approximately 25% of the difference in impulse control among individuals may be accounted to genetic factors). The second striking aspect of these results is now little difference being raised together or raised apart made in the correlation values. In other words, shared environmental factors appear to play little or no role in this adult personality trait. This finding, which has been shown with other traits as well, is one of the most counter-intuitive findings of modern psychological research.

24. C—Freud proposed that if the nursing child's appetite were thwarted the anxiety would persist into adulthood as a neurosis. Therefore, an infantile oral fixation (oral craving) would be manifest as an obsession with oral stimulation; yet, if weaned either too early or too late, the infant might fail to resolve the emotional conflicts of the oral, first stage of psychosexual development and he or she might develop a maladaptive oral fixation. The infant who is neglected (insufficiently fed) or who is over-protected (over-fed) in the course of being nursed, might become an orally-fixated person. Said oral-stage fixation might have two effects: (i) the neglected child might become a psychologically dependent adult continually seeking the oral stimulation denied in infancy, thereby becoming a manipulative person in fulfilling his or her needs, rather than maturing to independence; (ii) the over-protected child might resist maturation and return to dependence upon others in fulfilling his or her needs.

25. C—The stages are:
the 'oral phase' (first stage)
the 'anal phase' (second stage)
the 'phallic phase' (third stage)
the 'latency phase' (fourth stage)
the 'genital phase' (fifth stage)

The latency phase originates during the phallic stage when the child's Oedipus complex begins to dissolve. The child realizes that his/her wishes and longings for the parent of the opposite sex cannot be fulfilled and will turn away from these desires.

26. B—Conventional morality is characterized by an acceptance of society's conventions concerning right and wrong. At this level an individual obeys rules and follows society's norms even when there are no consequences for obedience or disobedience. Adherence to rules and conventions is somewhat rigid, however, and a rule's appropriateness or fairness is seldom questioned.

27. A—To Piaget, assimilation is the process of fitting new information into pre-existing cognitive schemas. Assimilation occurs when new experiences are reinterpreted to fit into old ideas. It occurs when humans are faced with new or unfamiliar information and refer to previously learned information in order to make sense of it. In contrast, accommodation is the process of taking new information in one's environment and altering pre-existing schemas in order to fit in the new information. This happens when the existing schema (knowledge) does not work, and needs to be changed to deal with a new object or situation.

28. A—A toddler who is securely attached to his or her parent (or other familiar caregiver) will explore freely while the caregiver is present, typically engages with strangers, is often visibly upset when the caregiver departs, and is generally happy to see the caregiver return.

29. D—Piaget claimed that early childhood is the time of pre-operational thought, character-

ized by children's inability to process logical thought. According to Piaget, one of the main obstacles to logic that children possess includes centration, "the tendency to focus on one aspect of a situation to the exclusion of others." A particular type of centration is egocentrism – literally, "self-centeredness." Piaget claimed that young children are egocentric, capable of contemplating the world only from their personal perspective. For example, a three-year-old presented his mother a model truck as her birthday present; "he had carefully wrapped the present and gave it to his mother with an expression that clearly showed he expected her to love it." The three-year-old boy had not chosen the present out of selfishness or greediness, but he simply failed to realize that, from his mother's perspective, she might not enjoy the model car as much as he would.

30. **A**—In Piaget's theory of cognitive development, children develop through a series of stages. While the teacher has an important role, such as to help the child overcome egocentricity in moving from the preoperational stage to the stage of concrete operations, development is seen as occurring more along the lines of acting out a plan of 'nature' than responding to 'nurture'. Social and cultural influences do not have the emphasis that they do in Vygotsky's theory, where culture and socialization play a much more crucial role in child development.
31. **B**—Phenomenology is the study of subjective experience. With roots in philosophy, the influence of phenomenology within psychology has figured most prominently in the history of the humanistic psychology movement. The therapeutic approach of Carl Rogers is phenomenological in that it places its central emphasis on the subjective experience of the client.
32. **C**—Within Higgins' self-discrepancy theory, a discrepancy between the the actual (own) and ought (own) self-guides occurs when one's view of their actual attributes do not meet the expectations of what they themselves think

they ought to possess. This discrepancy is associated with the presence of negative outcomes and is characterized by agitation-related emotions such as self-dissatisfaction. Specifically, discrepancy in the actual/ought domain from the own perspective, is a the strong predictor of procrastination. Avoidance is the common theme. The actual/ought self-regulatory system responds through avoidance.

