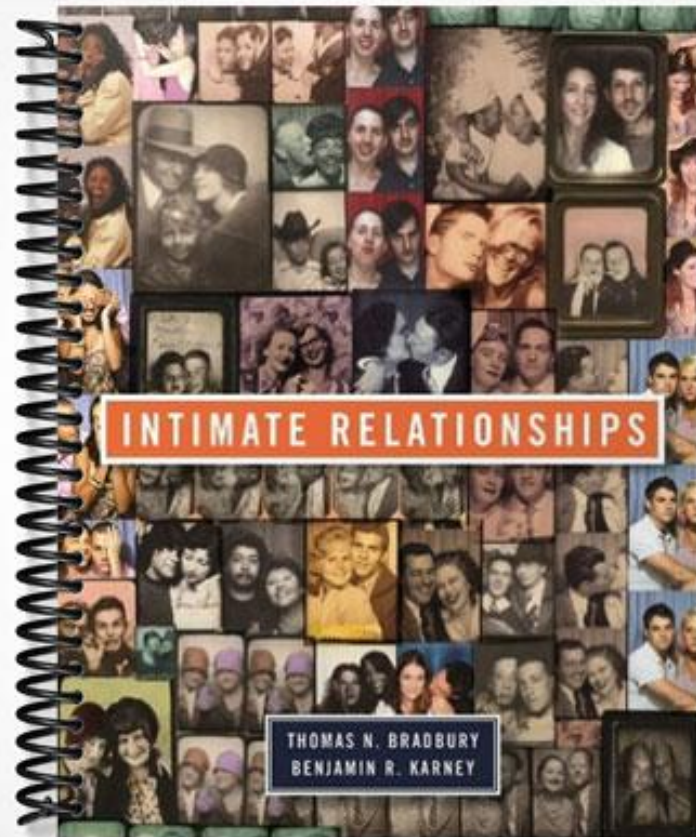


TEST BANK



INTIMATE RELATIONSHIPS

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CHAPTER 2: Tools for Studying Intimate Relationships

Multiple-Choice Questions

1. Which of the following statements regarding the role of the scientific method in relationship studies is true?
 - a) It helps to self-correct erroneous conclusions.
 - b) It eliminates the risk of drawing erroneous conclusions.
 - c) It proves previously untested hypotheses.
 - d) It ensures external validity of the findings.

ANS: A OBJ: Factual DIF: Easy

REF: Asking and Answering Questions

2. “Do couples who cohabit before marriage have less conflict as newlyweds than couples who do not cohabit before marriage?” This is an example of a(n) _____ research question.
 - a) descriptive
 - b) predictive
 - c) explanatory
 - d) predictive and descriptive

ANS: B OBJ: Conceptual DIF: Easy

REF: Asking and Answering Questions

3. Daniella wants to know how marital satisfaction changes following the birth of the first child.

This is an example of a(n) _____ research question.

- a) descriptive
- b) predictive
- c) explanatory
- d) conceptual

ANS: A OBJ: Conceptual DIF: Easy

REF: Asking and Answering Questions

4. Atiyeh is studying whether violations of expectations about the division of household chores leads to declines in relationship satisfaction. This is an example of a(n) _____ research question.

- a) descriptive
- b) predictive
- c) explanatory
- d) conceptual

ANS: C OBJ: Conceptual DIF: Easy

REF: Asking and Answering Questions

5. U.S. divorce rates are nearly twice as high in low-income neighborhoods as in high-income neighborhoods. To learn why this association exists, we must ask _____ research questions.

- a) conceptual

- b) descriptive
- c) predictive
- d) explanatory

ANS: D OBJ: Applied DIF: Easy

REF: Asking and Answering Questions

6. Specific predictions suggested by _____ are called _____.
- a) theories; hypotheses
 - b) hypotheses; theories
 - c) theories; data
 - d) data; hypotheses

ANS: A OBJ: Factual DIF: Medium

REF: Asking and Answering Questions

7. Which of the following is **NOT** a characteristic of a good theory of close relationships?
- a) It identifies and elaborates on one specific phenomenon that explains something important about relationships.
 - b) It is comprehensive enough to account for the complexity in relationships.
 - c) It specifies mechanisms of change in relationships.
 - d) It helps to suggest specific directions for research.

