

Chapter 01 Test Bank

1. Which of the following does *not* form part of the definition of abnormal behaviour?

- A. rarity
- B. treatment**
- C. distress
- D. dysfunction
- E. norm violation

Blooms: Analysis

Difficulty: Easy

Learning Objective: 1.1 Describe the difficulties inherent in defining abnormality and mental disorder.

Topic: Defining Abnormal Behaviour and Mental Disorder

2. Which of the following is *not* true of electroconvulsive therapy (ECT)?

- A. It was found to be an effective treatment for severe depression.
- B. It is still used today.
- C. It was developed in the 1930s.
- D. It was found to have a calming effect on patients.
- E. The way it works is well understood.**

Blooms: Analysis

Difficulty: Medium

Learning Objective: 1.2 Distinguish among the main theoretical approaches to understanding the classification, aetiology and treatment of mental disorders.

Topic: Causes of Abnormal Behaviour

3. According to psychoanalytic theory, the reasons for much human behaviour are:

- A. genetic.
- B. learned.
- C. sociocultural.
- D. hidden in the unconscious mind.**
- E. situational.

Blooms: Knowledge

Difficulty: Easy

Learning Objective: 1.2 Distinguish among the main theoretical approaches to understanding the classification, aetiology and treatment of mental disorders.

Topic: Causes of Abnormal Behaviour

4. Behaviourists and psychoanalysts agree that:

- A. learning explains most problem behaviours.
- B. unconscious conflicts explain most problem behaviours.
- C. therapy commences with functional analysis.
- D.** normal and abnormal behaviours are on a continuum.
- E. problematic family relationships explain most psychopathology.

Blooms: Analysis

Difficulty: Medium

Learning Objective: 1.2 Distinguish among the main theoretical approaches to understanding the classification, aetiology and treatment of mental disorders.

Topic: Causes of Abnormal Behaviour

5. Which of these is *not* a recognised disadvantage of diagnostic labelling of mental disorders?

- A. the illusion that the diagnosis explains the symptoms
- B. the sick role
- C.** standardised research
- D. stigma
- E. oppression of non-conformist behaviour

Blooms: Analysis

Difficulty: Hard

Learning Objective: 1.3 Evaluate the changes made in psychiatric classification over time.

Topic: Diagnosis of Abnormal Behaviour

6. Prior to the twentieth century, the concept of mental illness was virtually identical to the concept of:

- A. sin.
- B. neurosis.
- C. retardation.
- D. paralysis.
- E.** insanity.

Blooms: Knowledge

Difficulty: Easy

Learning Objective: 1.3 Evaluate the changes made in psychiatric classification over time.

Topic: Causes of Abnormal Behaviour

7. Psychoanalysts believe that defence mechanisms operate by:

- A. activating the fight-flight response.
- B. reducing re-uptake of neurotransmitters and hormones.
- C.** distorting impulses into acceptable forms or making them unconscious.
- D. correcting dysfunctional thought patterns.
- E. overcoming negative behaviour patterns.

Blooms: Analysis

Difficulty: Medium

Learning Objective: 1.2 Distinguish among the main theoretical approaches to understanding the classification, aetiology and treatment of mental disorders.

Topic: Causes of Abnormal Behaviour

8. The rational-emotive therapist Albert Ellis believed that people respond to:

- A. their conditioning.
- B.** their interpretations of events.
- C. social expectations.
- D. modelling.
- E. interpersonal relationships.

Blooms: Analysis

Difficulty: Easy

Learning Objective: 1.2 Distinguish among the main theoretical approaches to understanding the classification, aetiology and treatment of mental disorders.

Topic: Causes of Abnormal Behaviour

9. As a psychiatrist treating patients, Aaron Beck noticed repeated patterns, which he labelled as:

- A.** cognitive distortions.
- B. defence mechanisms.
- C. systematic desensitisation.
- D. conditioned responses.
- E. rational behaviours.

Blooms: Knowledge

Difficulty: Easy

Learning Objective: 1.2 Distinguish among the main theoretical approaches to understanding the classification, aetiology and treatment of mental disorders.

Topic: Causes of Abnormal Behaviour

10. Which of the following does Maslow's hierarchy of needs *not* include?

- A. safety
- B. warm relationships with other people
- C. self-actualisation
- D. basic biological needs
- E. social skills**

Blooms: Analysis

Difficulty: Medium

Learning Objective: 1.2 Distinguish among the main theoretical approaches to understanding the classification, aetiology and treatment of mental disorders.