33. **A**—The Big Five personality traits, also known as the five factor model, is a model based on common language descriptors of personality. These descriptors are grouped together using a statistical technique called factor analysis. This widely examined theory suggests five broad dimensions used by some psychologists to describe the human personality and psyche. The five factors have been defined as openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. The mnemonic OCEAN can help you remember the Big Five.
34. **C**—The test described by the question is the Minnesota Multiphasic Personality Inventory. The Myers-Briggs Type Indicator assigns personality type based on four dichotomies such as Introversion/Extroversion or Feeling/Thinking. The NEO Personality Inventory distinguishes personality based on the Big Five personality traits. The Rorschach test is a projective psychological test in which subjects' perceptions of inkblots are recorded and then analyzed using psychological interpretation.
35. **D**—Horney, Adler, and Erikson are included among the neo-Freudians, a group of loosely linked American theorists of the mid-twentieth century, who were all influenced by Sigmund Freud, and who extended his theories, often in social or cultural directions. Freud's developmental milestones are primarily related to sexual development, but Jean Piaget's approach to development is based on cognitive development, ie. the mode and process of learning how to process stimuli, interact with the environment, and employ reason.

36. **B**—Although the other choices are not terrible answers, choice ‘B’ most directly addresses the issue of the question, the effects of context on personality measures.
37. **D**—Displacement shifts sexual or aggressive impulses to a more acceptable or less threatening target; redirecting emotion to a safer outlet; separation of emotion from its real object and redirection of the intense emotion toward someone or something that is less offensive or threatening in order to avoid dealing directly with what is frightening or threatening.
38. **D**—The basic purpose of this question is helping you understand that although ‘unconscious’ and ‘subconscious’ are used synonymously in popular discussions of psychology, ‘unconscious’ is the term used in the field of psychology.
39. **C**—A projective test is a personality test designed to let a person respond to ambiguous stimuli, presumably revealing hidden emotions and internal conflicts projected by the person into the test. This is sometimes contrasted with a so-called “objective test” or “self-report test,” such as the Myers-Briggs Type Inventory, in which responses are analyzed according to a presumed universal standard (for example, a multiple choice exam), and are limited to the content of the test. In the Rorschach inkblot test, a subject is shown a series of ten irregular but symmetrical inkblots, and asked to explain what they see. In the Thematic Apperception Test, an individual views ambiguous scenes of people, and is asked to describe various aspects of the scene. A Word Association Test is a technique whereby words presented to patients elicit other word responses that reflect related concepts in the patients’ psyche.
40. **C**—Classical Adlerian psychology makes a distinction between primary and secondary inferiority feelings. A primary inferiority feeling is said to be rooted in the young child’s original experience of weakness, helplessness and dependency. A secondary inferiority feeling relates to an adult’s experience of being unable to reach a subconscious, reassuring fictional final goal of subjective security and success to compensate for the inferiority feelings. The perceived distance from that reassuring goal would lead to a negative/depressed feeling that could then prompt the recall of the original inferiority feeling. This composite of inferiority feelings could be experienced as overwhelming. The reassuring goal invented to relieve the original, primary feeling of inferiority which actually causes the secondary feeling of inferiority is the “catch-22” of this dilemma, where the desperate attempt to obtain therapeutic reassurance and delivery from a depressing feeling of inferiority and worthlessness repeatedly fails. This vicious cycle is common in neurotic lifestyles.
41. **A**—The germinal stage extends from fertilization until implantation at approximately two weeks. Some authors consider implantation to mark the beginning of the embryonic stage, while other authors consider that the embryonic stage begins at conception with the portion prior to implantation being the germinal stage of the embryonic period.
42. **A**—Piaget, Freud, and Erikson all presented stage theories dividing child development into distinct stages which are characterized by qualitative differences in thought and behavior. In other words, this question can be answered easily by elimination. Vygotsky did not present a stage theory. Vygotsky supported a continuous view of development in which development occurs with gradual and ongoing changes throughout the life span
43. **A**—According to Piaget, development is driven by the process of equilibration. Equilibration encompasses assimilation and accommodation. Assimilation is how humans perceive and adapt to new information. It is the process of fitting new information into pre-existing cognitive schemas. Assimilation in which new experiences are reinterpreted to fit into, or assimilate