ANS: A OBJ: Factual DIF: Medium

REF: Asking and Answering Questions

8. Andy decides to use a measure of how many times per week research participants talk to their partner as a measure of relationship closeness. According to the chapter on methods, what is “closeness”?
- a) an imaginary construct
 - b) the operationalization of a psychological construct
 - c) the predictor variable
 - d) a psychological construct

ANS: D OBJ: Applied DIF: Medium

REF: Choosing a Measurement Strategy

9. According to the chapter on research methods, which of the following is **FALSE** regarding how scientists go about measuring their concepts?
- a) Operationalization refers to the translation of an abstract idea into something concrete and measurable.
 - b) A specific measure that does not represent a concept very well is said to lack construct operationalization.
 - c) If a specific measure represents an abstract concept well, it has high construct validity.
 - d) We cannot directly measure abstract ideas, so they must be made observable or concrete.

ANS: B OBJ: Factual DIF: Medium

REF: Choosing a Measurement Strategy

10. Andrea is studying the conditions under which people become attracted to each other. She invites male research participants to visit the lab and interact briefly with an attractive person

(a paid research assistant). By flipping a coin, she places participants in one of two conditions: 1) The conversation occurs without incident or 2) There is a brief blackout in the research lab. At the end of each session, the attractive research assistant gives the research participant her home phone number and invites him to call her later. In this study, whether the research participant calls the number is the:

- a) operationalization of the dependent variable
- b) operationalization of the independent variable
- c) control variable
- d) omnibus measure

ANS: A OBJ: Applied DIF: Medium

REF: Choosing a Measurement Strategy

11. Jacobson and Moore (1981) found that a spouse's rating of a partner's behavior on the *Spouse Observation Checklist* often did not match the partner's own rating of his or her behaviors. This study suggested that the *Spouse Observation Checklist* may have a problem of _____.

- a) construct validity
- b) operationalization
- c) reliability
- d) reactivity

ANS: A OBJ: Factual DIF: Medium

REF: Choosing a Measurement Strategy

12. You design a questionnaire where you first ask participants to briefly describe how they met their current romantic partner, and then ask them to rate how satisfied they are in the relationship on a scale of 1 to 7. The first part of the questionnaire is an example of _____ and the second part is an example of _____.

- a) fixed-response scale; open ended questions
- b) open-ended questions; fixed-response scale
- c) open-ended questions; qualitative research
- d) qualitative research; correlational research

ANS: B OBJ: Factual DIF: Difficult

REF: Choosing a Measurement Strategy

13. You are designing an exploratory study on couples who have polyamorous relationships (i.e., they have multiple committed relationships at one time). There is very little research in this area and not much is known about how these couples manage their relationships. What kind of measurement strategy would be the most appropriate for this new research area?

- a) fixed-response scales
- b) omnibus measures
- c) global measures
- d) open-ended questionnaires

ANS: D OBJ: Applied DIF: Medium

REF: Choosing a Measurement Strategy

14. Kahni has developed a measure of conflict and she is using participants' frequency of conflict to predict their relationship satisfaction. She is assessing relationship satisfaction with the *Marital Adjustment Test*, which is an omnibus measure of satisfaction that taps into how spouses resolve disagreements, how much spouses confide in each other, and how much spouses agree about various topics. What is the potential problem with Kahni's study?

- a) poor construct validity
- b) item-overlap problem
- c) social desirability effect
- d) sentiment override

ANS: B OBJ: Conceptual DIF: Difficult

REF: Choosing a Measurement Strategy

15. For Sally's study, one member of a set of married couples carried voice-activated digital recorders for two weeks and both spouses made relationship satisfaction ratings at the end of each day. The recordings contained a lot of meaningless information, but they also contained daily conversations that the spouses had with each other. Sally analyzed the conversations and examined whether the positive and negative behaviors on each day predicted the relationship satisfaction ratings on subsequent days. What kind of research is this?

- a) observational and cross-sectional
- b) home-based observational and experimental
- c) observational and correlational
- d) daily diary approach and experimental

ANS: C OBJ: Applied DIF: Medium

REF: Choosing a Measurement Strategy

16. Which of the following is a limitation of self-report data in the study of couples?

- a) Self-report questionnaires are generally unreliable.
- b) Self-report questionnaires are often invalid.
- c) Self-report questionnaires cannot capture interactions between partners.
- d) When asked to report on their relationship, partners often agree about their interactions.

ANS: C OBJ: Factual DIF: Medium

REF: Choosing a Measurement Strategy

17. A researcher is surveying men about partner behaviors that are potentially annoying. When presented with a list of possibly annoying behaviors and asked to rate their tolerance of these behaviors in the current relationship, respondents indicate a high level of tolerance for all behaviors, even the most annoying of them. What phenomenon might these responses illustrate?

