

## Am I Ready to Challenge PSY 240 Historical and Contemporary Issues?

### Challenge Exam Information

#### Psychology 240: Historical and Contemporary Issues

This document is intended for student self-assessment purposes only. Please review it carefully to help you determine if you believe you are ready for the Challenge Exam for the course indicated above. Your self-assessment is not a guarantee that you will pass the Challenge Exam. Faculty with expertise in the subject matter/course outcomes evaluate whether your exam provides sufficient evidence that you have demonstrated appropriate college-level mastery of the course content. Enrolling in the course may be your best option.

#### What do I need to know for this exam?

##### Course Objectives:

You will need to be able to demonstrate that you know about & can do the following.

1. Identify significant professional issues in psychology with specific attention to the ethics associated with the psychologist as practitioner, educator, and researcher (assessed basic knowledge questions in Part I; applied in Part II)
2. Recognize, define, and apply specific terms, principles, concepts, procedures, advances, issues, contributions, & individuals associated with the discipline of psychology, specifically in the areas of (individuals highlighted for ease of identification; assessed in Part I):
  - a. **Prescientific Psychology:** Greeks, Commentators, Romans, Patrists, Rationalists, Empiricists & German Nativism
  - b. **Physicalists:** Franz Mesmer, Franz Gall, Johannes Muller, Ernst Weber, Hermann von Hemholtz, Gustav Fechner
  - c. **Structuralism:** Wundtian Psychology
  - d. **Functionalism:** William James
  - e. **Dynamic Psychology:** Sigmund Freud
  - f. **The Measurers:** Francis Galton, Alfred Binet, Hendry Goddard
  - g. **Behaviorist Psychology:** Edward Thorndike, Ivan Pavlov, John Watson, Clark Hull, and B.F. Skinner
  - h. **Gestalt Psychology:** Max Werthiemer, Wolfgang Kohler, Kurt Koffka
  - i. **Personality Psychology:** Gordon Allport, Hans Eysenck, Raymond B. Cattell, Julian Rotter, William Sheldon
  - j. **Developmental Psychology:** Jean Piaget
  - k. **Social Psychology:** Kurt Lewin, Solomon Asch, Jerome Bruner, Philip Zimbardo, Robert Cialdini, Leon Festinger, Stanley Milgram, Bibb Latene' & John Darley, Fritz Heider
  - l. **Emotion & Motivation Psychologists:** Charles Darwin, William James, Clark Hull, Carl Lange, Walter Cannon, William Schachter, Stanley Singer, Robert Zajonc
  - m. **Cognitive Psychology:** George Miller, Noam Chomsky, Hermann Ebbinghaus, Hermon Simon
3. Relate various philosophical systems to common orientations of psychology with particular attention to explanations of human beings (assessed in Part I)
4. Demonstrate awareness of various contemporary issues surrounding psychology & derive informed positions & opinions about at least one of said issues (Part II)

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#### What can I do to prepare for this exam?

##### Course Textbook:

To diligently prepare for this exam it would be best to review the learning objectives above, in addition to consulting the American Psychological Association Code of Conduct, a relevant college level History of Psychology textbook, and a text discussing the field's main contemporary issues. Our recommendation is to use the following materials/texts for review:

APA Ethical Principles of Psychologists and Code of Conduct:

<https://www.apa.org/ethics/code/principles.pdf>

Hunt, M. (2007). *The story of psychology (updated and expanded ed.)*. New York: Anchor Books. ISBN 978-0-307-27807-4

Slife, B. (2012). *Taking sides: Clashing views on controversial psychological issues (17th Ed.)*. Guilford, CT: Dushkin/McGraw Hill. ISBN 978-0-07-813942-0

#### What is the format of this exam?

This challenge exam is divided into two parts:

**Part I:** Assesses course objectives 1 (APA Code of Conduct), 2 (history of psychology knowledge), and 3 (philosophical underpinnings). Proctored.

**Part II:** Assesses course objectives 1 (APA Code of Conduct) and 4 (contemporary issues) via written demonstration. Take-home.

