Chapter 1

Abnormal Psychology: Overview and Research Approaches

**Section 1 Test Item File** [**3**](#TestItemFile1)

Multiple-Choice Questions [3](#MultipleChoiceQuestions1)

Fill-in-the-Blank Questions [33](#FillintheBlankQuestions1)

Short-Answer Questions [34](#ShortAnswerQuestions1)

Essay Questions [37](#EssayQuestions1)

**Section 2 Revel Multiple Choice Assessment Questions** [**39**](#Section2RevelMultipleChoiceAssessme)

End-of-Module Quiz [39](#EndofModuleQuiz2)

End-of-Chapter Quiz [50](#EndofChapterQuiz2)

| **Total** | **Chapter 1**  **Abnormal Psychology: An Overview** | | | |
| --- | --- | --- | --- | --- |
| **Assessment Guide** |
| **Topic** |  | **Factual** | **Conceptual** | **Applied** |
| **Learning Objective N/A** | Multiple Choice |  | 2, 3, 4, 5 | 1, |
| **Learning Objective 1.1** | Multiple Choice | 6, 7, 10, 11, 13, 15, 16, 17, 18 | 8, 14, 19 | 9, 12 |
| Fill in the Blank |  |  |  |
| Short Answer |  | 116 |  |
| Essay | 129 | 128 |  |
| **Learning Objective 1.2** | Multiple Choice | 20, 21, 22, 24, 28 | 23, | 25 |
| Fill in the Blank | 111 |  |  |
| Short Answer | 117 |  | 118 |
| Essay |  |  |  |
| **Learning Objective 1.3** | Multiple Choice |  | 26, 27 | 119 |
| Fill in the Blank |  |  |  |
| Short Answer |  |  |  |
| Essay |  |  |  |
| **Learning Objective 1.4** | Multiple Choice | 28, 29, 30, 31, 32, 33, 34, 38,  39, 40, 41, 43, 44, 45, 46, 47,  48, 49, 50, 51, 52, 53, 54, 55, 56 | 42 | 35, 36, 37 |
| Fill in the Blank |  | 112 |  |
| Short Answer | 122 | 120, 121 |  |
| Essay |  |  |  |
| **Learning Objective 1.5** | Multiple Choice | 57 | 58, 59 |  |
| Fill in the Blank |  | 113 |  |
| Short Answer |  | 123 |  |
| Essay |  |  |  |
| **Learning Objective 1.6** | Multiple Choice | 60, 62, 63 | 61 | 64, 65 |
| Fill in the Blank |  |  |  |
| Short Answer | 125 |  | 124 |
| Essay |  |  | 130 |
| **Learning Objective 1.7** | Multiple Choice | 66, 68, 69, 70, 76, 77 | 67, 72, 78 | 71, 73, 74, 75, 79 |
| Fill in the Blank |  |  |  |
| Short Answer |  |  | 126 |
| Essay |  |  |  |
| **Learning Objective 1.8** | Multiple Choice | 80, 82, 88, 93, 96 | 81, 83, 84, 86, 89, 90, 91, 92, 94 | 85, 87, 95 |
| Fill in the Blank |  | 114 |  |
| Short Answer |  |  |  |
| Essay |  |  | 131 |
| **Total** | **Chapter 1**  **Abnormal Psychology: An Overview** | | | |
| **Assessment Guide** |
| **Learning Objective 1.9** | Multiple Choice | 99, 105, 110 | 97, 102, 104, 107, 109 | 98, 100, 101, 103, 106, 108 |
| Fill in the Blank | 115 |  |  |
| Short Answer | 127 |  |  |
| Essay | 132 |  |  |

Chapter 1 Abnormal Psychology: Overview and Research Approaches

Section 1 Test Item File

Multiple-Choice Questions

1. Which of the following is an example of family aggregation?

a. Both Jane and her husband are alcoholics.

b. Jim and John, 21-year-old friends, are both schizophrenics.

c. Karen, her mother, and her grandmother all have been diagnosed with generalized anxiety disorder.

d. Kim’s suicide was apparently a reaction to her mother’s abuse.

Answer: c. Karen, her mother, and her grandmother all have been diagnosed with generalized anxiety disorder.

Difficulty: 1

Page: 3

Skill: Apply What You Know

Learning Objective: N/A

2. What does Monique’s case best illustrate?

a. Most individuals with mental disorders are violent.

b. Women are more likely to commit suicide than men.

c. Most individuals who experience a mental breakdown are clearly unwell long before treatment is sought.

d. Mental illness can have a significant impact on one’s life.

Answer: d. Mental illness can have a significant impact on one’s life.

Difficulty: 1

Page: 2

Skill: Understand the Concepts

Learning Objective: N/A

3. What does Monique’s case best illustrate?

a. Abnormal behavior usually produces more distress in others than the person who engages in the abnormal behavior.

b. Abnormal behavior covers a wide range of behavioral disturbances.

c. Most people who suffer from abnormal behavior are quickly identified as deviant by other people.

d. When people suffer from mental disorders, they are unable to work or live independently.

Answer: b. Abnormal behavior covers a wide range of behavioral disturbances.

Difficulty: 1

Page: 2

Skill: Understand the Concepts

Learning Objective: N/A

4. What does Scott’s case best illustrate?

a. The problems associated with higher education in America today.

b. That homelessness often causes psychopathology.

c. That some psychological conditions are “late onset” —initially occurring in adolescence or young adulthood.

d. That lower social economic status is a causal factor of psychosis.

Answer: c. That some psychological conditions are “late onset” —initially occurring in adolescence or young adulthood.

Difficulty: 1

Page: 2

Skill: Understand the Concepts

Learning Objective: N/A

5. Scott is most likely suffering from what psychological condition?

a. Post-Traumatic Stress Disorder

b. Depression

c. Schizophrenia

d. Dissociative Identity Disorder

Answer: c. Schizophrenia.

Difficulty: 1

Page: 2

Skill: Understand the Concepts

Learning Objective: N/A

6. What makes defining abnormality difficult?

a. There are so many types of abnormal behavior that they can’t be accurately described.

b. There is no one behavior that serves to make someone abnormal.

c. Most of us are abnormal much of the time so that we cannot tell what is normal.

d. Criteria for abnormality have yet to be developed.

Answer: b. There is no one behavior that serves to make someone abnormal.

Difficulty: 2

Page: 3

Skill: Remember the Facts

Learning Objective: 1.1: Explain how we define abnormality and classify mental disorders.

7. Which of the following is a sufficient element to determine abnormality?

a. Suffering

b. Maladaptiveness

c. Deviancy

d. There is no single sufficient element.

Answer: d. There is no single sufficient element.

Difficulty: 2

Page: 3

Skill: Remember the Facts

Learning Objective: 1.1: Explain how we define abnormality and classify mental disorders.

8. The fact that body piercings are commonplace today while they would once have been viewed as abnormal illustrates that

a. modern society is unlikely to change.

b. what is acceptable for men and women is no longer different.

c. American culture values independence.

d. the values of a society may change over time.

Answer: d. the values of a society may change over time.

Difficulty: 2

Page: 5

Skill: Understand the Concepts

Learning Objective: 1.1: Explain how we define abnormality and classify mental disorders.

9. Brett persistently injects himself with pain killers. This has greatly increased his chance of overdosing and dying. His behavior harms no one else. According to the *DSM-5*, is Brett’s behavior consistent with the definition of a mental disorder?

a. Yes, because many people in society engage in this behavior.

b. Yes, because he is persistently acting in a way that harms him.

c. No, because his behavior must also harm the well-being of others in the community.

d. No, because there is no evidence that his actions are out of his own control.

Answer: b. Yes, because he is persistently acting in a way that harms him.

Difficulty: 2

Page: 5

Skill: Apply What You Know

Learning Objective: 1.1: Explain how we define abnormality and classify mental disorders.

10. According to the *DSM*, when is deviant behavior viewed as indicative of a mental disorder?

a. Always

b. Only when the behavior is inconsistent with cultural norms

c. When it is a symptom of a dysfunction in the individual

d. Never

Answer: c. When it is a symptom of a dysfunction in the individual

Difficulty: 1

Page: 7

Skill: Remember the Facts

Learning Objective: 1.1: Explain how we define abnormality and classify mental disorders.

11. In the field of abnormal psychology, what does *DSM* stand for?

a. *Disorders, Science, and the Mind*

b. *Diagnostic and Statistical Manual*

c. *Descriptors for the Science of the Mind*

d. *Diagnostic Science of the Mind*

Answer: b. *Diagnostic and Statistical Manual*

Difficulty: 1

Page: 7

Skill: Remember the Facts

Learning Objective: 1.1: Explain how we define abnormality and classify mental disorders.

12. Which of the following is included in the *DSM-5*?

a. A discussion of the various causes of mental disorders

b. A means of identifying different mental disorders

c. A description of all conditions for mental illness

d. A description of all of the possible treatments for each disorder

Answer: b. A means of identifying different mental disorders

Difficulty: 1

Page: 7

Skill: Apply What You Know

Learning Objective: 1.1: Explain how we define abnormality and classify mental disorders.

13. In the United States, the standard for defining types of mental disorders is contained in the \_\_\_\_\_\_\_\_

a. American Psychological Association’s bylaws.

b. American Psychiatric Association’s bylaws.

c. World Health Organization’s classification code.

d. *Diagnostic and Statistical Manual of Mental Disorders*.

Answer: d. *Diagnostic and Statistical Manual of Mental Disorders*.

Difficulty: 1

Page: 7

Skill: Remember the Facts

Learning Objective: 1.1: Explain how we define abnormality and classify mental disorders.

14. Which of the following best describes the *DSM*?

a. A complete guide to the origin, diagnosis, and treatment of mental disorders

b. A work in progress that classifies mental disorders based on what is currently known

c. A fundamentally flawed collection of unfounded assumptions about mental disorders

d. A collection of random opinions about diagnosing mental disorders

Answer: b. A work in progress that classifies mental disorders based on what is currently known

Difficulty: 2

Page: 7

Skill: Understand the Concepts

Learning Objective: 1.1: Explain how we define abnormality and classify mental disorders.

15. According to the case study in the textbook, for Zell Kravinsky the burden of \_\_\_\_\_\_\_ was almost unbearable.

a. hoarding personal possessions

b. washing his hands compulsively

c. refusing to help others

d. writing and rewriting letters to his family

Answer: c. refusing to help others.

Difficulty: 1

Page: 6

Skill: Remember the Facts

Learning Objective: 1.1: Explain how we define abnormality and classify mental disorders.

16. What is a reason for classifying mental disorders?

a. A classification system allows information to be organized.

b. So that professionals won’t need to look at as much information about a person.

c. So that professionals can make assumptions about people based on their diagnoses.

d. The diagnosis can have an effect on people’s behaviors.

Answer: a. A classification system allows information to be organized.

Difficulty: 1

Page: 7

Skill: Remember the Facts

Learning Objective: 1.1: Explain how we define abnormality and classify mental disorders.