Topic: Causes of Abnormal Behaviour

11. Critical psychologists argue that:

- A. mental health professionals can be agents of oppression.
- B. the social perspective is neglected in mental health services.
- C. abnormal behaviour must be considered within its context.
- D. All of the given options are correct.**
- E. None of the given options is correct.

Blooms: Knowledge

Difficulty: Medium

Learning Objective: 1.2 Distinguish among the main theoretical approaches to understanding the classification, aetiology and treatment of mental disorders.

Topic: Causes of Abnormal Behaviour

12. Most modern explanations of mental disorder include:

- A. an evolutionary model.
- B. a categorical model.
- C. a continuum model.
- D. a diathesis-stress model.**
- E. a family systems model.

Blooms: Analysis

Difficulty: Easy

Learning Objective: 1.2 Distinguish among the main theoretical approaches to understanding the classification, aetiology and treatment of mental disorders.

Topic: Defining Abnormal Behaviour and Mental Disorder

13. The main drawback of drug treatment for psychological problems is the:

- A.** high rate of relapse once the drug is stopped.
- B. cost of the drug.
- C. need for the drug to be prescribed by a doctor.
- D. side effects of the drug.
- E. lack of efficacy.

Blooms: Comprehension

Difficulty: Medium

Learning Objective: 1.2 Distinguish among the main theoretical approaches to understanding the classification, aetiology and treatment of mental disorders.

Topic: Treatment of Abnormal Behaviour

14. The basic principle of classical conditioning is that:

- A. all behaviours can be understood in terms of their function.
- B.** all behaviours can be explained in terms of conditioned and unconditioned responses.
- C. all behaviours followed by positive consequences are likely to be repeated.
- D. all behaviours can be interpreted as a product of cognitive patterns.
- E. scientific research must confine itself to events which can be observed.

Blooms: Knowledge

Difficulty: Easy

Learning Objective: 1.2 Distinguish among the main theoretical approaches to understanding the classification, aetiology and treatment of mental disorders.

Topic: Emergence of Modern Perspectives on Abnormality

15. A functional analysis of behaviour:

- A.** describes behaviour and its environmental determinants objectively.
- B. reduces incongruence and results in self-actualisation.
- C. interprets behaviour in terms of unconscious conflicts.
- D. associates a relaxation response with imagined feared stimuli.
- E. connects behavioural responses to cognitive distortions.

Blooms: Comprehension

Difficulty: Medium

Learning Objective: 1.2 Distinguish among the main theoretical approaches to understanding the classification, aetiology and treatment of mental disorders.

Topic: Treatment of Abnormal Behaviour

16. According to Carl Rogers, the main determinant of whether people fulfil their potential is whether or not they have experienced which of the following?

- A. empathy
- B. client-centred therapy
- C. positive reinforcement
- D. supportive family relationships
- E. unconditional positive regard**

Blooms: Comprehension

Difficulty: Easy

Learning Objective: 1.2 Distinguish among the main theoretical approaches to understanding the classification, aetiology and treatment of mental disorders.

Topic: Treatment of Abnormal Behaviour

17. Humanistic theories and therapies are *not*:

- A. easy to measure and evaluate.**
- B. used widely in counselling.
- C. influential in the personal growth movement.
- D. inclusive of human individuality and choices.
- E. non-pathologising of the individual.

Blooms: Comprehension

Difficulty: Medium

Learning Objective: 1.2 Distinguish among the main theoretical approaches to understanding the classification, aetiology and treatment of mental disorders.

Topic: Treatment of Abnormal Behaviour

18. The *DSM-5* is based on the:

- A. medical model.**
- B. psychological model.
- C. diathesis-stress model.
- D. sociocultural model.
- E. humanistic model.

Blooms: Analysis

Difficulty: Medium

Learning Objective: 1.3 Evaluate the changes made in psychiatric classification over time.

Topic: Diagnosis of Abnormal Behaviour

19. The key issues raised in the construction of the *DSM-5* include all of the following *except*:

- A. a rating system indicating the extent and quality of empirical research.
- B. explicit guidelines for changing criteria from one edition of the *DSM* to the next.
- C. the possibility of a dimensional approach.
- D.** the inclusion of a psychoanalytic perspective.
- E. All of the options are key issues relevant to the construction of the *DSM-5*.

Blooms: Comprehension

Difficulty: Medium

Learning Objective: 1.3 Evaluate the changes made in psychiatric classification over time.

