

PSYCH 281

Practice Exam (Midterm 2):

- These are a set of practice questions that you can use to help you prepare for Midterm 2.
- I have organized the multiple choice questions by lecture topic.
- **Don't forget to review the questions in your textbook for additional practice.**

Chapter 4:

Classical Conditioning: Basic Phenomena and Various Complexities

- Both blocking and overshadowing provide evidence that
 - contiguity is the critical factor in conditioning.
 - mere contingency is insufficient for conditioning.
 - mere contiguity is insufficient for conditioning.
 - both a and b
- In blocking, a compound stimulus consisting of _____ is paired with a US.
 - an NS and CS
 - two NSs
 - two CSs
 - a higher-order CS and a lower-order CS
- In overshadowing, the _____ member of a compound stimulus is more easily conditioned as a CS.
 - less predictable
 - more familiar
 - less salient
 - more salient
- Given that each drink contains the same amount of alcohol and that you drink each drink at the same rate, you will likely become most drunk if you are drinking a(n) _____ drink.
 - sweet
 - bitter
 - familiar
 - unfamiliar
- Jim was harassed by a couple of bullies while walking home from school one day. Although the two bullies were equally abusive, he subsequently developed a strong fear of the larger bully and almost no fear of the smaller bully. This is most clearly an example of
 - latent inhibition.
 - temporal conditioning.
 - overshadowing.
 - US revaluation.

6. Darren is afraid of bees, but only when he is near a nest, since bees are most likely to attack when their nest is threatened. This is best described as an example of
- selective sensitization.
 - pseudoconditioning.
 - occasion setting.
 - disinhibition.
7. Suppose you work on a group project for one of your classes. You do 80% of the work for the project, and also do an excellent job of presenting it to the rest of the class. However, your teacher gives a higher mark to another member of the group who actually contributed very little to the project, but had previously attained a high mark in a different class with that teacher. This example is most similar to the process of
- blocking.
 - higher-order conditioning.
 - latent inhibition.
 - sensory preconditioning.
8. Zoe has had her pet terrier, Roscoe, for several years. Although recently Zoe has twice been bitten by Roscoe, she is completely unafraid of him. Of the following, this is most clearly an example of the ____ effect.
- overshadowing
 - blocking
 - latent inhibition
 - latent habituation
9. Consider the following sequence of events: (1) A: B \rightarrow C; (2) A \rightarrow C; (3) [A + D]: B \rightarrow C; (4) D \rightarrow no C. This is most similar to
- overshadowing.
 - blocking.
 - US revaluation.
 - latent inhibition.
10. A stimulus which signals that a CS is likely to be followed by a US is known as a(n)
- neutral stimulus.
 - CS₂.
 - occasion setter.
 - inhibitory stimulus

Chapter 5:**Classical Conditioning: Underlying Processes and Practice Applications**

1. According to the S-S model of conditioning,
 - a) the NS becomes associated with the US.
 - b) the CR becomes associated with the US.
 - c) the UR becomes associated with the NS.
 - d) the CR becomes associated with the CS.

2. The fact that a rat's fear response to an aversive CS is likely to be quite _____ its response to the aversive US is best explained by _____.
 - a) similar to; opponent process theory
 - b) different from; the S-R theory
 - c) different from, preparatory response theory
 - d) similar to; stimulus-substitution theory

3. One of the primary effects of amphetamine is an increase in heart rate. According to the compensatory-response model, in a drug conditioning trial the US would be _____ and the UR would be _____.
 - a) decrease in heart rate; increase in heart rate
 - b) increase in heart rate; increase in heart rate
 - c) increase in heart rate; decrease in heart rate
 - d) decrease in heart rate; decrease in heart rate

4. There are multiple reports of drug overdoses where the individual overdoses on a normal dose of the drug, but in a novel place. As a result of the novel situation, the user's tolerance was reduced. According to the compensatory-response model, which of the following was missing from the conditioning scenario?
 - a) CS
 - b) CR
 - c) US
 - d) both a and b

5. According to the Rescorla-Wagner theory, a given US
 - a) compensates for the effect of the CS.
 - b) can support only so much conditioning.
 - c) often has unpredictable effects.
 - d) can support unlimited amounts of conditioning.