17. Which concept provides psychologists with a consistent naming system that can be used to organize and identify information in a helpful manner?

a. Epidemiology

b. Classification

c. Brain research

d. Labeling

Answer: b. Classification

Difficulty: 1

Page: 7

Skill: Remember the Facts

Learning Objective: 1.1: Explain how we define abnormality and classify mental disorders.

18. The *International Classification of Diseases*, revision 10 (*ICD 10*) is produced by \_\_\_\_\_\_\_\_

a. the American Psychological Association.

b. the American Psychiatric Association.

c. the World Health Organization.

d. the American Medical Association.

Answer: c. the World Health Organization

Difficulty: 1

Page: 7

Skill: Remember the Facts

Learning Objective: 1.1: Explain how we define abnormality and classify mental disorders.

19. Which of the following is a disadvantage of having a classification system for mental disorders?

a. A classification system establishes the types of problems that mental professionals can treat.

b. When a label is used to describe an individual’s behavior, information about the person is lost.

c. A classification system allows for research to advance.

d. Identifying the disorder that an individual has guides treatment.

Answer: b. When a label is used to describe an individual’s behavior, information about the person is lost.

Difficulty: 1

Page: 8

Skill: Understand the Concepts

Learning Objective: 1.2: Describe the advantages and disadvantages of classification.

20. Which of the following statements is true concerning classification systems for mental disorders?

a. It is far more important that they be reliable than it is for them to be valid.

b. Classification systems make it more difficult to gather statistics on the incidence and prevalence of disorders.

c. Classification systems meet the needs of medical insurance companies who need diagnoses in order to authorize payment of claims.

d. Although they assist scientists who are researching disorders, they always inhibit our ability to communicate about abnormal behavior in a consistent way.

Answer: c. Classification systems meet the needs of medical insurance companies who need diagnoses in order to authorize payment of claims.

Difficulty: 2

Page: 8

Skill: Understand the Concepts

Learning Objective: 1.2: Describe the advantages and disadvantages of classification.

21. All of the following are disadvantages of classifying and diagnosing mental disorders *except* \_\_\_\_\_\_\_\_

a. stereotyping.

b. labeling.

c. stigma.

d. structure.

Answer: d. structure.

Difficulty: 1

Page: 8

Skill: Remember the Facts

Learning Objective: 1.2: Describe the advantages and disadvantages of classification.

22. Stereotyping is an example of the stigma of mental illness. It means\_\_\_\_\_\_\_\_

a. people are reluctant to discuss their psychological problems because they are afraid others won’t like them.

b. people feel very sad and upset when they find out they have a mental illness.

c. the automatic and often incorrect beliefs people have about people with mental illness.

d. the problem of removing the diagnosis, even if people make a full recovery from mental illness.

Answer: c. the automatic and often incorrect beliefs people have about people with mental illness.

Difficulty: 1

Page: 8

Skill: Remember the Facts

Learning Objective: 1.2: Describe the advantages and disadvantages of classification.

23. What is wrong with describing someone as being “schizophrenic”?

a. It implies someone is depressed.

b. Such a definitive diagnosis is rare.

c. The behavior of the schizophrenic changes so rapidly that this is only true a small percentage of the time.

d. Labels should be applied to disorders, not to people.

Answer: d. Labels should be applied to disorders, not to people.

Difficulty: 2

Page: 8

Skill: Understand the Concepts

Learning Objective: 1.2: Describe the advantages and disadvantages of classification.

24. Which of the following has been shown to *reduce* stigma of the mentally ill?

a. Educating people that a mental illness is a “real” brain disorder

b. Referring to a mental illness as a “mental disease”

c. Increasing contact with individuals who have a mental illness

d. Applying labels to individuals, such as “schizophrenic” or “bipolar”

Answer: c. Increasing contact with individuals who have a mental illness.

Difficulty: 2

Page: 10

Skill: Remember the Facts

Learning Objective: 1.2: Describe the advantages and disadvantages of classification.

25. What does the case of JGH, a Native American elder, illustrate?

a. Alcoholism has long lasting effects on mood and behavior, even when drinking has ceased.

b. A person may focus on somatic symptoms, rather than mood, when depressed.

c. Depression is not universal.

d. The symptoms of some illnesses are not apparent until after lengthy psychological evaluation.

Answer: b. A person may focus on somatic symptoms, rather than mood, when depressed.

Difficulty: 1

Page: 11

Skill: Apply What You Know

Learning Objective: 1.3: Explain how culture affects what is considered abnormal and describe two different culture-specific disorders.

25. What is a culture-specific disorder?

a. A disorder seen in all cultures

b. A disorder that is seen universally, but presents itself differently depending on cultural factors

c. A disorder that is a product of cultural stressors

d. A disorder seen only in certain cultures

Answer: d. A disorder seen only in certain cultures

Difficulty: 1

Page: 11

Skill: Remember the Facts

Learning Objective: 1.3: Explain how culture affects what is considered abnormal and describe two different culture-specific disorders.

26. Practically speaking, “abnormal” behavior means

a. any behavior that is “away from the normal“ and causes any distress.

b. any behavior that causes the person distress.

c. any behavior that causes us to consider our values.

d. any behavior that deviates from the norms of the society in which the person lives.

Answer: d. any behavior that deviates from the norms of the society in which the person lives.

Difficulty: 1

Page: 12

Skill: Understand the Concepts

Learning Objective: 1.3: Explain how culture affects what is considered abnormal and describe two different culture-specific disorders.

27. Maria believes that her dead grandmother occasionally speaks to her. In deciding if Maria has a mental illness or not, which of the following should first be evaluated?

a. How old is Maria?

b. Is Maria’s belief consistent with the beliefs of her culture?

c. Do people in general consider Maria’s belief to be abnormal?

d. Does her belief match any of the symptoms in the disorders in the *DSM*?

Answer: b. Is Maria’s belief consistent with the beliefs of her culture?

Difficulty: 1

Page: 11

Skill: Understand the Concepts

Learning Objective: 1.3: Explain how culture affects what is considered abnormal and describe two different culture-specific disorders.

28. Why is it important to know how many people have diagnosable mental illnesses?

a. Such information is needed to plan for the provision of adequate services.

b. The number of people with mental illness and the level of crime are highly correlated.

c. If the incidence of mental illness is rising, there needs to be a corresponding increase in the level of funding for medical research.

d. Pharmaceutical companies need such information to ensure the appropriate level of drug production.

Answer: a. Such information is needed to plan for the provision of adequate services.

Difficulty: 1

Page: 12

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

29. \_\_\_\_\_\_\_\_\_\_\_ refers to the estimated proportion of actual, active cases of a disorder in a given population at a given point of time.

a. Point prevalence

b. Absolute prevalence

c. 1-year prevalence

d. Lifetime prevalence

Answer: a. Point prevalence.

Difficulty: 2

Page: 12

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

30. What is epidemiology?

a. The exploration of what forms of treatment are most effective

b. A form of psychotherapy

c. The study of the role of genes in mental illness

d. The study of the distribution of a disorder in a population

Answer: d. The study of the distribution of a disorder in a population

Difficulty: 1

Page: 12

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

31. Mental health epidemiology is

a. the study of epidemics in mental disorders among the general population.

b. the study of organic brain diseases among different ethnic populations of a defined geographic region.

c. the study of the distribution of mental disorders in a given population.

d. a sociological study of psychological disorders.

Answer: c. the study of the distribution of mental disorders in a given population.

Difficulty: 2

Page: 12

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

32. What does it mean if a disorder is said to be highly prevalent?

a. It is common.

b. It is not curable.

c. It is treatable.

d. It is contagious.

Answer: a. It is common.

Difficulty: 1

Page: 12

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

33. What type of prevalence estimate tends to be lowest?

a. Point prevalence

b. 1-year prevalence

c. Lifetime prevalence

d. Virtual prevalence

Answer: a. Point prevalence

Difficulty: 1

Page: 12

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

34. \_\_\_\_\_\_\_\_ rates may be reported in terms of the lifetime risk of contracting a particular disorder.

a. Prevalence

b. Point prevalence

c. Point incidence

d. Incidence

Answer: a. Prevalence

Difficulty: 1

Page: 13

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

35. Which of the following is an example of point prevalence?

a. Forty people had panic attacks in the last year.

b. Seventy people in one graduating class were diagnosed with anorexia at some time during the past four years.

c. 1% of the population is currently experiencing depressive symptoms.

d. 15% of women will suffer from an anxiety disorder before the age of 30.

Answer: c. 1% of the population is currently experiencing depressive symptoms.

Difficulty: 2

Page: 12

Skill: Apply What You Know

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

36. What type of prevalence data only counts active cases of a disorder?

a. Point prevalence

b. 1-year prevalence

c. Lifetime prevalence

d. All prevalence data count both those who have the disorder and those who have recovered.

Answer: a. Point prevalence

Difficulty: 2

Page: 12

Skill: Apply What You Know

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

37. The mayor of a city wants to know the number of new cases of a disorder over the past year. The mayor should ask an epidemiologist for the \_\_\_\_\_\_\_\_ of the disorder.

a. prevalence rate

b. incidence rate

c. point prevalence

d. acute occurrence

Answer: b. incidence rate

Difficulty: 2

Page: 13

Skill: Apply What You Know

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

38. What type of prevalence estimate tends to be highest?

a. Point prevalence

b. 1-year prevalence

c. Lifetime prevalence

d. Virtual prevalence

Answer: c. Lifetime prevalence

Difficulty: 1

Page: 13

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

39. What term refers to the number of new cases of a disorder that occur over a given time period?

a. Point prevalence

b. 1-year prevalence

c. Incidence

d. Valence

Answer: c. Incidence

Difficulty: 1

Page: 13

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

40. Why is it believed that the NCS-R survey used to estimate the prevalence of mental illness underestimated that prevalence?

a. Most problems are acute.

b. Few people report symptoms of mental illness when completing surveys.

c. The incidence of comorbidity is too high.

d. Measures of several types of disorders were not included.

Answer: d. Measures of several types of disorders were not included.

Difficulty: 2

Page: 13

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

41. What is the most prevalent psychological disorder among adults in the United States?

a. Anxiety disorders

b. Mood disorders

c. Substance abuse disorders

d. Dissociative disorders

Answer: a. Anxiety disorders

Difficulty: 1

Page: 13

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

42. What is important to remember about the apparent high lifetime rate of mental disorders?

a. Many people were probably misdiagnosed.

b. So many people have disorders that this has become a major health issue.

c. Many people with disorders are not seriously affected by them or may have them for only a short time.

d. A large majority of people with disorders seek treatment, so the problem is not as bad as it seems.

Answer: c. Many people with disorders are not seriously affected by them or may have them for only a short time.

Difficulty: 2

Page: 13

Skill: Understand the Concepts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

43. What can be said about individuals who have a history of at least one serious psychological disorder?

a. Most are effectively treated and never experience mental illness again.

b. Over 50 percent have two or more other disorders.

c. Few have a comorbid disorder.

d. Individuals who have sought treatment for one illness are unlikely to ever experience another.

Answer: b. Over 50 percent have two or more other disorders.