Topic: Diagnosis of Abnormal Behaviour

20. The authors of the *DSM-5* research agenda emphasised that one of the main shortcomings of the *DSM-IV-TR* was:

- A. the lack of specific diagnostic criteria to define each disorder.
- B. the dimensional classification system.
- C. the absence of personality disorders.
- D. the presence of theoretical models for each of the diagnoses.
- E.** the presentation of various diagnostic categories as if they were equal in validity.

Blooms: Comprehension

Difficulty: Hard

Learning Objective: 1.3 Evaluate the changes made in psychiatric classification over time.

Topic: Diagnosis of Abnormal Behaviour

21. Which of the following is *not* one of the reasons experts have proposed a dimensional system of classification for the *DSM-5*?

- A. Psychiatric disorders are shown to exist on a continuum of severity.
- B.** Psychiatric disorders are separate and independent.
- C. There are high rates of comorbidity among psychiatric disorders.
- D. The point on a continuum at which a diagnosis is made is largely arbitrary.
- E. It may improve the validity of the diagnostic system.

Blooms: Comprehension

Difficulty: Hard

Learning Objective: 1.3 Evaluate the changes made in psychiatric classification over time.

Topic: Diagnosis of Abnormal Behaviour

22. Which one of the following has *not* been suggested as an advantage of using both a categorical and a dimensional system of diagnosis for psychiatric disorders?

- A.** Clinicians will find the combination system simpler to use than the current system.
- B. Clinicians can still use familiar categories to facilitate efficient communication.
- C. Clinicians can use the dimensions to identify a patient's strengths and weaknesses.
- D. Clinicians will be able to use the dimensional approach to assess initial severity.
- E. Clinicians can use the dimensions to note changes in severity during treatment.

Blooms: Comprehension

Difficulty: Hard

Learning Objective: 1.3 Evaluate the changes made in psychiatric classification over time.

Topic: Diagnosis of Abnormal Behaviour

23. The pattern and rates of co-occurrence among the mental disorders are thought to reflect:

- A. the presence of personality disorders.
- B. separate, independent causation.
- C.** the existence of higher-order dimensions of psychopathology.
- D. classical conditioning.
- E. clinical bias.

Blooms: Analysis

Difficulty: Hard

Learning Objective: 1.3 Evaluate the changes made in psychiatric classification over time.

Topic: Diagnosis of Abnormal Behaviour

24. The diathesis-stress model explains mental disorders in terms of:

- A. brain abnormalities.
- B.** an interaction between biological and psychological factors.
- C. neurotransmitter imbalance.
- D. adverse life events.
- E. personality types.

Blooms: Comprehension

Difficulty: Easy

Learning Objective: 1.2 Distinguish among the main theoretical approaches to understanding the classification, aetiology and treatment of mental disorders.

Topic: Defining Abnormal Behaviour and Mental Disorder

25. Emil Kraepelin classified mental disorders in terms of their:

- A. causes.
- B. severity.
- C. symptoms.**
- D. adverse life events.
- E. All of the given options are correct.

Blooms: Analysis

Difficulty: Medium

Learning Objective: 1.2 Distinguish among the main theoretical approaches to understanding the classification, aetiology and treatment of mental disorders.

Topic: Diagnosis of Abnormal Behaviour

26. The behavioural perspective considers all behaviour, both normal and abnormal, as the product of:

- A. genetics.
- B. brain abnormalities.
- C. neurotransmitter imbalance.
- D. learning.**
- E. hormone deficiency.

Blooms: Analysis

Difficulty: Medium

Learning Objective: 1.2 Distinguish among the main theoretical approaches to understanding the classification, aetiology and treatment of mental disorders.

Topic: Emergence of Modern Perspectives on Abnormality

27. Which of the following is *not* an example of a cognitive distortion?

- A. black and white thinking
- B. over-generalising
- C. catastrophising
- D. repressing**
- E. jumping to negative conclusions

Blooms: Analysis

Difficulty: Medium

Learning Objective: 1.2 Distinguish among the main theoretical approaches to understanding the classification, aetiology and treatment of mental disorders.

Topic: Emergence of Modern Perspectives on Abnormality

28. The dimensional approach to mental disorders argues that disorders:

- A. are categorical in nature.
- B. are comorbid.
- C. exist along a continuum.**
- D. are arbitrary.
- E. are socially constructed.

Blooms: Comprehension

Difficulty: Easy

Learning Objective: 1.2 Distinguish among the main theoretical approaches to understanding the classification, aetiology and treatment of mental disorders.