#### Challenge Exam Description:

**Part I:** Worth **150 points** and you will be given **three hours** to complete the following types of questions:

1. multiple choice (72 questions @1 pt each),
2. matching (50 questions in 10 blocks of 5 @1 pt each)
3. short answer (7 questions @ varied pts each; 28 points total)

**Part II:** Worth **100 points** & you will be given **one week** from the completion of **Part I** to complete the following written assignments:

1. ethics scenario analysis (2-3 pgs)
2. discussion & debate of a contemporary issue of your choice (3-4 pgs)

#### How many points do I need to successfully pass the challenge exam?

##### Determination of Challenge Exam Outcome:

\*\*\*You need to earn  $\geq 175/250$  on Part I and Part II in order to pass the challenge exam. More specific details are below.

**Part I:** You will need to earn  $\geq 105/150$  pts to pass Part I of the challenge exam; specifically, you must pass each section of Part I of the exam (multiple choice, matching, and short answer) by earning at least 70% of the points available.

**Part II:** You will need to earn  $\geq 70/100$  pts to pass Part II of the challenge exam; specifically, you must pass each section of Part II of the exam (ethics analysis, contemporary issues debate) by earning at least 70% of the points available.

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#### PSY 240 Historical & Contemporary Issues Debate Rubrics

Part I		
Question Type	Performance Level	
	<b>Entry-level Abilities or Knowledge:</b> Student demonstrated minimal knowledge of and minimal ability to apply and describe course concepts	<b>Meets or Exceeds Expectations:</b> Student demonstrated satisfactory knowledge and ability to apply, define, or describe course concepts
Multiple Choice	≤49/72 questions	≥ 50/72 questions
Matching	≤ 34/50 questions	≥ 35/50 questions
Short Answer	≤ 19.5/28 points	≥ 20/28 points
	<b>Passing Grade</b>	<b>≥ 105/150 pts</b>

Part II		
Question Type	Performance Level	
	<b>Entry-level Abilities or Knowledge:</b> Student demonstrated minimal knowledge of and minimal ability to apply and describe course concepts	<b>Meets or Exceeds Expectations:</b> Student demonstrated satisfactory knowledge and ability to apply, define, or describe course concepts
Ethics Analysis	≤34/50 points	≥ 35/50 points
Issue Debate	≤ 34/50 points	≥ 35/50 points
	<b>Passing Grade</b>	<b>≥ 70/100 pts</b>

**Total Passing Grade: ≥ 175/250 pts**

#### What types of question can I expect to see on the exam?

##### Part I Example Exam Items:

###### A. Who translated the Binet-Simon scale into English?

- A. Francis Galton
- B. Henry Goddard
- C. Alfred Binet
- D. William James

###### B. The “key” to mesmerism, or hypnosis, is

- A. whether or not the patient is susceptible or suggestable.
- B. whether or not the patient is hysterical.
- C. whether or not the therapist chooses the correct incantation.
- D. whether or not the therapist has been trained with the correct eye contact style.

###### C. Who wrote the behaviorist manifesto?

- A. Ivan Pavlov
- B. Edward Thorndike
- C. B.F. Skinner
- D. John B. Watson

###### D. Edward Thorndike’s Law of Effect states that

- A. A satisfying effect following a response strengthens the connection between the stimulus and the behavior.
- B. A satisfying effect following a response weakens the connection between the stimulus and the behavior.
- C. A satisfying effect following a stimulus strengthens the connection between memory and behavior.

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#### E. Matching

___ 1. Made up of questions intended to identify “neurotic” vs. “normal” people; 1940’s ; 550 questions	A) California Psychological Inventory (CPI)
___ 2. Psychodynamic viewpoint; participants create stories after looking at vague pictures	B) Minnesota Multiphasic Personality Inventory (MMPI)
___ 3. Psychologist creates a stressful situation, often with distraction and then measures performance	C) Conduct Sampling
___ 4. Improved the MMPI; Focused solely on normal people & tested over 13,000 people; 480 items	D) Thematic Apperception Test
___ 5. Psychologist observes individual through a one-way mirror	E) Performance Testing

**F.** Discuss the various connections between intelligence testing (and why it flourished in the U.S.), eugenic sterilization laws and testing of immigrants on Ellis Island. *6 points*