Difficulty: 2

Page: 14

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

44. What individual mental disorder in the United States has the highest 1-Year Prevalence rate?

a. Major Depressive disorder

b. Alcohol Abuse

c. Specific Phobia

d. Social Phobia

Answer: c. Specific Phobia

Difficulty: 1

Page: 13

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

45. What individual mental disorder in the United States has the highest Lifetime Prevalence rate?

a. Major Depressive disorder

b. Alcohol Abuse

c. Specific Phobia

d. Social Phobia

Answer: a. Major Depressive disorder

Difficulty: 1

Page: 13

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

46. Comorbidity means \_\_\_\_\_\_\_\_

a. that a disorder is often fatal.

b. that a person has two or more disorders.

c. that a person has a more severe form of a disorder.

d. that a person is unlikely to recover from the disorder.

Answer: b. that a person has two or more disorders.

Difficulty: 2

Page: 14

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

47. A major finding from the National Comorbidity Survey Replication (NCS-R) was that \_\_\_\_\_\_\_\_

a. those people who have three or more comorbid disorders have one or more mild and transitory disorders.

b. over half of the people with a history of one serious disorder had two or more comorbid disorders.

c. people who have one mental disorder are unlikely to have a second comorbid disorder.

d. as people grow older they are more likely to have multiple severe disorders.

Answer: b. over half of the people with a history of one serious disorder had two or more comorbid disorders.

Difficulty: 2

Page: 13

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

48. Most mental health treatment \_\_\_\_\_\_\_\_

a. occurs in an outpatient setting.

b. requires an overnight stay.

c. does not involve professionals.

d. occurs in psychiatric hospitals.

Answer: a. occurs in an outpatient setting.

Difficulty: 2

Page: 16

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

49. Which of the following factors has a significant effect on the rates of severe mental illness among Americans?

a. Family size

b. Gender

c. Geographical region of the country

d. Political affiliation

Answer: b. Gender

Difficulty: 1

Page: 14

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

50. Which of the following groups of Americans has the highest rates of severe mental illness?

a. American Indian

b. Hispanic

c. Black

d. Asian

Answer: a. American Indian

Difficulty: 1

Page: 14

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

51. Most people with psychological disorders \_\_\_\_\_\_\_\_

a. seek treatment as soon as they realize there is a problem.

b. recover only if they seek treatment.

c. delay seeking treatment, sometimes for many years.

d. exaggerate their symptoms so it takes longer for them to recover.

Answer: c. delay seeking treatment, sometimes for many years.

Difficulty: 2

Page: 15

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

52. The trend toward deinstitutionalization in recent years means that \_\_\_\_\_\_\_\_

a. inpatient hospitalization in public institutions has increased.

b. people with psychological problems more often receive inpatient treatment than outpatient treatment.

c. people are hospitalized more briefly and then treated on an outpatient basis.

d. the number of community services has skyrocketed.

Answer: c. people are hospitalized more briefly and then treated on an outpatient basis.

Difficulty: 2

Page: 16

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

53. Which of the following might work with mental health clients to help resolve family problems?

a. Clinical psychologist

b. Psychiatric nurse

c. Clinical social worker

d. Psychiatrist

Answer: c. Clinical social worker

Difficulty: 1

Page: 16

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

54. Which of the following mental health professionals prescribes medications and monitors the patient for side effects?

a. Clinical psychologist

b. Psychiatrist

c. Counseling psychologist

d. Occupational therapist

Answer: b. psychiatrist

Difficulty: 1

Page: 16

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

55. A clinical social worker would provide a patient with help in which of the following areas?

a. Family therapy

b. Occupational therapy

c. Prescriptions

d. Clinical research

Answer: a. Family therapy

Difficulty: 2

Page: 16

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

56. Which of the following conditions accounts for the biggest percentage of the global burden of disease?

a. Tuberculosis

b. HIV/AIDS

c. Drug use disorders

d. Depressive disorders

Answer: d. Depressive disorders

Difficulty: 1

Page: 15

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

57. Describing a disorder as acute means that \_\_\_\_\_\_\_\_

a. it causes very severe distress and impairment.

b. it causes very mild distress and impairment.

c. it is a very long-lasting disorder.

d. it is a disorder that is short in duration.

Answer: d. it is a disorder that is short in duration.

Difficulty: 1

Page: 16

Skill: Remember the Facts

Learning Objective: 1.5: Discuss why abnormal psychology research can be conducted in almost any setting.

58. Why is it important to have some understanding of what causes a psychological disorder?

a. A disorder cannot be identified unless there is an understanding of where it came from.

b. All recognized disorders have known causes.

c. Biological treatments only work when a disorder has a biological cause.

d. The selection of a treatment approach is largely determined by assumptions about causality.

Answer: d. The selection of a treatment approach is largely determined by assumptions about causality.

Difficulty: 2

Page: 16

Skill: Understand the Concepts

Learning Objective: 1.5: Discuss why abnormal psychology research can be conducted in almost any setting.

59. What does the term etiology mean relative to psychological disorders?

a. It concerns how culture fits in with psychological disorders.

b. It concerns how family fits in with psychological disorders.

c. It concerns the causes of psychological disorders.

d. It concerns the treatments for psychological disorders.

Answer: c. It concerns the causes of psychological disorders.

Difficulty: 2

Page: 16

Skill: Understand the Concepts

Learning Objective: 1.5: Discuss why abnormal psychology research can be conducted in almost any setting.

60. One strength of case studies is \_\_\_\_\_\_\_\_

a. they can help prove causal relationships between variables.

b. they can generate new ideas to explore.

c. they do not involve bias.

d. they are usually highly accurate.

Answer: b. they can generate new ideas to explore.

Difficulty: 1

Page: 17

Skill: Remember the Facts

Learning Objective: 1.6: Describe three different approaches used to gather information about mental disorders.

61. Why is it dangerous to make conclusions based on case studies?

a. Case studies can provide little information about a disorder.

b. Few patients are willing to be used as case studies.

c. It is unethical.

d. Conclusions based on so little data are likely to be flawed.

Answer: d. Conclusions based on so little data are likely to be flawed.

Difficulty: 2

Page: 17

Skill: Understand the Concepts

Learning Objective: 1.6: Describe three different approaches used to gather information about mental disorders.

62. Which of the following typically involves having a patient or research participant fill out questionnaires?

a. Case study method

b. Direct observation

c. Self-report data collection

d. Psychophysiological data collection

Answer: c. Self-report data collection

Difficulty: 1

Page: 18

Skill: Remember the Facts

Learning Objective: 1.6: Describe three different approaches used to gather information about mental disorders.

63. Which of the following typically involves the use of trained observers?

a. Case study method

b. Direct observation

c. Self-report data collection

d. Psychophysiological data collection

Answer: b. Direct observation

Difficulty: 1

Page: 18

Skill: Remember the Facts

Learning Objective: 1.6: Describe three different approaches used to gather information about mental disorders.

64. A psychologist reports a single case of a disorder, detailing the person’s feelings and responses. This research strategy is

a. very strong and widely used in abnormal psychology.

b. rarely used in abnormal psychology because few people are willing to examine their own lives closely.

c. weak because it rarely provides information we can generalize to others with the disorder.

d. weak because it confuses correlational data with experimental data.

Answer: c. weak because it rarely provides information we can generalize to others with the disorder.

Difficulty: 3

Page: 17

Skill: Apply What You Know

Learning Objective: 1.6: Describe three different approaches used to gather information about mental disorders.

65. Carl is asked to provide information about his drinking. Despite the fact that he has had several arrests for driving while intoxicated, Carl reports that he has no problems with drinking. This is an example of

a. the problems with self-report data.

b. the problems with case studies.

c. the problems of diagnosis.

d. the problems of forming hypotheses.

Answer: a. the problems with self-report data.

Difficulty: 1

Page: 18

Skill: Apply What You Know

Learning Objective: 1.6: Describe three different approaches used to gather information about mental disorders.

66. \_\_\_\_\_\_\_\_ are more or less plausible ideas used to explain something (e.g., a behavior) and can be tested using research methods.

a. Observations

b. Hypotheses

c. Variables

d. Correlations

Answer: b. Hypotheses

Difficulty: 1

Page: 19

Skill: Remember the Facts

Learning Objective: 1.7: Explain why a control (or comparison group) is necessary to adequately test a hypothesis.

67. An important first step in studying a particular disorder is \_\_\_\_\_\_\_\_

a. selecting the best case study for analysis.

b. determining the criteria for identifying people who have the disorder.

c. deciding upon the appropriate statistical analyses to use on the data to be collected.

d. selecting the appropriate subjects for study.

Answer: b. determining the criteria for identifying people who have the disorder.

Difficulty: 2

Page: 20

Skill: Understand the Concepts

Learning Objective: 1.7: Explain why a control (or comparison group) is necessary to adequately test a hypothesis.

68. Upon deciding to study individuals with a given disorder, what is the next step that should be taken?

a. Select criteria for identifying individuals with the disorder.

b. Determine what treatment approach will be tested.

c. Establish which subjects will be the control group and which will be in the experimental group.

d. Gather survey data to determine where your subjects are most likely to reside.

Answer: a. Select criteria for identifying individuals with the disorder.

Difficulty: 1

Page: 20

Skill: Remember the Facts

Learning Objective: 1.7: Explain why a control (or comparison group) is necessary to adequately test a hypothesis.

69. Ideally, a sample should be what?

a. Random

b. Representative

c. Generalizable

d. Demographically pure

Answer: b. Representative

Difficulty: 1

Page: 20

Skill: Remember the Facts

Learning Objective: 1.7: Explain why a control (or comparison group) is necessary to adequately test a hypothesis.

70. Why is a representative sample desirable?

a. Such samples are random.

b. Hypotheses can only be tested on representative samples.

c. Only representative samples yield meaningful results.

d. The more representative a sample is, the more generalizable the data.

Answer: d. The more representative a sample is, the more generalizable the data.

Difficulty: 1

Page: 20

Skill: Remember the Facts

Learning Objective: 1.7: Explain why a control (or comparison group) is necessary to adequately test a hypothesis.

71. Dr. Katz is researching the causes of all phobias. He puts an ad in a newspaper asking for only people who have an intense, distressing fear of snakes to come and participate in his study. The major problem with this is

a. the people who come may not have a phobia.

b. his sample will be too small.

c. he is not getting a representative sample.

d. he doesn’t know if people are telling the truth about their fears or not.

Answer: c. he is not getting a representative sample.

Difficulty: 2

Page: 20

Skill: Apply What You Know

Learning Objective: 1.7: Explain why a control (or comparison group) is necessary to adequately test a hypothesis.

72. Why would a researcher want to ensure that every person in the larger group of study has an equal chance of being included in the sample?

a. It helps eliminate a correlational relationship.

b. It increases the chances of finding a causal relationship.

c. It provides important epidemiological information such as the prevalence and incidence of the disorder.

d. It increases the researcher’s ability to generalize findings to the larger group.

Answer: d. It increases the researcher’s ability to generalize findings to the larger group.