Topic: Diagnosis of Abnormal Behaviour

29. According to psychoanalytic theory, both normal and abnormal behaviours are the result of:

- A. the pleasure principle.
- B. the Oedipus complex.
- C. conflict between the Oedipus complex and the pleasure principle.
- D. conflict between the id, ego and superego.**
- E. repressed memories.

Blooms: Comprehension

Difficulty: Easy

Learning Objective: 1.2 Distinguish among the main theoretical approaches to understanding the classification, aetiology and treatment of mental disorders.

Topic: Emergence of Modern Perspectives on Abnormality

30. Which of these does *not* typically form part of cognitive-behavioural treatment?

- A. cognitive restructuring
- B. behavioural experiments
- C. dream analysis**
- D. thought diaries
- E. altering behaviours

Blooms: Analysis

Difficulty: Easy

Learning Objective: 1.2 Distinguish among the main theoretical approaches to understanding the classification, aetiology and treatment of mental disorders.

Topic: Treatment of Abnormal Behaviour

31. What of these was an important limitation of the first two editions of the *DSM*?

- A. too many diagnostic categories
- B. too few diagnostic categories
- C. a lack of reliability of the diagnostic categories**
- D. diagnostic categories that were too broadly defined
- E. diagnostic categories that were too narrowly defined

Blooms: Analysis

Difficulty: Easy

Learning Objective: 1.3 Evaluate the changes made in psychiatric classification over time.

Topic: Diagnosis of Abnormal Behaviour

32. A mental disorder is a syndrome characterised by:

- A. extreme anger.
- B. heightened sensations.
- C. disturbances in social skills.
- D. disturbances in cognitions and behaviour.**
- E. depression.

Blooms: Analysis

Difficulty: Easy

Learning Objective: 1.1 Describe the difficulties inherent in defining abnormality and mental disorder.

Topic: Diagnosis of Abnormal Behaviour

33. With reference to Wakefield's 'harmful dysfunction' analysis of mental disorders, what does the word 'dysfunction' refer to?

- A. where a psychological process has failed to carry out its natural function**
- B. where an individual is unable to function in society
- C. where an individual is behaving in a threatening manner
- D. where an individual is unable to empathise
- E. where an individual is unable to relate to others

Blooms: Analysis

Difficulty: Hard

Learning Objective: 1.1 Describe the difficulties inherent in defining abnormality and mental disorder.

Topic: Diagnosis of Abnormal Behaviour

34. The *DSM-5* adopted what approach in its classification of disorders?

- A. a psychoanalytic approach
- B. a neo-Kraepelinian approach**
- C. an eclectic approach
- D. a causation approach
- E. a theoretical approach

Blooms: Analysis

Difficulty: Easy

Learning Objective: 1.3 Evaluate the changes made in psychiatric classification over time.

Topic: Diagnosis of Abnormal Behaviour

35. According to the biopsychosocial approach, human behaviour can best be explained by:

- A. genetics.
- B. the diathesis-stress model.
- C. upbringing.
- D. an individual's biological and psychological vulnerabilities.
- E. a variety of biological, psychological and sociocultural factors.**

Blooms: Comprehension

Difficulty: Easy

Learning Objective: 1.2 Distinguish among the main theoretical approaches to understanding the classification, aetiology and treatment of mental disorders.

Topic: Defining Abnormal Behaviour and Mental Disorder

36. Among mental health professionals, a crucial element of defining dysfunctional behaviour is:

- A. if a person engages in risky behaviours.
- B. if a person experiences elevated mood, self-esteem and creativity.
- C. if a person's behaviour interferes with his/her ability to carry on with everyday life.**
- D. if a person defines his/her own behaviour as abnormal.
- E. if an individual imposes suffering on his/her own self.

Blooms: Knowledge

Difficulty: Hard

Learning Objective: 1.1 Describe the difficulties inherent in defining abnormality and mental disorder.

Topic: Defining Abnormal Behaviour and Mental Disorder

37. Which is *not* part of the general definition of a 'mental disorder' in the *DSM-5*:

- A. a disturbance in an individual's thoughts, feelings or behaviours.
- B. dysfunction in an individual's underlying psychological, biological or developmental functioning.
- C. distress in social, occupational or other important activities.
- D.** culturally expected responses to a common stressor.
- E. socially deviant behaviour as a result of a dysfunction in the individual.

Blooms: Knowledge

Difficulty: Hard

Learning Objective: 1.1 Describe the difficulties inherent in defining abnormality and mental disorder.

Topic: Defining Abnormal Behaviour and Mental Disorder

Chapter 01 Test Bank Summary

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