**Answers:** A. b; B. a; C. d; D. a; E. 1. B 2. D 3. E 4. A 5. C; **F.** Around the turn of the 20<sup>th</sup> century, congress passed a law forbidding entry into the U.S. for individuals considered lunatics and idiots (mentally retarded individuals), but many believed such individuals were still gaining entry. In 1913 the U.S. commissioner of immigration asked Henry Goddard and a team to study the screening procedures used at Ellis Island. Goddard and his team decided to implement the use of the Binet-Simon scale (IQ scale) as a method to screen individuals. These procedures led to a huge increase in deportation from Ellis Island (~350%) and influenced the immigration law of 1924. The ideas behind intelligence testing and eugenics also encouraged the U.S. government to pass sterilization laws that mandated individuals below a certain IQ become surgically sterilized, a practice that was common between ~1930s-1960s; thus only those that were considered genetically superior were encouraged to procreate. During this time the U.S. was also becoming more industrial and the types of jobs more specific. The social structure, coupled with the huge influx in immigration, increased the use of testing to place people into jobs for which they were “qualified”.

#### Part II Sample Ethics Scenario & Analysis

Your good friend tells you that she is having an extremely hard time in one of her classes. The professor does not explain things well and is so vague about assignments and criteria for grading. You ask her how this guy could still be teaching here if he is so bad. What kind of an evaluation did you give him? Oh, he is such a nice guy I just could not give him a poor evaluation she says. It would affect his merit pay for next year.

She goes on to indicate that she didn’t know how she would get her term paper completed and still study for her final until a group of students indicated that they had a plan to sit together so it would be easy to look off of each other’s papers on the exam. One of the other students in the group gave her an address to buy a term paper so that was not a problem either. Life is good in the end she says. What do you say and do? Be as specific as you can in providing recommendations to ethically deal with this situation. Relate the APA Ethics Code to your recommendations to your friend as best you can.

After you have overviewed the APA Code of Conduct, determine the standards that you believe to apply to the scenario you have been given. Your paper should begin with an opening paragraph providing a brief introduction to the ethical issue at hand and an overview of general themes you will be discussing (10 pts). The body of your paper should be broken down into various paragraphs discussing how at least 4 ethical specific standards (e.g. 3.1) apply to the current scenario. You will need to mention an aspect of the scenario, which ethics code applies, and what

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recommendation you would specifically make to your friend based on that standard (8 pts per standard mentioned). Finish with a concluding paragraph. Your paper will also be assessed for quality, presentation, and your use of APA style (10 pts).

Your paper should be typed and double-spaced with 1" margins (APA style) and only your name and PSY 240 Challenge Exam in the header. You are strongly encouraged to keep your paper within the 2-3-page range.

#### Part II Contemporary Issues Discussion and Debate Guidelines

Using the Slife (2012) text made available upon completion of Part II, you will choose one contemporary issue to debate. Each topic has material that provides information and support for a "yes" and a "no" side. A sample topic is found below.

Issue	Sample Title
7.3	Is Excessive Use of Social Media a Form of Narcissism?

Once you have determined the debate that you would like to discuss, your paper should begin with an opening paragraph that introduces the issue and the main arguments of both sides, in addition to whether you believe the answer posed in the question to be the "yes" or "no" side (5 pts). You will then provide an overview of the side you do NOT believe answers the questions, including at least three main points and supporting arguments (10 pts). Your discussion of the side you have chosen to best answer the question will come next, with three main points and supporting arguments (10 pts). You will then compare and contrast the quality of the evidence and provide claims and evidence as to why the side you chose best answers the issue's question. You will then provide concluding remarks in a brief paragraph (5 pts). You will also need to include mention of, and reference correctly, an outside **empirical** source that provides support for the side that you chose (5 pts). Your paper will also be assessed for quality, presentation, and your use of APA style (5 pts).

Your paper should be typed, double-spaced with 1" margins (APA style), and only your name and PSY 240 Challenge Exam in the header. You are strongly encouraged to keep your paper within the 3-4-page range.

#### Where can I take the exam?

##### Exam Location

- The exam is on file at the LCSC Testing Center in the Library, in Spalding Hall 274, and in the Social Sciences Division Office. Part I must be proctored.
- The ethics scenario to be analyzed & Slife text contemporary issue choices will be released upon completion of Part I.

#### Who should a student contact about a challenge exam for PSYC 320: Social Psychology?

##### Professor Information:

Dr. Rachele Genthôs, Assistant Professor of Psychology  
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