1. When we adhere to a belief to avoid anxiety associated with not having an explanation for something, we are using the method of __________________ to establish our belief.

2. Which of these arguments has the highest inductive probability? Give the reason for your decision.

   - **P:** In 90% of families at our center whose primary concern is parent-adolescent conflict, parents and adolescents incorrectly attribute negative motivations to each other.
     
     Therefore
     
     **C:** In the next family that we see whose primary concern is parent-adolescent conflict, parents and adolescents will incorrectly attribute negative motivations to each other.

   - **P:** In 90% of families at our center whose primary concern is parent-adolescent conflict, parents and adolescents incorrectly attribute negative motivations to each other.
     
     Therefore
     
     **C:** In both of the next two families that we see whose primary concern is parent-adolescent conflict, parents and adolescents will incorrectly attribute negative motivations to each other.

   - **P:** In 90% of families at our center whose primary concern is parent-adolescent conflict, parents and adolescents incorrectly attribute negative motivations to each other.
     
     Therefore
     
     **C:** In all of the next three families that we see whose primary concern is parent-adolescent conflict, parents and adolescents will incorrectly attribute negative motivations to each other.

   - There is no way to compare the inductive probabilities of these arguments.
3. A group of $n = 36$ social work students were registered for Social Work Research I. At the conclusion of the course all 36 of the students were still registered for the course. Each student took and passed a statistical skills test (see Table 3.06).

Table 3.06:

<table>
<thead>
<tr>
<th>Registration Status</th>
<th>Test Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered</td>
<td>0</td>
</tr>
<tr>
<td>Not Registered</td>
<td>0</td>
</tr>
</tbody>
</table>

Select the type of relationship between course registration ($0 =$ not registered vs. $1 =$ registered) and test performance ($0 =$ fail vs. $1 =$ pass) from the following list:

- Positive relationship between course registration and test performance.
- Negative relationship between course registration and test performance.
- No relationship between course registration and test performance.
- Information does not permit a conclusion about relationship.

Give the reason for your answer.

4. List and define S.S. Stevens’ four levels (scales) of measurement. Your definition should address whether numerals represent amounts and, if relevant, the meaning of the intervals between numerals and the meaning of the numeral zero.

4.01. **nominal** –
4.02. **ordinal** –
4.03. **interval** –
4.04. **ratio** –

5. Identify the level of measurement:
   Client Ranking of Leisure Activities from Most to Least Preferred.

6. Identify the level of measurement:
   Proportion of Parents Attending Parent-Teacher Conferences in a Year.

7. Identify the level of measurement:
   Teacher Rating of Time Spent on Task as
   0 = none of the time; 1 = rarely; 2 = a little of the time; 3 = some of the time; 4 = a good part of the time;
   5 = most of the time; 6 = all of the time

8. Identify the level of measurement:
   Political party affiliation as:
   1 = Democrat, 2 = Green, 3 = Libertarian, 4 = Republican, 5 = Socialist Workers, 6 = Other Party, 7 = No Affiliation.

9. Define each term in the following list:
   9.01. **sample:**
   9.02. **statistic:**
   9.03. **population:**
   9.04. **parameter:**

10. Define each term in the following list:
    10.01. **frequency:**
    10.02. **percentage:**
    10.03. **proportion:**
    10.04. **n:**
11. The following are a set of 20 child maltreatment risk scores. Present them in an APA-style ungrouped frequency table.

\{Y | Y = 1, 3, 2, 2, 3, 1, 6, 8, 10, 1, 9, 7, 3, 7, 2, 5, 4, 3, 5, 4,\}

Consult the *Publication manual of the American Psychological Association* and *Handout 1: Formatting Text in Microsoft Word* in the On-Line Course Pack for directions on how to create and format this table.

You must type the table on your answer sheet.

12. Large samples tend to be preferred over small samples for a number of reasons. One of these is that random error tends to be smaller in larger samples. However, for certain types of samples, overall error is not less in larger samples. When would larger samples not result in a reduction in overall error? Why?