- a) item-overlap problem
- b) reactivity
- c) social desirability effect
- d) cognitive editing

ANS: C OBJ: Applied DIF: Difficult

REF: Choosing a Measurement Strategy

18. What is an omnibus measure of relationship satisfaction?

- a) one that taps a wide range of relationship content
- b) one that uses open-ended questions
- c) one that uses a fixed-response scale
- d) one that taps global relationship satisfaction

ANS: A OBJ: Factual DIF: Easy

REF: Choosing a Measurement Strategy

19. Carly and Joan are very happy in their relationship and have been together for a long time.

When asked how often Joan says “I love you,” Carly responds that Joan says it almost every day. This is surprising; Joan tells you that she rarely says “I love you,” because she keeps those words for special occasions. Why might Carly’s report be so different from Joan’s?

- a) social desirability effect
- b) sentiment-override
- c) retrospective bias
- d) reactivity

ANS: B OBJ: Conceptual DIF: Difficult

REF: Choosing a Measurement Strategy

20. Wei-Chin designed a self-report inventory to measure how intimate partners express

affection and hostility toward each other. The inventory is a list of positive behaviors (e.g., back rubs, holding hands) and negative behaviors (e.g., slamming doors, raising voices).

After having a wide range of couples complete the inventory, Wei-Chin finds that happy

couples endorse all the affection items and unhappy couples endorse all the hostile items.

Which of the following problems prevents him from concluding that happy couples exchange more affectionate behaviors than unhappy couples?

- a) sentiment override
- b) item-overlap problem
- c) correlation does not imply causation
- d) social desirability effect

ANS: A OBJ: Applied DIF: Difficult

REF: Choosing a Measurement Strategy

21. The measurement of agreement between independent observers when studying behaviors that require some interpretation on the part of the observer is called _____.

- a) reactivity
- b) construct validity
- c) correlation
- d) reliability

ANS: D OBJ: Factual DIF: Easy

REF: Choosing a Measurement Strategy

22. _____ allow us to connect our theories to the relationship experiences we are most interested in.

- a) research methods
- b) research questions

- c) study results
- d) relationship therapies

ANS: A OBJ: Factual DIF: Easy

REF: Choosing a Measurement Strategy

23. You have decided to conduct a research study examining the relation between depression and relationship satisfaction. To do this you have collected a sample of 120 newlywed couples, 40 in which neither partner is depressed, 40 in which one partner is depressed, and 40 in which both partners are depressed. You plan to assess both members of each couple on relationship satisfaction and depression every 6 months for the first 5 years of marriage.

What type of design is this study?

- a) correlational and cross-sectional
- b) correlational and longitudinal
- c) experimental and cross-sectional
- d) experimental and longitudinal

ANS: B OBJ: Applied DIF: Medium

REF: Designing the Study

24. Spouses who are experiencing a lot of stress in their lives also tend to experience more symptoms of depression. This is an example of a:

- a) positive correlation
- b) negative correlation
- c) causal association

d) descriptive association

ANS: A OBJ: Factual DIF: Easy

REF: Designing the Study

25. Ajay wanted to learn more about how romantic partners share good news with each other. He asked 60 married couples to describe their conversations with their spouses and to make ratings about their partners' responses to any good news that was shared. The spouses also rated their relationship satisfaction. The questionnaires were completed every day before bed for 14 days. What kind of research design is this?

- a) experimental
- b) cross-sectional
- c) daily diary approach
- d) experience sampling

ANS: C OBJ: Applied DIF: Medium

REF: Designing the Study

26. Which of the following is **NOT** a special focus for researchers trying to understand the experience of relationships?

- a) studying both partners in a relationship
- b) studying partners at a single point in time to get a valid "snapshot" of the relationship
- c) understanding how partners coordinate their interactions
- d) understanding how intimacy develops when partners share personal information

ANS: B OBJ: Factual DIF: Medium

REF: Designing the Study

27. In the 1970s, a number of studies suggested that over the course of a long marriage, spouses' relationship satisfaction generally followed a U-shaped curve: first declining, then remaining stable, then increasing (presumably after children left home). In the 1990s, new research proved this idea wrong. Generally, marital satisfaction declines throughout the course of marriage. What was the difference between the earlier and the later research?

- a) The early research was correlational and the later research was experimental.
- b) The early research suffered from attrition bias and the later research did not.
- c) The early research examined only American couples and the later research examined representative samples.
- d) The early research was cross-sectional and the later research was longitudinal.