6. A compound stimulus consists of a buzzer and a light flash, each of which has 0 units of associative value. This compound stimulus is then repeatedly paired with a sweet drink that can support a maximum associative value of 15 units. Following these pairings, the buzzer has acquired 14 units of associative value. This means that the light flash has at most acquired ____ units of associative value, which is a demonstration of ____.
- 1; overshadowing
 - 1; blocking
 - 15; simple conditioning
 - 14; the overexpectation effect
7. If we inherit a tendency to learn fears by observation, then the display of fear by others serves as a(n) _____ for a fear response in ourselves.
- NS
 - US
 - UR
 - CR
8. People in general more easily acquire a fear of snakes than of birds. This is an example of the effect of _____. Certain people more easily acquire a fear of snakes than do other people. This is an example of the effect of _____.
- preparedness; US revaluation
 - US revaluation; preparedness
 - temperament; preparedness
 - preparedness; temperament
9. US revaluation can strengthen a phobia through
- direct exposure to a stronger US.
 - observational learning.
 - verbally transmitted information.
 - all of these
10. In phobic development, selective sensitization differs from US revaluation in that the event which exacerbates the person's fear response
- is unrelated to the original fear conditioning.
 - was somehow involved in the original fear conditioning.
 - is less salient than the original CS.
 - is more salient than the original CS.
11. In _____, an event that elicits one type of response is associated with another event that elicits a(n) _____ response.
- counterconditioning; similar
 - counterconditioning; incompatible
 - selective sensitization; similar
 - selective sensitization; opposite

12. With *in vivo* desensitization, the phobic stimulus is presented
- subliminally.
 - with sudden intensity.
 - in imaginary form.
 - in reality.
13. The basic process involved in flooding appears to be
- extinction.
 - counterconditioning.
 - incubation.
 - dishabituation.
14. Öst's single-session treatment procedure for phobias combines the ____ aspect of systematic desensitization with the ____ aspect of flooding.
- gradual approach; brief exposure
 - gradual approach; prolonged exposure
 - sudden approach; prolonged exposure
 - brief exposure; sudden approach
15. Aversion therapy for alcoholism often involves
- the use of an emetic.
 - pairing alcohol ingestion with nausea.
 - pairing alcohol ingestion with relaxation.
 - both a and b

Chapter 6: Operant Conditioning: Introduction

1. Goal-oriented is to automatic as ____ behavior is to ____ behavior.
 - a) operant; elicited
 - b) elicited; operant
 - c) conditioned; unconditioned
 - d) unconditioned; conditioned

2. The original law of effect stated that behaviors leading to a(n) ____ are ____.
 - a) satisfactory state of affairs; stamped in
 - b) reinforcer; stamped in
 - c) positive reinforcer; strengthened
 - d) unconditioned stimulus; stamped out

3. Skinner's operant conditioning procedure is known as a free operant procedure because the rat
 - a) is put on a free feeding schedule before the experiment starts.
 - b) is free to enter and leave the chamber.
 - c) is free to move about the chamber.
 - d) freely controls the rate at which it responds for food.

4. Properly speaking, operant behavior is said to be ____ by ____.
 - a) emitted; the organism
 - b) elicited; the organism
 - c) emitted; stimuli
 - d) elicited; stimuli

5. Properly speaking, when we praise a child for following instructions, we are attempting to reinforce
 - a) the child.
 - b) the instructions.
 - c) the behavior of following instructions.
 - d) both the instructions and the behavior of following instructions.

6. Suppose a rat runs in a wheel and receives a food pellet. The subsequent increase in wheel running as a result of the food delivery is an example of
 - a) an establishing operation.
 - b) reinforcement.
 - c) a reinforcer.
 - d) punishment.