Difficulty: 2

Page: 20

Skill: Understand the Concepts

Learning Objective: 1.7: Explain why a control (or comparison group) is necessary to adequately test a hypothesis.

73. A researcher interested in the health problems of people with schizophrenia interviews only those people diagnosed with the disorder who are in an inpatient facility. The most glaring weakness in this study is \_\_\_\_\_\_\_\_

a. the absence of correlational statistics.

b. the failure to use *DSM-5* criteria for health problems.

c. having an inappropriate control group.

d. nonrepresentative sampling.

Answer: d. nonrepresentative sampling.

Difficulty: 3

Page: 20

Skill: Apply What You Know

Learning Objective: 1.7: Explain why a control (or comparison group) is necessary to adequately test a hypothesis.

74. In Dr. Lu’s study of eating disorders, she looked at the academic histories of girls with an eating disorder and girls who did not have such problems. In this example, the girls with eating disorders are the \_\_\_\_\_\_\_\_ group.

a. comparison

b. control

c. criterion

d. treatment

Answer: c. criterion

Difficulty: 1

Page: 21

Skill: Apply What You Know

Learning Objective: 1.7: Explain why a control (or comparison group) is necessary to adequately test a hypothesis.

75. In Dr. Lu’s study of eating disorders, she looked at the academic histories of girls with an eating disorder and girls who did not have such problems. In this example, the girls without eating disorders are the \_\_\_\_\_\_\_\_ group.

a. conforming

b. control

c. criterion

d. treatment

Answer: b. control

Difficulty: 1

Page: 21

Skill: Apply What You Know

Learning Objective: 1.7: Explain why a control (or comparison group) is necessary to adequately test a hypothesis.

76. What is MTurk?

a. An online labor market that connects requesters with workers.

b. A method to make a correlational study more powerful.

c. The relationship between internal and external validity.

d. One method to create a valid sample from any population.

Answer: a. An online labor market that connects requesters with workers.

Difficulty: 1

Page: 19

Skill: Remember the Facts

Learning Objective: 1.7: Explain why a control (or comparison group) is necessary to adequately test a hypothesis.

77. What is external validity?

a. The extent to which research findings are consistent with hypotheses.

b. The extent to which the sample equals the population.

c. The extent to which research findings can be generalized beyond the study.

d. A measure of how powerful the statistics being used are within a study.

Answer: c. The extent to which research findings can be generalized beyond the study.

Difficulty: 1

Page: 21

Skill: Remember the Facts

Learning Objective: 1.7: Explain why a control (or comparison group) is necessary to adequately test a hypothesis.

78. To determine whether certain characteristics are true of people in general, and not just of people with mental disorders, it is important to use

a. an experimental design.

b. a representative sample of individuals with the disorder.

c. a control group.

d. a criterion group.

Answer: c. a control group.

Difficulty: 2

Page: 21

Skill: Understand the Concepts

Learning Objective: 1.7: Explain why a control (or comparison group) is necessary to adequately test a hypothesis.

79. What is a good control group for a research study on people with eating disorders?

a. People who have an eating disorder and a wide range of educational backgrounds.

b. A group that is comparable to those with eating disorders except that they eat normally.

c. A group that is drawn from the sample of people with eating disorders.

d. People who used to have eating disorders but say they no longer do.

Answer: b. A group that is comparable to those with eating disorders except that they eat normally.

Difficulty: 1

Page: 21

Skill: Apply What You Know

Learning Objective: 1.7: Explain why a control (or comparison group) is necessary to adequately test a hypothesis.

80. In what significant ways do correlational research designs differ from experimental research designs?

a. Correlational research does not require the selection of a sample to study.

b. Correlational research does not generate hypotheses.

c. There is no comparison group in correlational research.

d. There is no manipulation of variables in correlational research.

Answer: d. There is no manipulation of variables in correlational research.

Difficulty: 1

Page: 22

Skill: Remember the Facts

Learning Objective: 1.8: Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

81. Why are correlational research designs often used in abnormal psychology?

a. They are best at determining cause and effect.

b. They are the most useful for comparing groups.

c. They give in-depth descriptions of the disorder being studied.

d. It is often unethical or impossible to directly manipulate the variables involved in abnormal psychology.

Answer: d. It is often unethical or impossible to directly manipulate the variables involved in abnormal psychology.

Difficulty: 2

Page: 22

Skill: Understand the Concepts

Learning Objective: 1.8: Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

82. What is the most important limitation of correlational studies?

a. They cannot determine cause and effect.

b. They are very subject to bias.

c. They rarely have representative samples.

d. They are very difficult to do.

Answer: a. They cannot determine cause and effect.

Difficulty: 1

Page: 22

Skill: Remember the Facts

Learning Objective: 1.8: Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

83. Researchers have observed that women who wear bras for more than 16 hours a day are more likely to develop breast cancer than those who spend less time in a bra. In other words, there is a correlation between wearing a bra and breast cancer. Based on this finding, which of the following statements is true?

a. Wearing a bra causes cancer.

b. All women should avoid wearing a bra for more than 16 hours a day.

c. There is no relationship between wearing a bra and breast cancer; these data are clearly flawed.

d. Some additional variable may serve to explain the relationship observed between wearing a bra and developing cancer.

Answer: d. Some additional variable may serve to explain the relationship observed between wearing a bra and developing cancer.

Difficulty: 2

Page: 22

Skill: Understand the Concepts

Learning Objective: 1.8: Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

84. Which of the following may be safely inferred when a significant negative correlation is found between variables x and y?

a. x causes y

b. y causes x

c. as x increases, y increases

d. as x increases, y decreases

Answer: d. as x increases, y decreases

Difficulty: 2

Page: 22

Skill: Understand the Concepts

Learning Objective: 1.8: Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

85. Dr. Gordon finds that heroin-addicted adults almost always smoked cigarettes and drank alcohol when they were young adolescents. Knowing this strong association we can conclude that \_\_\_\_\_\_\_\_

a. cigarette smoking causes drinking, which causes heroin addiction.

b. if cigarette smoking and drinking could be stopped in adolescence, heroin addiction would be stopped too.

c. heroin addiction is caused by the same factors that cause early smoking and drinking.

d. there is an association among the variables, but no causal inferences should be drawn.

Answer: d. there is an association among the variables, but no causal inferences should be drawn.

Difficulty: 2

Page: 22

Skill: Apply What You Know

Learning Objective: 1.8: Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

86. Individuals who have alcohol problems tend to come from families with other individuals who have alcohol problems. This would suggest that \_\_\_\_\_\_\_\_

a. genetic factors cause an individual to have alcohol problems.

b. environmental factors cause an individual to have alcohol problems.

c. both genetic and environmental factors cause an individual to have problems.

d. although there is an association, no cause-effect relationship can be concluded.

Answer: d. although there is an association, no cause-effect relationship can be concluded.

Difficulty: 3

Page: 22

Skill: Understand the Concepts

Learning Objective: 1.8: Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

87. Dr. Francis has discovered that the more spaghetti people eat, the less likely they are to be diagnosed with depression. Based on this finding, what statement can be made about the relationship between spaghetti and depression?

a. There is a positive correlation between spaghetti eating and depression.

b. There is a negative correlation between spaghetti eating and depression.

c. Spaghetti prevents depression.

d. There is no relationship between spaghetti eating and depression.

Answer: b. There is a negative correlation between spaghetti eating and depression.

Difficulty: 2

Page: 22

Skill: Apply What You Know

Learning Objective: 1.8: Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

88. It has been demonstrated that those who were prenatally exposed to the influenza virus are more likely to develop schizophrenia. In other words, prenatal exposure to the influenza virus is \_\_\_\_\_\_\_\_ correlated with developing schizophrenia.

a. not

b. randomly

c. negatively

d. positively

Answer: d. positively

Difficulty: 2

Page: 22

Skill: Remember the Facts

Learning Objective: 1.8: Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

89. A significant positive correlation is found between variables x and y. Which of the following may be safely inferred?

a. x causes y

b. y causes x

c. as x increases, y increases

d. as x increases, y decreases

Answer: c. as x increases, y increases

Difficulty: 2

Page: 22

Skill: Understand the Concepts

Learning Objective: 1.8: Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

90. What does the notation *p* < .05 next to a correlation mean?

a. The probability that a correlation would occur purely by chance is less than 95 out of 100

b. The probability that a correlation would occur purely by chance is less than 5 out of 100

c. The probability that a positive correlation will be found purely by chance

d. The probability that a negative correlation will be found purely by chance

Answer: b. The probability that a correlation would occur purely by chance is less than 5 out of 100

Difficulty: 2

Page: 23

Skill: Understand the Concepts

Learning Objective: 1.8: Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

91. Which of the following terms is defined as the size of the association between two variables independent of the sample size?

a. Statistical significance

b. Clinical significance

c. Effect size

d. Association size

Answer: c. Effect size

Difficulty: 2

Page: 23

Skill: Understand the Concepts

Learning Objective: 1.8: Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

92. What is the term for the statistical approach that calculates and then combines the effect sizes from multiple studies?

a. Meta-analysis

b. Effect analysis

c. Multiple-effect analysis

d. Correlational analysis

Answer: a. Meta-analysis

Difficulty: 2

Page: 24

Skill: Understand the Concepts

Learning Objective: 1.8: Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

93. Which research approach requires subjects to recall the past?

a. Reconstructive

b. Repressed

c. Retroactive

d. Retrospective

Answer: d. Retrospective

Difficulty: 1

Page: 24

Skill: Remember the Facts

Learning Objective: 1.8: Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

94. A researcher says, “These studies make it too easy for investigators to find the background factors they expect to find. However, they would be more valid if we found documents like school reports that show the background factor before the disorder emerges.” What kind of research strategy is the researcher referring to?

a. Prospective strategies

b. N=1 strategies

c. Retrospective strategies

d. Analogue studies

Answer: c. Retrospective strategies

Difficulty: 2

Page: 25

Skill: Understand the Concepts

Learning Objective: 1.8: Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

95. What type of research design begins with the identification of individuals who are likely to develop a particular disorder?

a. Correlational

b. Experimental

c. Prospective

d. Retrospective

Answer: c. Prospective

Difficulty: 1

Page: 25

Skill: Apply What You Know

Learning Objective: 1.8: Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

96. In most prospective studies, \_\_\_\_\_\_\_\_

a. large samples of individuals are interviewed to see if there are any risk factors that differentiate those with the disorder of interest.

b. children who share a risk factor for a disorder are studied before signs of the disorder show up.

c. analogue research is used because of the ethical problems with other experimental research.

d. a representative sample of a general population of adults is used.

Answer: b. children who share a risk factor for a disorder are studied before signs of the disorder show up.

Difficulty: 2

Page: 25

Skill: Remember the Facts

Learning Objective: 1.8: Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

97. A researcher who provides a certain treatment for one group and withholds treatment from a completely comparable group is using the \_\_\_\_\_\_\_\_ research method.

a. correlational

b. epidemiological

c. case study

d. experimental

Answer: d. experimental

Difficulty: 1

Page: 25

Skill: Understand the Concepts

Learning Objective: 1.9: Explain the key features of an experimental design.