with, old ideas. It occurs when humans are faced with new or unfamiliar information and refer to previously learned information in order to make sense of it. In contrast, accommodation is the process of taking new information in one's environment and altering pre-existing schemas in order to fit in the new information. This happens when the existing schema (knowledge) does not work, and needs to be changed to deal with a new object or situation. When children are satisfied with their mode of thought they are in a state of equilibrium. Then, they become aware of the shortcomings in their existing schema and experience cognitive conflict. This leads to the adoption of a more sophisticated mode of thought that eliminates the shortcomings of the old one and establishes a new equilibrium.

- 44 C**—Vygotsky's important insight into the dynamics of consciousness was that it is essentially subjective and shaped by the history of each individual's social and cultural experience.
- 45 B**—Erikson identified a series of eight stages, in which a healthy developing individual should pass through from infancy to late adulthood. All stages are present at birth but only begin to unfold according to both a natural scheme and one's ecological and cultural upbringing. In each stage, the person confronts, and hopefully masters, new challenges. Each stage builds upon the successful completion of earlier stages. The challenges of stages not successfully completed may be expected to reappear as problems in the future.
- 46 A**—The implementation of a CSR program is justified in terms of return on investment. Although the advocates of a CSR program within a corporation may be acting through cognitive impetus of conventional or postconventional morality, from the 'perspective' of the corporation the forms of justifications are pre-conventional. In the instrumentalist-relativist substage of Kohlberg's pre-conventional morality, the person is said to judge the morality of an action

based on how it satisfies the individual needs of the doer.

- 47 B**—Secondary circular reactions describe the interaction of the infant and objects in their environment during the period from 4-8 months. Development of habits occurs. Secondary circular reactions, or the repetition of an action involving an external object begin. For example, moving a switch to turn on a light repeatedly. The differentiation between means and ends occurs. This is perhaps one of the most important stages of a child's growth as it signifies the dawn of logic.
- 48 C**—In animal anatomy, the notochord is a flexible rod made out of a material similar to cartilage. Embryos of vertebrates still form transient notochord structures today during the gastrulation phase of development. The notochord is found ventral to the neural tube. Notogenesis is the development of the notochord by the epiblasts that make up the floor of the amnion cavity. The notochord arises from the bilaminar embryonic disk. The notochord forms during gastrulation and soon after induces the formation of the neural plate (neurulation), synchronizing the development of the neural tube.
- 49 A**—The MBTI is based on the typological theory proposed by Carl Jung, who had speculated that there are four principal psychological functions by which humans experience the world – sensation, intuition, feeling, and thinking – and that one of these four functions is dominant for a person most of the time.
- 50 D**—In Erikson's developmental theory the crisis of identity vs. role confusion is strongest adolescence, 13–19 years. Intimacy vs. isolation is strongest in early adulthood, 20–39 years. Intimacy refers to a person's ability to relate to another human being on a deep, personal level. Erikson believed that an individual who has not developed a sense of identity usually will fear a committed relationship and may retreat into isolation.