Please limit your answer to no more than 50 words.

13. We wish to evaluate support for requiring parental notification before providing abortion services to a minor in a neighborhood served by a community clinic. To do this, we surveyed each of the adults who came into the clinic over a one week period. We asked each the 78 adults who attended the clinic to fill out a twelve item questionnaire covering situations where a minor might seek abortion. For each of the situations, the questionnaire asked the clinic attendees to indicate whether or not the parents should be notified before abortion services were provided.

What type of sample have we selected?

- cluster sample
- convenience sample
- *post hoc* sample
- quota sample
- simple random sample
- snowball sample
- stratified sample
- systematic sample

14. We wish to see if there is a systematic difference between male social work students and female social work students with respect to willingness to work with aggressive clients.

We randomly selected 150 social work students from four MSW programs. We selected subjects from each of these schools in proportion to the enrollment within each of their MSW programs so that 48 subjects came from the University of Antarctica (UA), 44 subjects came from Antarctica State University (ASU), 30 subjects came from Eastern Antarctica University (EAU), 28 subjects came from Northern Antarctica University (NAU).

We further divided the sampling frame so that we randomly selected equal numbers of (1) students who had not completed the first year courses in their MSW programs and (2) students who had completed the first year courses in their MSW programs.

Each of the students filled out a self-report questionnaire (the Fictitious Client Problem Assessment Instrument – FCPAI). The FCPAI consists of 16 items that a testee scores from 1 = strongly disagree to 7 = strongly agree. The total score equals the sum of the item scores. Higher scores on the FCPAI indicate greater willingness to work with aggressive clients.

14.01. The independent variable in this study refers to which of the following.

- FCPAI score
- course completion status
- (1) female, (2) male
- (1) not yet completed 1st year courses, (2) completed 1st year courses
- school attended
- (1) UA, (2) ASU, (3) EAU, (4) NAU
- student gender
- (1) not willing, (2) willing
- willingness to work with aggressive clients
14.02. Levels of the independent variable in this study refer to which of the following.
- FCPAI score
- course completion status
- (1) female, (2) male
- (1) not yet completed 1st year courses, (2) completed 1st year courses
- school attended
- (1) UA, (2) ASU, (3) EAU, (4) NAU
- student gender
- (1) not willing, (2) willing
- willingness to work with aggressive clients

14.03. The dependent variable in this study refers to which of the following.
- FCPAI score
- course completion status
- (1) female, (2) male
- (1) not yet completed 1st year courses, (2) completed 1st year courses
- school attended
- (1) UA, (2) ASU, (3) EAU, (4) NAU
- student gender
- (1) not willing, (2) willing
- willingness to work with aggressive clients

14.04. The dependent measure in this study refers to which of the following.
- FCPAI score
- course completion status
- (1) female, (2) male
- (1) not yet completed 1st year courses, (2) completed 1st year courses
- school attended
- (1) UA, (2) ASU, (3) EAU, (4) NAU
- student gender
- (1) not willing, (2) willing
- willingness to work with aggressive clients

14.05. Identify the level of measurement (Nominal, Ordinal, Interval, or Ratio) for the dependent measure in this study.

Text: Rubin & Babbie

15. Rubin and Babbie discussed aspects of the research design process. As part of this process, a researcher must decide from whom or what information will be gathered. To which aspect of research design does this refer?
- feasibility of research
- motivations for research
- time dimension
- topics for research
- units of analysis

16. Rubin and Babbie discussed “control” variables. This is equivalent to which of the following constructs discussed by Stocks?
- dependent measure
- dependent variable
- extraneous variable
- independent variable
- level of the independent variable
17. Stratifying a sampling frame prior to selecting a sample
   - eliminates the need for random selection.
   - is most useful when studying a population with homogeneous characteristics.
   - reduces sampling without replacement concerns.
   - simplifies the calculation of sample statistics.
   - usually occurs when values of the stratifying variable have an association with values of the dependent variable.