7. An electric shock is a reinforcer if it
 - a) follows a behavior.
 - b) precedes a behavior.
 - c) increases the probability of a behavior.
 - d) both follows a behavior and increases the probability of a behavior.

8. A(n) _____ is a stimulus that “sets the occasion for” a behavior.
- CS
 - S^D
 - S^R
 - S^P
9. A stimulus that signals that reinforcement will not be available is known as
- a discriminative stimulus for punishment.
 - a discriminative stimulus for extinction.
 - S^Δ .
 - both a discriminative stimulus for extinction and S^Δ .
10. Jamaal’s mother tells him: “If you clean your room, you won’t have to do the dishes.” What type of contingency is she attempting to apply?
- positive reinforcement
 - negative reinforcement
 - positive punishment
 - negative punishment
11. Melissa stayed out past her curfew and subsequently lost car privileges for a week. As a result, she never again stayed out past her curfew. This example best illustrates the process of
- positive reinforcement.
 - negative reinforcement.
 - positive punishment.
 - negative punishment.
12. John yells at his dog whenever it barks. As a result, the dog begins barking even more frequently. This is an example of
- positive punishment.
 - negative reinforcement.
 - negative punishment.
 - positive reinforcement.
13. When Pedro punched his sister, she punched him back. He never again punched her. This seems to be an example of what process?
- positive punishment
 - negative reinforcement
 - positive reinforcement
 - negative punishment

14. When Courtney closes her books at the end of a study session, her mother tells her how proud she is of the effort she puts into her classes. How might this comment by Courtney's mother increase the likelihood that Courtney will study tomorrow night?
- it is a negative reinforcer, which increases the likelihood of the behavior of studying
 - it is a positive reinforcer, which increases the likelihood of the behavior of studying
 - it is an immediate reinforcer, whereas the delayed reinforcer of good grades may be insufficient to increase the probability of studying
 - both b and c
15. Events that are innately reinforcing are called
- extrinsic reinforcers.
 - primary reinforcers.
 - secondary reinforcers.
 - generalized reinforcers.
16. Money and social attention are common examples of ____ reinforcers.
- primary
 - secondary
 - unconditioned
 - generalized
17. Extrinsic rewards are likely to lower intrinsic interest in a task when they are
- expected.
 - verbal.
 - delivered contingent upon high quality performance.
 - all of these
18. Intrinsic reinforcers
- are always natural reinforcers.
 - are always contrived reinforcers.
 - can be either natural or contrived reinforcers.
 - can be neither contrived nor natural reinforcers.
19. Being paid to study is a(n) _____ reinforcer for studying.
- natural
 - extrinsic
 - contrived
 - extrinsic and contrived
20. Which of the following is an example of shaping?
- Reinforcing the behavior of lever pressing.
 - Reinforcing gradual approximations to lever pressing.
 - Gradual reinforcement for lever pressing.
 - Reinforcing the rat for gradual approximations to lever pressing

Fill-in-the-Blanks:**(order of questions is mixed between the ch.4-6 in this section)**

1. S^{DP} is the technical abbreviation for _____.
2. _____ consists of the removal of a stimulus following a response, which then leads to a decrease in the future strength of that response.
3. _____ is a procedure in which a stimulus signals whether a CS is likely to be followed by a US, and thereby controls whether the CS will elicit a CR.
4. According to the _____ of conditioning, the purpose of a CR is to get an animal ready for the presentation of a US.
5. _____ is a process in which a conditioned response to one event becomes associated with other, non-relevant events. This is the main reason phobias develop.
6. In _____, the occurrence of one response can be inhibited by the occurrence of an incompatible response. This is how counterconditioning is proposed to work.
7. _____ are reinforcers that are typically provided for a certain behaviour; that is, they are an expected consequence of the behaviour within that setting (e.g., money for selling merchandise).
8. _____ is another name for operant conditioning.
9. _____ is a class of emitted responses that result in certain consequences. These consequences then influence the future probability or strength of those responses.
10. In _____, the more salient member of a compound stimulus is more readily conditioned as a CS and thereby interferes with conditioning of a less salient member.
11. _____ refers to an innate disposition to learn certain types of behaviours or certain types of associations more easily than others.
12. _____ is a treatment procedure that reduces the attractiveness of a desired event by associating it with an aversive stimulus.

