Chapter 02: Current Paradigms in Psychopathology

Multiple Choice

1. Which philosopher of science said, “Subjective factors as well as our human limitations enter into the conduct of scientific inquiry?
a) Thomas Kuhn
b) Sigmund Freud
c) Emile Durkheim
d) Abraham Maslow

Ans: a
Type: Factual
Section ref: Introduction
Difficulty: Easy
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

2. A set of basic assumptions that defines how to conceptualize and study a subject, how to gather and interpret relevant data, even how to think about a particular subject is known as a
a) theoretical perspective.
b) hypothetical stance.
c) paradigm.
d) none of the above.

Ans: c
Type: Factual
Section ref: Introduction
Difficulty: Easy
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

3. Paradigms in the study of psychopathology
a) increase objectivity.
b) slow innovation.
c) increase confidence in our conclusions regarding mental illness.
d) enable us to gather knowledge in a systematic manner.

Ans: d
Type: Factual
Section ref: Introduction

Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Analysis

4. When a scientist chooses a paradigm to understand psychopathology, it
a) has little effect on clinical practice.
b) leads to an overly narrow perspective.
c) is generally too narrow in focus.
d) specifies which problems they will investigate and how they will go about investigating them.

Ans: d
Type: Factual
Section ref: Introduction
Difficulty: Easy
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

5. Contemporary views on genetic and environmental factors in behavior emphasize that
a) genes are important for only some behaviors.
b) a good environment can overcome genetic limitations.
c) both factors influence each other.
d) the percentage of genetic influence on a behavior can be measured.

Ans: c
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Analysis

6. The carriers of the genetic information passed from parent to child are called
a) nature.
b) genes.
c) zygotes.
d) DNA.

Ans: b
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Easy
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.

Bloomcode: Knowledge

7. What makes us unique is the
a) number of genes we have.
b) the amount of DNA we inherit.
c) the number of genes we inherit.
d) the sequencing of our genes.

Ans: d
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Easy
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

8. The switching on and off of certain genes is called
a) gene expression
b) gene sequencing
c) DNA ordering
d) DNA display

Ans: a
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Easy
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

9. When discussing heritability, it is important to keep in mind all of the following EXCEPT:
a) heritability estimates range from 0.0 to 1.0.
b) the higher the heritability value, the greater the heritability.
c) heritability is relevant for a particular individual.
d) heritability is relevant for large populations.

Ans: c
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Analysis

10. According to behavior genetics research,
a) nonshared experiences have much more to do with mental illness than shared experiences.
b) shared experiences have much more to do with mental illness than nonshared experiences.
c) shared and nonshared experiences are equally important for mental illness.
d) there is no way to differentiate between shared and nonshared contributions to mental illness.

Ans: a
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Medium
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Bloomcode: Analysis

11. Psychopathology is polygenic, meaning that
a) there are several different paradigms to explain abnormal behavior.
b) there are several different genes operating at different times during development that influence vulnerability.
c) the human genome consists of around 30,000 genes.
d) if a person had a gene for a given disorder, he or she would most likely get that disorder.

Ans: b
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Easy
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

12. If the heritability of ADHD is around .70, then
a) 70% of ADHD is due to .environment and 30% is attributed to genes.
b) 30% of ADHD is due to genes and 70% is attributed to variations in our brain.
c) individual heritability for ADHD is .70 and has little to do with our parents.
d) In a given population, approximately 70% of variation in ADHD is attributed to genes and approximately 30% is attributed to the environment.

Ans: d
Type: Applied
Section ref: The Genetic Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Application

13. Which of the following statements is false?
a) Heritability is a population statistic ranging from 0.0 to 1.0.
b) Heritability is the extent to which variability in a particular behavior in a population can be accounted for by environmental factors.
c) Heritability is a measure of what varies in a population.
d) The higher the heritability statistic, the more a particular behavior can be accounted for by genetic factors.

Ans: b
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Analysis

14. Research suggests that
a) shared environmental factors is what matters most for understanding genetic variability among siblings.
b) heritability is what determines a behavior in a population.
c) the effect of nonshared environmental events on siblings is what matters most for understanding genetic variability among siblings.
d) specific types of events determine genetic variability among siblings.