ANS: D OBJ: Conceptual DIF: Difficult

REF: Designing the Study

28. Which of the following is **FALSE** regarding research methods used to understand relationships?

- a) Ideally, any method of data collection leads to the same results.
- b) Data often reflect not only the phenomena of interest but also the method used to collect the data.
- c) It is difficult to reliably quantify communication in intimate relationships, so relationship researchers instead rely on self-report data.
- d) Direct observation provides unique information about interpersonal processes.

ANS: C OBJ: Factual DIF: Easy

REF: Designing the Study

29. Why would you choose to design a longitudinal study rather than conducting an experiment?

- a) We can have greater control of participant variables in longitudinal studies.
- b) Some relationship factors cannot be manipulated in experiments.
- c) Longitudinal studies are easier to conduct than experiments.
- d) Longitudinal studies allow us to make stronger causal claims than experimental studies.

ANS: B OBJ: Conceptual DIF: Easy

REF: Designing the Study

30. Which of the following is **NOT** a crucial element of a true experiment?

- a) dependent variable
- b) random assignment
- c) random sampling
- d) control

ANS: C OBJ: Factual DIF: Easy

REF: Designing the Study

31. Danica put spouses in separate rooms, asked each to make relationship satisfaction ratings, and then videotaped each giving a brief speech, which she said their partner would later watch. After the speech, each spouse was provided with written false feedback presumably provided by their partner, and then they rated their relationship satisfaction again. Danica

then assessed how evaluations of relationship satisfaction changed when participants received three different types of false feedback. In one condition the feedback was positive and reassuring, in the second it was negative and critical, and in the third it was mixed. In this experiment, the independent variable is _____ and the dependent variable is _____.

- a) the false feedback; the relationship satisfaction
- b) the relationship satisfaction; the false feedback
- c) the speech; the false feedback
- d) the speech; the relationship satisfaction

ANS: A OBJ: Applied DIF: Difficult

REF: Designing the Study

32. Harker and Keltner (2001) examined women's yearbook photos from 30 years ago. They examined how women's facial expressions in the photos predicted whether or not they were more or less likely to marry, and how happy they were if they stayed married. What kind of research is this an example of?

- a) archival
- b) experimental
- c) longitudinal
- d) observational

ANS: A OBJ: Factual DIF: Easy

REF: Designing the Study

33. Ravneet is doing a study on social support in romantic relationships and depression. He recruited a sample of undergraduates to complete his questionnaires. What is a problem with his study?

- a) It may lack internal validity.
- b) It may suffer from attrition bias
- c) It may lack reliability.
- d) It may lack external validity.

ANS: D OBJ: Factual DIF: Easy

REF: Choosing Who Gets Studied

34. What is a positive consequence of choosing a representative sample?

- a) It will result in high external validity.
- b) It will result in larger differences between groups.
- c) It will be easier to collect than an nonrepresentative sample.
- d) It will reduce the effects of social desirability.

ANS: A OBJ: Factual DIF: Medium

REF: Choosing Who Gets Studied

35. The goal of gathering data in relationship research is ultimately to:

- a) confirm our hypotheses
- b) disconfirm our hypotheses
- c) confirm the null hypothesis
- d) develop hypotheses

ANS: B OBJ: Factual DIF: Medium

REF: Drawing Conclusions

36. What is the null hypothesis?

- a) There is an effect.
- b) There is no construct validity.
- c) There is no external validity.
- d) There is no effect.

ANS: D OBJ: Factual DIF: Easy

REF: Drawing Conclusions

37. Patrice randomly assigns 30 couples to a problem-solving skills training group and another 30 couples to a group where they have group discussion about their relationship problems, but no specific training is provided. She assesses positive and negative problem-solving behavior before and after the groups, and she finds that couples in the skills training group have higher positive and lower negative behavior scores than couples in the discussion group. What can Patrice conclude from this?

- a) Patrice can conclude nothing; she has to conduct statistical analyses to determine whether there is a significant difference between her groups.
- b) Patrice can conclude that her skills training program improves behavior because she conducted a controlled experiment.
- c) Patrice can conclude nothing until she conducts a meta-analysis of her results.

- d) Patrice can conclude that the skills training program improves behavior, and that this finding is not due to chance.