98. A researcher who studies children who are home-schooled and compares them to children who attend school is using the \_\_\_\_\_\_\_\_ research method.

a. correlational

b. epidemiological

c. case study

d. experimental

Answer: a. correlational

Difficulty: 3

Page: 25

Skill: Apply What You Know

Learning Objective: 1.9: Explain the key features of an experimental design.

99. Which variable is manipulated in an experiment?

a. Comparison

b. Criterion

c. Dependent

d. Independent

Answer: d. Independent

Difficulty: 1

Page: 25

Skill: Remember the Facts

Learning Objective: 1.9: Explain the key features of an experimental design.

100. In a study of the effects of ice cream on mood, the ice cream can be described as what?

a. The dependent variable

b. The independent variable

c. A correlational variable

d. A confounding variable

Answer: b. The independent variable

Difficulty: 1

Page: 25

Skill: Apply What You Know

Learning Objective: 1.9: Explain the key features of an experimental design.

101. In a study of the effects of ice cream on mood, the mood after ice cream exposure can be described as what?

a. The dependent variable

b. The independent variable

c. A correlational variable

d. A confounding variable

Answer: a. The dependent variable

Difficulty: 1

Page: 25

Skill: Apply What You Know

Learning Objective: 1.9: Explain the key features of an experimental design.

102. Which of the following is an example of an ABAB design?

a. Half of the subjects receive one treatment and the other half are not treated.

b. All subjects received one of two treatments.

c. A subject is observed and treated.

d. A subject is observed both before and after two exposures to the treatment.

Answer: d. A subject is observed both before and after two exposures to the treatment.

Difficulty: 2

Page: 28

Skill: Understand the Concepts

Learning Objective: 1.9: Explain the key features of an experimental design.

103. Fred refuses to speak at school, although he speaks normally at home. His therapist plans out a treatment where Fred is given a gold star every time he answers his teacher, and he can then trade in his stars for prizes. Fred begins speaking in class. The therapist then tells the teacher to stop the program for a couple of weeks. Fred stops talking during that time. The teacher then starts giving Fred stars again, and Fred again begins to talk. This is an example of \_\_\_\_\_\_\_\_

a. a case study.

b. a correlational study.

c. an ABAB experimental design study.

d. a self-report study.

Answer: c. an ABAB experimental design study.

Difficulty: 2

Page: 28

Skill: Apply What You Know

Learning Objective: 1.9: Explain the key features of an experimental design.

104. What is the value of using an ABAB design?

a. It permits the study of the effects of multiple forms of treatment on a single subject.

b. Subjects can be selected randomly.

c. The effects of a single form of treatment are studied twice in the same subject.

d. Generalizability is ensured.

Answer: c. The effects of a single form of treatment are studied twice in the same subject.

Difficulty: 2

Page: 28

Skill: Understand the Concepts

Learning Objective: 1.9: Explain the key features of an experimental design.

105. A psychologist wishes to test the hypothesis that the experience of chronic physical pain can cause clinical depression, but the Ethics Committee of his university will not allow him to conduct a study in which he inflicts pain on the subjects. What kind of research design might best allow the psychologist to test this hypothesis while circumventing the committee’s objection?

a. Experimental

b. Prospective

c. Analogue

d. Longitudinal

Answer: c. Analogue

Difficulty: 3

Page: 29

Skill: Remember the Facts

Learning Objective: 1.9: Explain the key features of an experimental design.

106. Which of the following is an example of an analogue study?

a. Families with a history of schizophrenia are compared to families with no family history of mental illness.

b. Rats prenatally exposed to alcohol are studied to further our understanding of Fetal Alcohol Syndrome.

c. Blood is taken from a group of individuals with panic disorder both before and after viewing a disturbing film.

d. Survey data is examined to determine the prevalence of mental illness.

Answer: b. Rats prenatally exposed to alcohol are studied to further our understanding of Fetal Alcohol Syndrome.

Difficulty: 2

Page: 29

Skill: Apply What You Know

Learning Objective: 1.9: Explain the key features of an experimental design.

107. Dr. Brown wants to study social phobia. She induces temporary anxiety by having normal subjects believe they will be negatively evaluated by another person. This is an example of

a. a path analysis.

b. an analogue study.

c. an experimental epidemiological study.

d. a correlational study.

Answer: b. an analogue study.

Difficulty: 2

Page: 29

Skill: Understand the Concepts

Learning Objective: 1.9: Explain the key features of an experimental design.

108. What did Seligman find by studying dogs exposed to uncontrollable shock?

a. Seligman demonstrated that dogs can get depressed.

b. Seligman found that the dogs became aggressive.

c. Seligman found that uncontrollable shock led the dogs to behave much like depressed humans.

d. Seligman found that the exposure to the shock altered the level of brain chemicals known to be involved in depression.

Answer: c. Seligman found that uncontrollable shock led the dogs to behave much like depressed humans.

Difficulty: 2

Page: 29

Skill: Apply What You Know

Learning Objective: 1.9: Explain the key features of an experimental design.

109. A major scientific problem with analogue studies is \_\_\_\_\_\_\_\_

a. the difficulty of disentangling intercorrelated factors.

b. the difficulty of manipulating variables in a laboratory.

c. the inability to draw causal inferences from such studies.

d. the difficulty of generalizing to the naturally occurring phenomenon.

Answer: d. the difficulty of generalizing to the naturally occurring phenomenon.

Difficulty: 3

Page: 29

Skill: Understand the Concepts

Learning Objective: 1.9: Explain the key features of an experimental design.

110. Random assignment means \_\_\_\_\_\_\_\_

a. most research participants have a chance at being placed within the no-treatment condition.

b. most research participants have a chance at being placed within the treatment condition.

c. every research participant has a chance of being placed within the treatment or no-treatment condition.

d. every research participant has a chance of being placed within the treatment condition.

Answer: c. every research participant has a chance of being placed within the treatment or no-treatment condition.

Difficulty: 3

Page: 26

Skill: Remember the Facts

Learning Objective: 1.9: Explain the key features of an experimental design.

Fill-in-the-Blank Questions

111. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are automatic beliefs concerning other people based on little information.

Answer: Stereotypes

Difficulty: 1

Page: 8

Skill: Remember the Facts

Learning Objective: 1.2: Describe the advantages and disadvantages of classification.

112. The number of people who have suffered from a particular disorder at any time in their lives is \_\_\_\_\_\_\_\_\_\_.

Answer: lifetime prevalence

Difficulty: 1

Page: 13

Skill: Understand the Concepts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

113. When mental disorders are short in duration, they are known as acute. When they are long in duration, they are \_\_\_\_\_\_\_\_\_\_.

Answer: chronic

Difficulty: 1

Page: 16

Skill: Understand the Concepts

Learning Objective: 1.5: Discuss why abnormal psychology research can be conducted in almost any setting.

114. If the score on one variable is high and the score on another variable is low, this is known as a \_\_\_\_\_\_\_\_\_\_ correlation.

Answer: negative

Difficulty: 1

Page: 22

Skill: Remember the Facts

Learning Objective: 1.8: Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

115. \_\_\_\_\_\_\_\_\_\_\_\_\_\_are used to study questions that would not be possible to study with human subjects.

Answer: Analogue studies

Difficulty: 1

Page: 29

Skill: Remember the Facts

Learning Objective: 1.9: Explain the key features of an experimental design.

Short-Answer Questions

116. Why is it difficult to agree on a definition of abnormal behavior?

Answer: There are no sufficient or necessary conditions. Also, what is abnormal at one point in time may no longer be considered abnormal at another time.

Difficulty: 1

Page: 3

Skill: Understand the Concepts

Learning Objective: 1.1: Explain how we define abnormality and classify mental disorders.

117. What are the benefits of classifying mental disorders?

Answer: Most sciences rely on classification to provide nomenclature, to structure information, and facilitate research.

Difficulty: 2

Page: 8

Skill: Remember the Facts

Learning Objective: 1.2: Describe the advantages and disadvantages of classification.

118. Discuss one disadvantage of developing a classification system for mental disorders.

Answer: Multiple possible answers: 1. There is a loss of information when a classification scheme is applied to behavior, as will happen when any single word is used to convey something as complex as a mental disorder. 2. In addition, there may be some stigma attached to receiving a psychiatric diagnosis. 3. Stereotyping may occur, leading to incorrect assumptions about and expectations of an individual who has received a psychiatric diagnosis.

Difficulty: 2

Page: 8

Skill: Apply What You Know

Learning Objective: 1.2: Describe the advantages and disadvantages of classification.

119. Explain what a culture-specific disorder is and provide an example of one.

Answer: A culture-specific disorder is a disorder that occurs most commonly in or exclusively in a specific culture. While many disorders may present themselves differently in different cultures, these are disorders that are unique to a particular culture. Koro, a disorder seen most commonly in young Asian males, is one example. This anxiety disorder is characterized by an extreme fear that a body part is shrinking.

Difficulty: 2

Page: 11

Skill: Apply What You Know

Learning Objective: 1.3: Explain how culture affects what is considered abnormal and describe two different culture-specific disorders.

120. What is mental health epidemiology? How is it studied?

Answer: Epidemiology is the study of the distribution of a health-related problem within a population. Mental health epidemiology is the distribution and frequency of mental disorders. A key element in studying this is the frequency of mental disorder, which includes prevalence rates.

Difficulty: 1

Page: 12

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

121. Discuss the difference between prevalence and incidence.

Answer: Prevalence is the number of active cases of a disorder in a given population during a given period of time. Incidence is the number of new cases that occur over a given period of time.

Difficulty: 2

Page: 12

Skill: Understand the Concepts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

122. What is comorbidity?

Answer: The presence of two of more disorders in the same person. This is common in serious mental disorders, rarer for mild disorders.

Difficulty: 2

Page: 14

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

123. Briefly discuss why research in abnormal psychology is important.

Answer: Through the use of research, the characteristics of disorders can be studied and our understanding of the etiology of disorders is furthered. In addition, research must be used to determine the effectiveness of treatment.

Difficulty: 2

Page: 16

Skill: Understand the Concepts

Learning Objective: 1.5: Discuss why abnormal psychology research can be conducted in almost any setting.

124. What is a case study and what are its benefits and drawbacks?

Answer: An in-depth, detailed account of a single case. They are good sources of research ideas and hypotheses. However, information from them does not generalize. They are uncontrolled and often impressionistic, so any conclusions drawn may be incorrect.

Difficulty: 2

Page: 17

Skill: Apply What You Know

Learning Objective: 1.6: Describe three different approaches used to gather information about mental disorders.

125. Discuss the limitations of self-report data.

Answer: Can be misleading, sometimes deliberately lie, misinterpret questions or try to present themselves more favorably or less favorably than is true.

Difficulty: 2

Page: 18

Skill: Remember the Facts

Learning Objective: 1.6: Describe three different approaches used to gather information about mental disorders.

126. What is sampling and why is it important?

Answer: Sampling is the procedure used to select subjects to study. As it is not possible to study all of the population of interest, a subset of the population is selected. The sample studied needs to resemble the larger population on all relevant variables so that findings made when studying the sample can be generalized to the population. In other words, results obtained with a sample should provide accurate information about the larger population.