Ans: c
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Analysis

15. One's inherited genes are referred to as
a) phenotypes.
b) genotypes.
c) somatotypes.
d) allele types.

Ans: b
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Easy
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

16. One's observable characteristics are called
a) fistulas.
b) genotypes.
c) genetic types.
d) phenotypes.

Ans: d
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Easy
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

17. A genotype is illustrated by which of the following?
a) Kim's eye color
b) Kim's hair color
c) Kim's unexpressed gene for sickle cell
d) Kim's two recessive genes

Ans: c
Type: Applied
Section ref: The Genetic Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms
Bloomcode: Application

18. A phenotype is illustrated by which of the following?
a) Lisa's mom's hair color.
b) Lisa's chromosomes.
c) Lisa's eye color.
d) Lisa's DNA structure.

Ans: c
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Application

19. The behavior genetic view suggests which of the following relationships between genes and abnormal behavior?
a) Genetic predispositions increase the likelihood of abnormal behavior.
b) It is possible and reasonable to manipulate an individual's genes.

c) Twins are more likely to exhibit abnormal behavior.
d) None of the above.

Ans: a
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Easy
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Bloomcode: Knowledge

20. Any measure of intelligence is best viewed as an index of
a) genotype.
b) phenotype.
c) shared environment.
d) nonshared environment.

Ans: b
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Analysis

21. Turkheimer and colleagues' study of IQ showed that
a) heritability for IQ is high.
b) heritability depends upon the environment.
c) achievement is highly heritable regardless of environment.
d) linkage analysis is a sound research method.

Ans: b
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Easy
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: knowledge

22. Different forms of the same gene are called
a) alleles.
b) polymorphisms.
c) chromosomes.
d) genotypes.

Ans: a
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Easy
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Bloomcode: Knowledge

23. A difference in DNA sequence that occurs in a population is called
a) an allele.
b) a genotype.
c) a phenotype.
d) a polymorphism.

Ans: d
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Easy
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

24. “Knockout studies”
a) are used to learn about mating behaviors in mice.
b) are used to gain a better understanding of DNA sequences.
c) manipulate specific genes and observe the effects on behavior by “removing” certain genes from mice DNA.
d) manipulate specific genes by inserting artificial hormones into mice DNA.

Ans: c
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Medium
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Bloomcode: Knowledge

25. Transcription factors recognize
a) promoters.
b) responders.
c) influencers.
d) recorders.

Ans: a
Type: Factual

Section ref: The Genetic Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

26. In genetics, SNPS refers to
a) single neurogenic proteins.
b) single nucleotide polymorphisms.
c) soluble nucleotide proteins.
d) soluble neurokinetic polymorphisms.

Ans: b
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Easy
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

27. A CNV is an abnormal copy of one or more sections of DNA. They occur due to all of the following EXCEPT:
a) addition of copies
b) deletion of copies
c) mutation of copies
d) multiplication of copies

Ans: d
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Analysis

28. “De novo” mutations are:
a) spontaneous
b) rapidly progressing
c) slow developing
d) systematic

Ans: a
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Easy

Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

29. The study of the pups born to high LG-ABN mothers or low LG-ABN mothers and raised by high LG-ABN mothers or low LG-ABN mothers provided support for the idea that
a) environments influence the expression of genes in psychopathology.
b) adoption studies are a useful method for understanding genetic markers.
c) environments do not play as important a role as genetics.
d) LG-ABN behaviors in mothers are not related to the expression of certain genes in pups.

Ans: a
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Analysis

30. Adoption studies are ideal studies for investigating
a) polymorphism.
b) gene-environment interactions.
c) genotypes.
d) alleles.

Ans: b
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Analysis

31. Nick was born with a predisposition for aggression and impulsivity that has resulted in frequent trouble with the law. As a result of time spent in jail, Nick has developed alcohol dependence. This is an example of
a) linkage analysis.
b) epigenetics.
c) gene-environment interaction.
d) reciprocal gene-environment interaction.

Ans: d
Type: Applied
Section ref: The Genetic Paradigm
Difficulty: Medium

Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Application

32. A reciprocal gene-environment interaction
a) involves the idea that genes may predispose individuals to seek out certain environments.
b) involves how adopted children take on the characteristics of their adopted parents.
c) is a useful research method in adoption studies.
d) suggests that individuals who spend a lot of time in bars are more likely to develop alcohol dependence than those who do not frequent bars.

Ans: a
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Comprehension

33. A major current challenge for researchers within the genetic paradigm is to show the mechanism by which
a) genes for pathology remain after many generations.
b) genes and environments influence each other.
c) genes exert effects on highly complex behaviors.
d) drugs are able to effect genetic predispositions.