ANS: A OBJ: Conceptual DIF: Difficult

REF: Drawing Conclusions

38. Michael has obtained the results from all the published and unpublished studies he can find on the association between cohabitation prior to marriage and later marital functioning. He combined the studies and analyzed them to determine whether cohabitation has a negative effect on later relationship satisfaction. This is an example of:

- a) a statistically significant effect
- b) a meta-analysis
- c) disconfirmation of the null hypothesis
- d) a research review

ANS: B OBJ: Applied DIF: Easy

REF: Drawing Conclusions

39. Which is an example of the principle showing respect for persons?

- a) maintaining confidentiality
- b) asking nontrivial questions
- c) publishing only part of the data that couples have provided
- d) not harming the research participants

ANS: B OBJ: Factual DIF: Medium

REF: Ethical Issues

40. Why is it important to maintain confidentiality of our research participants?

- a) Revealing information about them to others could violate the principle of protecting from harm.
- b) Revealing information about them to others could make our research findings invalid.
- c) People will not volunteer in research studies unless we promise confidentiality.
- d) Revealing information about them to others would violate the principle of respect for persons.

ANS: A OBJ: Conceptual DIF: Medium

REF: Ethical Issues

Short Answer/Essay Questions

1. Your friend Mathilda learns that you are taking a course on the scientific study of relationships. She scoffs that it isn't possible to study relationships scientifically. Explain to Mathilda how the scientific method can be applied to the study of intimate relationships.

ANS: Relationships can be studied scientifically by applying the scientific method. This is a set of procedures for making predictions, gathering data, and comparing the validity of competing claims about the world. For example, we may make an observation about relationships we see in the world around us, or we may have a theory about how relationships work. We can then develop specific hypotheses about how concepts should be associated and translate our abstract concepts into concrete terms (operationalization). We then devise a measurement strategy and a study to test our specific predictions. After analyzing the data

and drawing conclusions, we can then accept or reject our hypotheses and thereby refine our theories about relationships.

OBJ: Applied DIF: Easy

REF: Asking and Answering Questions | Choosing a Measurement Strategy | Designing the Study | Drawing Conclusions

2. Describe some of the pros and cons of using physiological measurement in relationship research.

ANS: Cons: It is extremely time-consuming and labor intensive to collect physiological measurement. It requires the participation of outside trained observers; involves recording the couples, making the use of expensive equipment and the logistics of arranging the meetings difficult; and may work against the validity of observations because of participant reactivity to the situation—the act of observing may change the participants' behavior. Pros: Observations directly assess the behaviors of interest to relationship researchers and can provide information that the couple is unable or unwilling to provide through self-report. These observations provide a rich source of data on couples interactions and avoid problems associated with self-reports such as retrospective biases, memory biases, and social desirability.

OBJ: Factual DIF: Easy

REF: Choosing a Measurement Strategy

3. Imagine that you wanted to learn more about how couples communicate about hurt feelings, whether and how they forgive each other for interpersonal transgressions, and how these behaviors relate to relationship quality. How would you design your study? Comment on what measurement strategy and what type of design you would use and why.

ANS: There are many possible responses to this question, but ideally the student would use a multiple-method approach and examine relationship quality longitudinally. Regarding measurement, the student could use a strategy that employed questionnaires in a fixed-response format to assess relationship quality, communication about hurt feelings, and forgiveness; the student could obtain self- and partner report of these processes.

Observations of the spouses as they talked about a time that their feelings were hurt could also be collected. It would also be possible to obtain physiological measurements while the couple were discussing the hurt feelings to evaluate how such responses are related to the outcome of interest. The student could opt for laboratory- or home-based observation.

Finally, a correlational but longitudinal design would probably be most appropriate as this would allow for better understanding of the causal nature of the associations between forgiveness and marital satisfaction. An experimental design probably would not be the first choice for this type of study, but it is possible that the student could employ a false feedback experimental manipulation and then assess feelings about the relationship to better understand this process. Given that appropriate measures of forgiveness and marital satisfaction are available, a qualitative study or open-ended questionnaires are probably not a first choice for the design and measurement strategy.

OBJ: Applied

DIF: Difficult

REF: Choosing a Measurement Strategy | Designing the Study

4. Parminder has just finished a 4-year study of engaged couples. Her intention was to find out how relationships with in-laws and the changes in family structures were related to the success or failure of couples' relationships. During the 4 years, about 20 percent of the couples dropped out of the study. Is this a problem for Parminder; why or why not?

ANS: Attrition in longitudinal studies is always a concern, even though the attrition in Parminder's study isn't as large as the average dropout of 30 percent. In this case, we don't know whether the couples who dropped out are different from the couples who remained in the study or not. If only unhappy couples dropped out, then the study could be said to suffer from attrition bias.