Short-Answer Questions:

1. What is the Rescorla-Wagner (R-W) model of associative learning and what does it allow us to predict? In your answer, you should indicate the formula for the R-W model is, and what each operator indicates (define what each letter means...).
2. Describe how classical conditioning can be used to describe why drug addicts develop drug tolerance, have drug cravings, and sometimes overdose when using in a new context. In your answer, be sure to indicate what the NS, CS, US, UR, and CR are in drug taking behaviour.
3. We discussed five differences between “good” and “bad” shapers. List and describe each of these five differences.
4. Outline how you would chain the following three behaviours together, in order, using forward chaining. At the sound of a whistle, a dolphin swims forward, jumps through a hoop, and swims backward toward the training. Provide a chaining diagram like those used in class to describe this type of chaining.
5.
 - a) Define latent inhibition. As part of your answer, illustrate a typical training/testing procedure that would show a latent inhibition effect.
 - b) Define blocking. As part of your answer, illustrate a typical training/testing procedure that would show a blocking effect.
Hint: Think of the box diagrams I used to teach you about these procedures during class. This is what you should illustrate for the second component of each question (but a written description of a procedure could work too).
6. Compare and contrast operant and classical conditioning. As part of your answer, provide a definition of each.

Answers:**Ch.4 MC:**

- | | |
|----|---|
| 1 | C |
| 2 | A |
| 3 | D |
| 4 | D |
| 5 | C |
| 6 | C |
| 7 | B |
| 8 | C |
| 9 | B |
| 10 | C |

Ch.5 MC:

- | | |
|----|---|
| 1 | A |
| 2 | C |
| 3 | C |
| 4 | D |
| 5 | B |
| 6 | A |
| 7 | B |
| 8 | D |
| 9 | D |
| 10 | A |
| 11 | B |
| 12 | D |
| 13 | A |
| 14 | B |
| 15 | D |

Ch. 6 MC:

- 1 A
- 2 A
- 3 D
- 4 A
- 5 C
- 6 B
- 7 D
- 8 B
- 9 C
- 10 B
- 11 D
- 12 D
- 13 A
- 14 D
- 15 B
- 16 D
- 17 A
- 18 A
- 19 D
- 20 B

Fill-in-the-Blanks:

- 1 discriminative stimulus for punishment (pp. 232)
- 2 negative punishment (pp.229)
- 3 occasion setting (pp.157)
- 4 preparatory-response theory (pp.169)
- 5 overgeneralization (pp.180-181)
- 6 reciprocal inhibition (pp.192)
- 7 natural reinforcers (pp. 240)
- 8 instrumental conditioning (pp.210)
- 9 operant behaviour (pp. 216)
- 10 overshadowing (pp.152)
- 11 preparedness (pp. 187)
- 12 aversion therapy (pp.199)

Short Answer Questions:

- 1 **Answer:** **Topic 5: Slides 12-21**
Textbook: pp. 176-179 (note: this information will only help you answer the first part of this question. Your textbook does not go into a lot of detail about the R-W formula itself.

- 2 **Answer:** **Topic 5: Slides 4-10**
Textbook: pp. 168-175

- 3 **Answer:** **Topic 6: Slide 62**
Note: If you are missing these notes for some reason, you can read about these five facts in the supplemental reading by Chance (2009) that is posted on Blackboard under “Course Paper Resources”

- 4 **Answer:** **Topic: 6: Slides 64-66**

- 5 **Answer:** **Topic 4: Slides 42-45 (latent inhibition)**
Topic 4: Slides 35-38 (blocking)
Textbook: pp. 154-156; 158-160

- 6 **Answer:** **Topic 6: Slide 46 (table)**
Textbook: pp. 224