Ans: b
Type: Factual
Section ref: The Genetic Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Comprehension

34. The neuroscience paradigm
a) suggests that genes are responsible for most types of psychopathology.
b) suggests that dopamine is linked to most types of psychopathology.
c) asserts that mental disorders are linked to aberrant processes in the brain.
d) asserts that mental disorders are linked to environmental disturbances.

Ans: c
Type: Factual
Section ref: The Neuroscience Paradigm
Difficulty: Medium

Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Comprehension

35. The small gap between brain cells that is involved in message transmission is called the
a) neurotransmitter.
b) axon.
c) ganglion.
d) synapse.

Ans: d
Type: Factual
Section ref: The Neuroscience Paradigm
Difficulty: Easy
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

36. Neurotransmitters are chemical substances that
a) allow nerve impulses to reach the next neuron.
b) repair neurons.
c) let neurons adjust their sensitivity to new inputs.
d) adjust the speed of neural transmissions.

Ans: a
Type: Factual
Section ref: The Neuroscience Paradigm
Difficulty: Easy
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Bloomcode: Knowledge

37. Neurotransmitters are pumped back into the presynaptic cell by
a) reintroduction.
b) reuptake.
c) reinstitution.
d) recall.

Ans: b
Type: Factual
Section ref: The Neuroscience Paradigm
Difficulty: Easy
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

38. Which of the following neurotransmitters is NOT mentioned in the text as being implicated in psychopathology?
a) GABA
b) Dopamine
c) Serotonin
d) All of the above are mentioned

Ans: d
Type: Factual
Section ref: The Neuroscience Paradigm
Difficulty: medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Analysis

39. According to the neuroscience paradigm, mental disorders are likely the result of
a) an abundance of receptors on the postsynaptic neuron.
b) excesses of different neurotransmitters, such as dopamine.
c) deficiencies in different neurotransmitters, such as serotonin.
d) all of the above.

Ans: d
Type: Factual
Section ref: The Neuroscience Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Applied

40. Second messengers play an important role in
a) moderating agonists.
b) moderating antagonists.
c) helping neurons adjust receptor sensitivity.
d) adjusting sensitivity of the thalamus.

Ans: c
Type: Factual
Section ref: The Neuroscience Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Comprehension

41. _____ not only interact with neurons, but they also help to control how neurons work.
a) Glial cells
b) DNA strands
c) Genes
d) Agonists

Ans: a
Type: Factual
Section ref: The Neuroscience Paradigm
Difficulty: Easy
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

42. Which of the following mechanisms adjust the sensitivity of postsynaptic receptors to dopamine, norepinephrine, or serotonin?
a) second messengers
b) antagonists
c) neurotransmitters
d) nerve impulses

Ans: a
Type: Factual
Section ref: The Neuroscience Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Analysis

43. Dr. Arthur and his colleagues are investigating a new drug for depression that stimulates serotonin receptors. Dr. Arthur is most likely investigating which kind of drug?
a) an antagonist
b) an agonist
c) a second messenger
d) a synaptic blocker

Ans: b
Type: Applied
Section ref: The Neuroscience Paradigm
Difficulty: Hard
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Synthesis

44. Fred has schizophrenia and is taking a medication that works by blocking dopamine receptors. Fred is most likely taking which kind of drug?
a) an antagonist
b) an agonist
c) a second messenger
d) an antidepressant

Ans: a
Type: Factual
Section ref: The Neuroscience Paradigm
Difficulty: Hard
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Synthesis

45. The major connection between the two hemispheres in the brain is called
a) gray matter.
b) the parietal lobe.
c) the brain stem.
d) the corpus callosum.

Ans: d
Type: Factual
Section ref: The Neuroscience Paradigm
Difficulty: Easy
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

46. The gray matter in the brain is made up of
a) neurons.
b) fissures.
c) sulci.
d) meninges.

Ans: a
Type: Factual
Section ref: The Neuroscience Paradigm
Difficulty: Easy
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

47. The cortex consists of _____ layers of tightly packed neurons.
a) two

b) four
c) six
d) eight

Ans: c
Type: Factual
Section ref: The Neuroscience Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

48. The part of your brain closest to your ears that deals with sound discrimination is the _____ lobe.
a) frontal
b) occipital
c) parietal
d) temporal

Ans: d
Type: Factual
Section ref: The Neuroscience Paradigm
Difficulty: Easy
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

49. The thalamus is the part of the brain which
a) recognizes spatial relations.
b) regulates body temperature and blood pressure.
c) controls movement.
d) relays sensory pathways for hearing and vision.