OBJ: Conceptual DIF: Medium

REF: Designing the Study

5. Why would a researcher choose to conduct an experiment rather than longitudinal research to understand relationship processes?

ANS: Experimental designs are better suited to help answer questions about why things happen in relationships rather than just questions about what and when things happen. In

other words, we can begin to clearly understand causal relationships when we manipulate a variable under controlled conditions and observe the effect of that manipulation on the outcome of interest. Longitudinal research allows us to begin to understand possible causal associations by examining whether early variables predict changes in outcomes of interest, but we cannot say that one causes the other because we cannot rule out third-variable problems. Thus longitudinal designs do not allow for strong causal statements in the way that experimental designs can.

OBJ: Conceptual DIF: Medium

REF: Designing the Study

6. Why would a researcher choose to conduct a longitudinal study rather than an experiment to understand relationship processes?

ANS: Although the experimental design allows us to make stronger causal statements than does the longitudinal design, there are research questions that are not amenable to the experimental design. For example, researchers cannot assign couples to engage in varying levels of conflict to observe the effects on relationships or to divorce or stay together. Also, if the researcher's interest is in processes that unfold over very long periods of time (e.g., years), then experiments may not be possible.

OBJ: Conceptual DIF: Medium

REF: Designing the Study

7. David conducted an experiment where he assigned one group of couples to go on weekly dates and to do something that neither spouse had ever done before or had not done very often (e.g., rollerblading, opera, cooking class); he called this the novel group. He assigned a second group of couples to go on a date every Saturday but to do the same activity every week; David called this the routine group. The couples were asked to go on their date nights every Saturday for 6 weeks. The couples completed relationship satisfaction questionnaires prior to starting the date nights and again at the end of the 6 weeks. This allowed David to see whether the couples in the novel activity group were happier in their relationships at the end of the study compared to the couples in the routine group. When couples volunteered to be in the study, David asked them which group they would prefer to be in because he thought if couples could choose their group, they would be more likely to complete the 6-week study and thus David could avoid attrition bias. What is the problem with David's study and why is it a concern?

ANS: David allowed his participants to choose their group and he did not employ random assignment, which is a requirement of an experiment. Thus, the two groups may not have been equivalent at the start of the study. Couples who choose to engage in novel activities on their date nights may be quite different from those who do not. David will not be able to rule out the possibility that any differences between the two groups in relationship satisfaction at the end of the study are attributable to those pre-existing differences instead of the activity manipulation.

OBJ: Conceptual DIF: Medium

REF: Designing the Study

8. In a review of 280 studies published in the *Journal of Social and Personal Relationships*, over half of all the studies sampled from college students. Why do you think this is the case and what are the problems with this sampling strategy?

ANS: Samples of college students are common because these samples are convenient. In other words, for researchers based in a university or college setting, undergraduate students are readily available and it is easy to collect data on this population. The problem with this strategy is that college students tend to be middle class, educated, and less likely to be married. Thus data based on these samples may not generalize to other types of couples or relationships because the sample is not representative.

OBJ: Factual DIF: Easy

REF: Choosing Who Gets Studied

9. In your study on how relationship satisfaction predicts changes in weight, you find that couples who are happy weigh less than couples who are unhappy. Why would you conduct statistical analyses rather than simply describing your data?

ANS: Averages are not perfect and no two groups of people are ever exactly the same. Thus, any differences need to be evaluated in terms of whether or not they represent significant or reliable differences. In other words, the differences between the two groups might be due to

chance. By conducting statistical analyses, we can evaluate whether there really is an effect that is statistically significant—that is, large enough to occur less than 5 percent of the time if the null hypothesis were true (if using the convention of a probability of .05).

OBJ: Conceptual DIF: Difficult

REF: Drawing Conclusions

10. When conducting research, it is critical to adhere to the highest ethical standards. Describe the two ethical principles discussed in your text and why it is important to adhere to them.

ANS: The first principle is respect for persons. This may mean not wasting participants' time collecting information about trivial matters or not utilizing (publishing) the data that has been collected. Making sure that participants understand what will be asked of them and providing them with all the information required to make an informed decision about whether or not to participate could be considered an example of this first principle although it is not described as such in the text. A second principle is to protect participants from harm. This means protecting their confidentiality or if possible their anonymity in the research process and not causing them to experience distress because of the research process.

OBJ: Factual DIF: Easy

REF: Ethical Issues