Difficulty: 2

Page: 20

Skill: Apply What You Know

Learning Objective: 1.7: Explain why a control (or comparison group) is necessary to adequately test a hypothesis.

127. What is an analogue study?

Answer: A study of an approximation of the real thing in which the researcher is interested. Often done if studying the real thing is difficult or it would be unethical to manipulate the variables of interest.

Difficulty: 2

Page: 29

Skill: Remember the Facts

Learning Objective: 1.9: Explain the key features of an experimental design.

Essay Questions

128. Discuss some of the difficulties involved in attempting to define abnormal behavior.

Answer: “Abnormal” presupposes some norm from which behavior deviates, but there is no definition of “normal” about which people can all agree. Abnormal is also related to behavior that is deemed undesirable by society. Value issues therefore always complicate the objective definition of disorders. What, exactly, comprises distress, disability, or dysfunction is also difficult to define. In addition, definitions of abnormality vary not only with culture, but over time. GRADING RUBRIC: 6 points total, 2 points for each difficulty discussed.

Difficulty: 1

Page: 3

Skill: Understand the Concepts

Learning Objective: 1.1: Explain how we define abnormality and classify mental disorders.

129. What is the *DSM* and what is the definition of a mental disorder for the *DSM-5*?

Answer: The *DSM* is the *Diagnostic and Statistical Manual of Mental Disorders*. The *DSM* is published by the American Psychiatric Association and provides information to be used in identifying mental disorders. The *DSM* does not provide information as to the cause of mental disorders. A mental disorder, according to the *DSM-5*, is a syndrome that occurs in an individual and involves clinically significant disturbance in behavior, emotion regulation, or cognitive functioning. These disturbances are thought to reflect an underlying biological, psychological, or developmental dysfunction, the consequences of which are clinically significant distress (e.g., a painful symptom) or disability (impairment in one or more important areas of functioning such as social, occupational, or other activities). It must not be a merely expected response to common stressors and losses (for example the loss of a loved one) or a culturally sanctioned response to a particular event (for example, trance states in religious rituals). It is not primarily a result of social deviance or conflicts with society. GRADING RUBRIC: 8 points total, 2 points for what *DSM* stands for, 2 points for explaining what it is, 4 points for correct definition of “mental disorder.”

Difficulty: 1

Page: 7

Skill: Remember the Facts

Learning Objective: 1.1: Explain how we define abnormality and classify mental disorders.

130. What is an observational research design and how can such an approach further our understanding of abnormal behavior. What limitations are there of such designs and how can these be overcome?

Answer: When an observational research design is employed, no manipulation is made, and data is merely gathered on the subject or subjects of interest. A group that is at risk for some disorder or one that has a particular disorder may be studied in order to gather information as to the factors that might influence the development of the disorder or the progression of the disorder. Just as a control group is used in an experiment, a control group must be used when conducting observational research. It is important, however, to recognize that no conclusions can be made about cause and effect. Correlational data, observing that two factors are related, does not permit such conclusions to be made as other factors may be the true cause for the observed relationship. For example, if a researcher observes a correlation between obesity and depression, it can’t be concluded that depression causes obesity or that obesity causes depression. While either may be true, it cannot be determined from such data. In addition to these obvious causal connections, there could be additional factors that are causing both problems. Thus, while observational research designs provide information as to how things are related, no conclusions can be made as to cause and effect. GRADING RUBRIC: 10 points total, 2 points for explaining observational research design, 2 points for how it can be used, 3 points for limitations, 3 points for how limitations can be overcome.

Difficulty: 2

Page: 18

Skill: Apply What You Know

Learning Objective: 1.6: Describe three different approaches used to gather information about mental disorders.

131. Describe the retrospective and prospective research designs. What are the benefits and problems of these designs?

Answer: Retrospective: Study people with a disorder by collecting information about their lives before they became sick. Problem is faulty and selective memory, bias on the part of the person and the researcher. Prospective: Find people with high risk of developing a disorder before they have it, measure variables ahead of time and track the person to see who develops the disorder. Problem: Can’t know how many will develop the disorder; small sample size. GRADING RUBRIC: 10 points, 5 points each.

Difficulty: 2

Page: 24-25

Skill: Apply What You Know

Learning Objective: 1.8: Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

132. Describe the ABAB research design and give an example.

Answer: A type of single case research design. A way of using case study to develop and test therapy techniques within a scientific framework. The same subject is studied over time. Phase A - collect information about the subject but don’t intervene. Phase B - intervention. Repeating the phases tells whether it is what was done in the B phase that produced any changes. Many possible examples. GRADING RUBRIC: 10 points - 5 for description, 5 for example.

Difficulty: 3

Page: 28

Skill: Remember the Facts

Learning Objective: 1.9: Explain the key features of an experimental design.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Total** | **Chapter 1**  **Revel Multiple Choice Assessments** | | | |
| **Assessment Guide** |
| **Topic** | **Factual** | **Conceptual** | **Applied** | **Analyze It** |
| **Learning Objective 1.1** | EOM\_Q1.1.4 | EOM\_Q1.1.3 EOM\_Q1.1.5  EOC Q1.1 | EOM\_Q1.1.2  EOC Q1.2 | EOM\_Q1.1.1 |
| **Learning Objective 1.2** | EOM Q1.2.1  EOM Q1.2.3  EOM Q1.2.4 | EOM Q1.2.4  EOC Q1.4 | EOM Q1.2.2  EOC Q1.3 |  |
| **Learning Objective 1.3** | EOM Q1.3.2  EOC Q1.5 | EOM Q1.3.1 | EOM Q1.3.3 |  |
| **Learning Objective 1.4** | EOM Q1.4.1  EOC Q1.6 | EOM Q1.4.2 | EOM Q1.4.3  EOC Q1.7 |  |
| **Learning Objective 1.5** |  | EOM Q1.5.1  EOM Q1.5.2  EOM Q1.5.3  EOC Q1.8 |  |  |
| **Learning Objective 1.6** | EOM Q1.6.2  EOC Q1.9 | EOM Q1.6.1 | EOM Q1.6.3 |  |
| **Learning Objective 1.7** | EOC Q1.10 | EOM Q1.7.1  EOM Q1.7.3 | EOM Q1.7.2  EOC Q1.11 |  |
| **Learning Objective 1.8** |  | EOM Q1.8.2  EOC Q1.12 | EOM Q1.8.1  EOC Q1.13 | EOM Q1.8.3 |
| **Learning Objective 1.9** | EOM Q1.9.1 | EOM Q1.9.2  EOM Q1.9.5  EOC Q1.15 | EOM Q1.9.3  EOC Q1.14 | EOM Q1.9.4 |

Section 2 Revel Multiple Choice Assessment Questions

End-of-Module Quiz

EOM\_Q1.1.1

Consider the criterion of subjective distress in the determination of a mental disorder. Which statement best describes its usefulness in deciding whether a given situation is “abnormal?”

a. Subjective distress is not a sufficient or necessary condition for us to consider something as abnormal.

b. Subjective distress is necessary but not a sufficient condition for us to consider something as abnormal.

c. Subjective distress is not necessary but is a sufficient condition for us to consider something as abnormal.

d. In order to consider something as abnormal, its subjective distress is both necessary and sufficient.

Answer: a. Subjective distress is not a sufficient or necessary condition for us to consider something as abnormal.

Difficulty: 3

Skill: Analyze It

Learning Objective: 1.1: Explain how we define abnormality and classify mental disorders.

EOM\_Q1.1.2

The vast majority of people have not climbed to the peak of Mount Everest. Those who have represent a very small portion of the total population, but they would not be labeled as abnormal for having done so. This demonstrates the pitfall of using \_\_\_\_\_\_\_\_ as a lone criterion of abnormality.

a. statistical deviancy

b. subjective distress

c. maladaptiveness

d. dangerousness

Answer: a. statistical deviancy

Difficulty: 2

Skill: Apply What You Know

Learning Objective: 1.1: Explain how we define abnormality and classify mental disorders.

EOM\_Q1.1.3

Which symptom represents the irrationality and unpredictability criterion of abnormality?

a. A person who begins to speak in rhymes instead of using coherent sentences.

b. A person who rides a roller coaster with their hands over their head, screaming in delight throughout the ride.

c. A person who adheres to a religion that is not regarded as being mainstream in her cultural surroundings.

d. A person who is able to hold their breath under water for 3 full minutes.

Answer: a. A person who begins to speak in rhymes instead of using coherent sentences.

Difficulty: 1

Skill: Understand the Concepts

Learning Objective: 1.1: Explain how we define abnormality and classify mental disorders.

EOM\_Q1.1.4

The current version of the *Diagnostic and Statistical Manual of Mental Disorders*, \_\_\_\_\_\_\_\_, was published in 2013.

a. *DSM-5*

b. *DSM-IV-TR*

c. *DSM-III-R*

d. *DSM-7.1*

Answer: a. *DSM-5*

Difficulty: 1

Skill: Remember the Facts

Learning Objective: 1.1: Explain how we define abnormality and classify mental disorders.

EOM\_Q1.1.5

What is meant by the statement that the development of the most recent version of the *DSM* was based on some contradictory themes?

a. The process sought to maintain continuity with the previous edition while also placing no limits on the changes that were needed.

b. The new *DSM* significantly reduced the number of identified mental disorders in an era where mental illness appears to be increasing.

c. The most recent *DSM* has separated diagnoses into those that are deemed “treatable” and those that are called “untreatable.”

d. Diagnostic categories that have been validated by years of research were removed from the latest *DSM* because insurance companies refused to pay for the treatment of these conditions.

Answer: a. The process sought to maintain continuity with the previous edition while also placing no limits on the changes that were needed.

Difficulty: 3

Skill: Understand the Concepts

Learning Objective: 1.1: Explain how we define abnormality and classify mental disorders.

EOM Q1.2.1

At its most fundamental level, the classification of mental disorders gives us a \_\_\_\_\_\_\_\_\_, which provide(s) clinicians with a common language and shorthand terms for complex clinical situations.

a. nomenclature

b. stigma

c. stereotype

d. set of assessment tools

Answer: a. nomenclature

Difficulty: 1

Skill: Remember the Facts

Learning Objective: 1.2: Describe the advantages and disadvantages of classification.

EOM Q1.2.2

Marlon has been diagnosed with a learning disability, and every other day leaves his 4th grade class to work with a specialist to enhance his understanding of mathematics. He is worried that his classmates will find out about his diagnosis and that they will tease him for it. Marlon is most worried about the \_\_\_\_\_\_\_\_ associated with the classification of a psychological problem.

a. stigma

b. nomenclature

c. validity

d. reliability

Answer: a. stigma

Difficulty: 1

Skill: Apply What You Know

Learning Objective: 1.2: Describe the advantages and disadvantages of classification.

EOM Q1.2.3

Automatic beliefs concerning other people that we learn as we grow up in a given culture are called \_\_\_\_\_\_\_\_.

a. stereotypes

b. prejudices

c. nomenclatures

d. discriminations

Answer: a. stereotypes

Difficulty: 2

Skill: Remember the Facts

Learning Objective: 1.2: Describe the advantages and disadvantages of classification.

EOM Q1.2.4

Goodwin (2014) analyzed 55 horror movies made between 2000 and 2012, and found that murderers are most often people who are depicted as suffering from \_\_\_\_\_\_\_\_.

a. psychosis

b. depression

c. a personality disorder

d. bipolar disorder

Answer: a. psychosis

Difficulty: 3

Skill: Remember the Facts

Learning Objective: 1.2: Describe the advantages and disadvantages of classification.

EOM Q1.2.5

Which of the following would be the best use of language to describe a person who has been diagnosed with a psychiatric condition?

a. A 23-year old person with schizophrenia

b. A 40-year old manic-depressive

c. A 15-year old anorexic

d. A 65-year old insomniac

Answer: a. A 23-year old person with schizophrenia

Difficulty: 1

Skill: Understand the Concepts

Learning Objective: 1.2: Describe the advantages and disadvantages of classification.

EOM Q1.3.1

Which of the following examples best demonstrates how cultural variations impact the way in which one views and defines a mental disorder?

a. People from Christian countries often believe that the number 13 is unlucky, while Japanese people are more likely to avoid the number 4.

b. A person who grew up in Texas may use regional dialects that are different from someone who grew up in New England.

c. People in Mexico may take an hour or two off in the middle of the day, a custom known as siesta.

d. There are no cultures in the world where homosexuality is regarded as the expected, primary sexual orientation.

Answer: a. People from Christian countries often believe that the number 13 is unlucky, while Japanese people are more likely to avoid the number 4.

Difficulty: 3

Skill: Understand the Concepts

Learning Objective: 1.3: Explain how culture affects what is considered abnormal and describe two different culture-specific disorders.

EOM Q1.3.2

A person who goes to a therapist and describes themselves as being depressed would most likely be from which culture?

a. European American

b. Native American

c. Native Alaskan

d. Southeast Asian

Answer: a. European American

Difficulty: 1

Skill: Remember the Facts

Learning Objective: 1.3: Explain how culture affects what is considered abnormal and describe two different culture-specific disorders.

EOM Q1.3.3

José’s father, Bastian, immigrated to America from the Caribbean ten years ago. Two months ago, Bastian’s wife died after a lengthy battle with cancer. Bastian has recently been displaying crying fits, seizure-like episodes and, at times, aggressive behaviors. Medical professionals have been unable to identify a physical cause for Bastian’s stress. Caribbean family members suspect that Bastian is suffering from \_\_\_\_\_\_\_\_\_\_.

a. *ataque de nervios*

b. *jinjinia bemar*

c. *windigo*

d. *mal de ojo*

Answer: a. *ataque de nervios*

Difficulty: 2

Skill: Apply What You Know

Learning Objective: 1.3: Explain how culture affects what is considered abnormal and describe two different culture-specific disorders.

EOM Q1.4.1

The term \_\_\_\_\_\_\_\_ refers to the number of active cases of a given condition or disorder that occurs during a given period of time.

a. prevalence

b. incidence

c. epidemic

d. standard

Answer: a. prevalence

Difficulty: 1

Skill: Remember the Facts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

EOM Q1.4.2

Why is there no comprehensive lifetime prevalence data regarding diagnosis of disorders as spelled out in the *DSM-5*?

a. The manual has not been in use long enough to gather those data.

b. The American Psychiatric Association has not allowed the data to be released to the public.

c. Insurance companies are unwilling to let the general public be informed about overall prevalence rates of psychiatric disorders.

d. It is unethical to collect data on such prevalence rates according to a single diagnostic system.

Answer: a. The manual has not been in use long enough to gather those data.

Difficulty: 1

Skill: Understand the Concepts

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

EOM Q1.4.3

According to the National Comorbidity Survey Replication (NCS-R), which person would be most likely to suffer from more than one diagnosable psychiatric condition?

a. Annabelle, who has been diagnosed with severe panic disorder and depression.

b. Brian, who has been diagnosed with moderate obsessive-compulsive disorder.

c. Charlene, who has been diagnosed with mild bipolar and generalized anxiety disorder.

d. Dominic, whose therapist has yet to make a definitive diagnosis to describe his symptoms.

Answer: a. Annabelle, who has been diagnosed with severe panic disorder and depression.

Difficulty: 2

Skill: Apply What You Know

Learning Objective: 1.4: Distinguish between incidence and prevalence and identify the most common and prevalent mental disorders.

EOM Q1.5.1

While a(n) \_\_\_\_\_\_\_\_ condition is somewhat short in duration, a(n) \_\_\_\_\_\_\_\_ condition lasts for a longer period of time.

a. acute; chronic

b. distal; proximal

c. primary; secondary

d. explicit; implicit

Answer: a. acute; chronic

Difficulty: 1

Skill: Understand the Concepts

Learning Objective: 1.5: Discuss why abnormal psychology research can be conducted in almost any setting.

EOM Q1.5.2

What is a main reason why our understanding of mental disorders has grown so much over time?

a. The methodologies used to study these conditions is constantly expanding and improving.

b. We no longer rely on nonexperimental techniques to study these illnesses.

c. The ethical restrictions that used to prevent such research are no longer in place.

d. Research journals have finally started publishing data related to the incidence and prevalence of psychiatric conditions.

Answer: a. The methodologies used to study these conditions is constantly expanding and improving.

Difficulty: 2

Skill: Understand the Concept

Learning Objective: 1.5: Discuss why abnormal psychology research can be conducted in almost any setting.

EOM Q1.5.3

Which of the following statements best reflects Kazdin’s quote about research methodology?

a. Research methodology consistently reflects prevailing cultural interests and values.

b. Research methodology is an approach toward problem solving, thinking, and acquiring knowledge.

c. Research methodology is simply a compilation of practices and procedures.

d. Research methodology is often plagued with scientist bias and assumptions.

Answer: a. Research methodology consistently reflects prevailing cultural interests and values.

Difficulty: 2

Skill: Understand the Concept

Learning Objective: 1.5: Discuss why abnormal psychology research can be conducted in almost any setting.

EOM Q1.6.1

Why are case studies subject to the effects of bias?

a. The writer of the case study selects what information to include and omit.

b. They do not lend themselves to statistical analysis, which is needed to eliminate bias.

c. They cannot use random assignment for the elimination of the effects of confounding variables.

d. People responding to the questions of a case study may give answers that they think you want to hear rather than being truly honest.

Answer: a. The writer of the case study selects what information to include and omit.

Difficulty: 2

Skill: Understand the Concepts

Learning Objective: 1.6: Describe three different approaches used to gather information about mental disorders.

EOM Q1.6.2

One of the problems with case study research is the issue of \_\_\_\_\_\_\_\_, or the extent to which findings in that one study can be used to draw conclusions about other, similar cases.

a. generalizability

b. internal validity

c. standardization

d. statistical relevance

Answer: a. generalizability

Difficulty: 1

Skill: Remember the Facts

Learning Objective: 1.6: Describe three different approaches used to gather information about mental disorders.

EOM Q1.6.3

Theresa, a developmental psychologist is studying nurturing play among preschool girls. She has been trained in observing certain nurturing behaviors in young girls. Theresa observes girls playing on their preschool playground and records the number of times the girls, hug, hold hands, and wave at each other. This type of observation is called \_\_\_\_\_\_\_\_.

a. direct observation

b. indirect observation

c. guided observation

d. natural observation

Answer: a. direct observation

Difficulty: 2

Skill: Apply What You Know

Learning Objective: 1.6: Describe three different approaches used to gather information about mental disorders.

EOM Q1.7.1

What distinguishes scientific hypotheses from everyday vague speculation?

a. Scientists attempt to test their hypotheses with appropriate methodologies.

b. Hypotheses always become theories, while speculation usually leads to no further consideration.

c. Hypotheses are generally correct, while speculation is generally inaccurate.

d. Hypotheses are made based on theoretical data while speculation is a result of real live observations.

Answer: a. Scientists attempt to test their hypotheses with appropriate methodologies.

Difficulty: 2

Skill: Understand the Concepts

Learning Objective: 1.7: Explain why a control (or comparison group) is necessary to adequately test a hypothesis.

EOM Q1.7.2

Dr. Ray has just conducted a study examining suicidal thoughts and behaviors among non-heterosexual teenagers. He is very confident that the results of his study are accurate. Dr. Ray would thus say that his study has high \_\_\_\_\_\_\_\_.

a. internal validity

b. external validity

c. interrater reliability

d. test-retest reliability

Answer: a. internal validity

Difficulty: 2

Skill: Apply What You Know

Learning Objective: 1.7: Explain why a control (or comparison group) is necessary to adequately test a hypothesis.

EOM Q1.7.3

What is the difference between a comparison group and a criterion group in abnormal psychology research?

a. The comparison group consists of people who do not exhibit the disorder being studied, while people in the criterion group do.

b. The criterion group consists of people who do not exhibit the disorder being studied, while people in the comparison group do.

c. The comparison group is made up of those people who are observed before treatment for a disorder is given, while those in the criterion group are studied after the treatment has been given.

d. The criterion group is made up of those people who are observed before treatment for a disorder is given, while those in the comparison group are studied after the treatment has been given.

Answer: a. The comparison group consists of people who do not exhibit the disorder being studied, while people in the criterion group do.

Difficulty: 2

Skill: Understand the Concepts

Learning Objective: 1.7: Explain why a control (or comparison group) is necessary to adequately test a hypothesis.

EOM Q1.8.1

When someone says that the findings of a given study are statistically significant, what are you being told?

a. The study’s findings were rather unlikely to have occurred by chance.

b. The data gathered were capable of being analyzed using known statistical methods.

c. There was a strong association between the two research variables that was independent of the size of the sample.

d. The movement of one variable is a direct predictor of the movement of a second variable.

Answer: a. The study’s findings were rather unlikely to have occurred by chance.

Difficulty: 2

Skill: Apply What You Know

Learning Objective: 1.8: Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

EOM Q1.8.2

Why is a meta-analysis a better way to summarize research findings than a standard literature review?

a. The meta-analysis uses effect sizes from many different research studies.

b. A meta-analysis has statistical significance, while a literature review does not.

c. A meta-analysis is a form of experimental research, while a literature review is only correlational in design.

d. A meta-analysis uses actual research participants while a literature review does not.

Answer: a. The meta-analysis uses effect sizes from many different research studies.

Difficulty: 2

Skill: Understand the Concepts

Learning Objective: 1.8: Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

EOM Q1.8.3

Courtney recently learned about a correlational study that revealed that 40 percent of persons diagnosed with schizophrenia are also left-handed. What can be assumed about schizophrenia and left-handedness on the basis of this information?

a. A positive correlational relationship exists between being diagnosed with schizophrenia and being left-handed.

b. Being left-handed may cause schizophrenia.

c. A negative correlational relationship exists between being diagnosed with schizophrenia and being left-handed.

d. Left-handed persons are more likely to have psychological problems.

Answer: a. A positive correlational relationship exists between being diagnosed with schizophrenia and being left-handed.

Difficulty: 3

Skill: Analyze It

Learning Objective: 1.8: Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

EOM Q1.9.1

In experimental research, a phenomenon that is observed—the outcome variable of interest—is called the \_\_\_\_\_\_\_\_ variable.

a. dependent

b. independent

c. extraneous

d. confounding

Answer: a. dependent

Difficulty: 1

Skill: Remember the Facts

Learning Objective: 1.9: Explain the key features of an experimental design.

EOM Q1.9.2

Why does experimental research allow for conclusions about cause-and-effect relationships between variables?

a. There is manipulation of one variable and then observation of how another variable is affected.

b. This type of research allows for the elimination of a control group.

c. It is the only type of research that gathers data capable of being analyzed statistically.

d. It allows for the determination of a correlational coefficient that describes the relationship between two variables.

Answer: a. There is manipulation of one variable and then observation of how another variable is affected.

Difficulty: 2

Skill: Understand the Concepts

Learning Objective: 1.9: Explain the key features of an experimental design.

EOM Q1.9.3

An experimenter wants to make sure that all of her participant groups are as similar as possible before the intervention being researched is applied. She takes her pool of participants and divides them into four different groups, making sure that each person has the same chance of being placed in any of those groups. What is the name for the procedure used to keep these groups approximately equivalent?

a. Random assignment

b. Random selection

c. Snowball sampling

d. Representative sampling

Answer: a. Random assignment

Difficulty: 2

Skill: Apply What You Know

Learning Objective: 1.9: Explain the key features of an experimental design.

EOM Q1.9.4

What is the central feature of a single-case research design that employs the experimental method?

a. The same individual is studied over time, perhaps before and after a specific treatment has been applied.

b. Records about a single individual are studied in-depth after that person’s death to determine the nature of their psychological challenges.

c. Two variables are measured as they applied to a single person, allowing for the calculation of an individual correlation coefficient.

d. Two or more different experimental groups are designed, each with one participant. This helps eliminate external variables from influencing the research.

Answer: a. The same individual is studied over time, perhaps before and after a specific treatment has been applied.

Difficulty: 3

Skill: Analyze It

Learning Objective: 1.9: Explain the key features of an experimental design.

EOM Q1.9.5

A(n) \_\_\_\_\_\_\_\_ study uses an approximation of a given topic as the central focus of the research. This might involve using animals and then generalizing from their behaviors to those that may be seen in human beings.

a. analogue

b. comparative

c. zoological

d. quasi-experimental

Answer: a. analogue

Difficulty: 2

Skill: Understand the Concepts

Learning Objective: 1.9: Explain the key features of an experimental design.

End-of-Chapter Quiz

EOC Q1.1

Prior to 1974, homosexuality was included in the *DSM* and classified as a mental disorder. The removal of homosexuality from the *DSM* is an example of \_\_\_\_\_\_\_\_

a. how social or cultural shifts affect how we define abnormality.

b. the impact of biological explanations on understanding human behavior.

c. the recognition by the American Psychiatric Association that homosexual persons are not dangerous.

d. the failure of psychological assessment to find consistent indicators of abnormality with homosexual populations.

Answer: a. how social or cultural shifts affect how we define abnormality.

Difficulty: 2

Skill: Understand the Concepts

Learning Objective: 1.1 Explain how we define abnormality and classify mental disorders.

EOC Q1.2

During his abnormal psychology class exam, Peter began to pound the desk and make loud quacking noises. His classmates cast worried glances at the professor as Peter continued to quack and pound the desk. Which of the indicators of abnormality presented in your text best represents Peter’s behaviors?

a. Dangerousness

b. Irrationality and unpredictability

c. Statistical deviancy

d. Subjective distress

Answer: a. Dangerousness

Difficulty: 2

Skill: Apply What You Know

Learning Objective: 1.1 Explain how we define abnormality and classify mental disorders.

EOC Q1.3

How has the effort to educate the public to the fact that mental illness is a neurological disorder impacted the amount of stigma associated with the diagnosis?

a. Being more aware of the origins of mental illness does not reduce the stigma associated with mental illness.

b. Awareness of the causes of mental illness has led to a reduction in the amount of stigma associated with mental illness.

c. Most persons are skeptical of scientific findings and do not fully embrace the concept of neurologically based mental illnesses and therefore maintain their original beliefs about mental illness.

d. Media-based mental illness stereotypes militate against any efforts at educating the public about biologically based mental illness.

Answer: a. Being more aware of the origins of mental illness does not reduce the stigma associated with mental illness.

Difficulty: 2

Skill: Apply What You Know

Learning Objective: 1.2 Describe the advantages and disadvantages of classification.

EOC Q1.4

Which groups are most likely not to seek out mental health treatment as the result of perceived stigma?

a. Younger people, men, and ethnic minorities

b. Older people and ethnic minorities

c. Highly educated women and men

d. Working, married persons

Answer: a. Younger people, men, and ethnic minorities

Difficulty: 2

Skill: Understand the Concepts

Learning Objective: 1.2 Describe the advantages and disadvantages of classification.

EOC Q1.5

Some forms of psychopathology are culture-bound. For example, in Japan, an anxiety disorder called \_\_\_\_\_\_\_\_\_\_ involves a marked fear that one’s body, body parts, or body functions may offend or embarrass others.

a. *taijin kyofusho*

b. *koro*

c. *dhat*

d. *shenkui*

Answer: a. *taijin kyofusho*

Difficulty: 1

Skill: Remember the Facts

Learning Objective: 1.3 Explain how culture affects what is considered abnormal and describe two different culture-specific disorders

EOC Q1.6

In epidemiological work, the number of new cases that occur over a given period of time is called \_\_\_\_\_\_\_\_\_.

a. incidence.

b. prevalence.

c. ratio.

d. estimate.

Answer: a. incidence

Difficulty: 1

Skill: Remember the Facts

Learning Objective: 1.4 Distinguish between incidence and prevalence and name the most common and prevalent mental disorders.

EOC Q1.7

Dr. Lopez wants to study the prevalence of schizophrenia with the population living in the south side of Chicago. He plans to count the number of persons diagnosed with schizophrenia that are living there on February 1. Individuals diagnosed before or after February 1 will not be included in the count. This method of evaluating the prevalence of persons diagnosed with schizophrenia in the south side population is called a(n) \_\_\_\_\_\_\_\_\_.

a. point prevalence

b. period prevalence

c. 1-year prevalence

d. lifetime prevalence

Answer: a. point prevalence

Difficulty: 2

Skill: Apply What You Know

Learning Objective: 1.4 Distinguish between incidence and prevalence and name the most common and prevalent mental disorders.

EOC Q1.8

Dante is interested in understanding the causes of autism spectrum disorder. In other words, he is interested in studying the \_\_\_\_\_\_ of autism spectrum disorder.

a. etiology

b. prevalence

c. incidence

d. comorbidity

Answer: a. etiology

Difficulty: 2

Skill: Understand the Concepts

Learning Objective: 1.5 Discuss why abnormal psychology research can be conducted in almost any setting.

EOC Q1.9

\_\_\_\_\_\_\_ is a method for studying the brain that involves generating a magnetic field on the surface of the head and stimulating underlying brain tissue.

a. Functional magnetic resonance imaging (fMRI)

b. Transcranial magnetic stimulation (TMS)

c. Deep brain stimulation (DBS)

d. Magnetic seizure therapy (MST)

Answer: a. Functional magnetic resonance imaging (fMRI)

Difficulty: 1

Skill: Remember the Facts

Learning Objective: 1.6 Describe three different approaches used to gather information about mental disorders.

EOC Q1.10

\_\_\_\_\_\_\_\_\_\_ refers to the extent to which one can generalize the research results obtained from the sample population to other populations.

a. External validity

b. Internal validity

c. Construct validity

d. Diagnostic validity

Answer: a. External validity

Difficulty: 1

Skill: Remember the Facts

Learning Objective: 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.

EOC Q1.11

Dr. Ratzinger has hypothesized that thimerosal vaccines cause autism spectrum disorder (ASD). He compares a group of children who received the thimerosal vaccine and have been diagnosed with ASD to a group of children who received the thimerosal but do not have a diagnosis of ASD. The group of children with diagnosis of ASD is referred to as the \_\_\_\_\_\_\_\_\_\_ group; the group of children that does not have the diagnosis is referred to as the \_\_\_\_\_\_\_ group.

a. criterion; comparison

b. treatment; control

c. standard; comparison

d. experimental; criterion

Answer: a. criterion; comparison

Difficulty: 2

Skill: Apply What You Know

Learning Objective: 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.

EOC Q1.12

Which of the following statements describes what a correlation is?

a. Correlational research compares groups on a variety of measures and does not involve the manipulation of variables.

b. Correlational research involves holding certain variables constant in two or more groups, manipulating a single variable in one of the groups and assessing for specified differences between the groups.

c. Correlational research is a cost-effective way of proving cause and effect relationships.

d. A positive correlation reflects variable increases in a criterion group to variable decreases in a comparison group.

Answer: a. Correlational research compares groups on a variety of measures and does not involve the manipulation of variables.

Difficulty: 2

Skill: Understand the Concepts

Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

EOC Q1.13

The strength of a correlation is measured by \_\_\_\_\_\_\_\_\_.

a. a correlation coefficient, which is denoted by the symbol r.

b. a reliability value, which is denoted by the symbol r.

c. a measure of statistical significance called a p-value, which is denoted by the symbol p.

d. stating the results as a negative number that suggests a weak correlation or a positive number that suggests a strong correlation.

Answer: a. a correlation coefficient, which is denoted by the symbol r.

Difficulty: 2

Skill: Apply What You Know

Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

EOC Q1.14

Professor Gonzalez studied the relationship between breast milk versus formula feeding during infancy to children’s IQ at age seven using a population of 100 children. Professor Gonzalez found that children who had been breastfed during infancy had significantly higher IQ scores compared to those who had been formula fed. Professor Patel repeated Gonzalez’s research using 200 children in his study and found no significant differences in IQ score in terms of whether the child had had breast milk or formula during infancy. What concept could explain the marked differences in results of the two researchers?

a. Effect size

b. Demand characteristics

c. Population attrition

d. Retrospective shifts

Answer: a. Effect size

Difficulty: 2

Skill: Apply What You Know

Learning Objective: 1.9 Explain the key features of an experimental design.

EOC Q1.15

The rationale for providing a return to baseline during the second A phase of an ABAB research design is to \_\_\_\_\_\_\_\_\_.

a. demonstrate that the behavior observed during the first B phase is attainable once again during the second B phase.

b. demonstrate that the behavior observed during the first A phase is attainable once again during the second A phase.

c. allow subjects a recovery period prior to engaging in treatment again.

d. evaluate for the presence of potential experimental confounds.

Answer: a. demonstrate that the behavior observed during the first B phase is attainable once again during the second B phase.

Difficulty: 2

Skill: Understand the Concepts

Learning Objective: 1.9 Explain the key features of an experimental design.