Ans: d
Type: Factual
Section ref: The Neuroscience Paradigm
Difficulty: Easy
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

50. The cerebellum is crucial for
a) balance
b) speech
c) sight

d) hearing

Ans: a
Type: Factual
Section ref: The Neuroscience Paradigm
Difficulty: Easy
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

51. Important structures of the limbic system include all of the following EXCEPT the:
a) anterior cingulate
b) cerebellum
c) amygdala
d) hypothalamus

Ans: b
Type: Factual
Section ref: The Neuroscience Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Analysis

52. In early adulthood, a process known as _____ occurs in which cell connections in the brain are eliminated.
a) honing
b) pruning
c) linkage analysis
d) a gene-environment interaction

Ans: b
Type: Factual
Section ref: The Neuroscience Paradigm
Difficulty: Easy
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Bloomcode: Knowledge

53. Which of the following statements is true?
a) Starting in early adulthood, synaptic connections begin to be eliminated.
b) Connections in the brain become greater as an individual moves through adulthood.
c) Brain development begins in the second trimester.
d) All of the above.

Ans: a
Type: Factual
Section ref: The Neuroscience Paradigm
Difficulty: Medium
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Bloomcode: Analysis

54. Which of the following is central to the body's response to stress?
a) HPA axis
b) serotonin
c) dopamine
d) nerve impulses

Ans: a
Type: Factual
Section ref: The Neuroscience Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

55. When people are faced with threat, the hypothalamus releases _____, which then communicates with the pituitary gland.
a) serotonin
b) dopamine
c) Corticotrophin Releasing Factor (CRF)
d) norepinephrine

Ans: c
Type: Factual
Section ref: The Neuroscience Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

56. The autonomic nervous system is
a) mostly involuntary.
b) also known as the somatic nervous system.
c) mostly voluntary.
d) equally voluntary and involuntary.

Ans: a
Type: Factual

Section ref: The Neuroscience Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Analysis

57. The autonomic nervous system is divided into two parts:
a) the somatic nervous system and the involuntary nervous system.
b) the sympathetic nervous system and the parasympathetic nervous system.
d) the sympathetic nervous system and the somatic nervous system.
c) the somatic nervous system and the sympathetic nervous system.

Ans: b
Type: Factual
Section ref: The Autonomic Nervous System − Focus on Discovery 2.1
Difficulty: Easy
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

58. This part of the ANS accelerates the heart, dilates the pupils, and initiates smooth muscle and glandular responses that prepare an organism for sudden activity and stress.
a) parasympathetic nervous system
b) sympathetic nervous system
c) somatic nervous system
d) HPA axis

Ans: b
Type: Factual
Section ref: The Autonomic Nervous System − Focus on Discovery 2.1
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

59. Which of the following would be considered an implication of the neuroscience paradigm?
a) Using an antidepressant to inhibit the uptake of serotonin.
b) Changing one's schema by identifying false cognitions.
c) Studying gene-environment interactions to better understand how depression runs in families.
d) Studying the heritability of schizophrenia.

Ans: a
Type: Factual
Section ref: The Neuroscience Paradigm
Difficulty: Medium

Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Application

60. Which of the following statements is FALSE?
a) A person could hold a neuroscientific view about the nature of a psychological disorder, yet still recommend psychological intervention.
b) Reductionism refers to the view that whatever is being studied can and should be reduced to its more basic elements.
c) In recent decades, neuroscience research on causes and treatment of psychopathology has been proceeding quite slowly.
d) Most neurobiological interventions have not been derived from knowledge of what causes a given disorder.

Ans: c
Type: Applied
Section ref: The Neuroscience Paradigm
Difficulty: Easy
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Bloomcode: Analysis

61. The primary argument against reductionism is that
a) using multiple levels of analysis makes understanding needlessly complex.
b) certain phenomena may only emerge at specific levels of analysis.
c) it is impossible to identify the best level of analysis for some phenomena.
d) theoretical biases make it difficult to adjust levels of analysis.

Ans: b
Type: Factual
Section ref: The Neuroscience Paradigm
Difficulty: Medium
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Bloomcode: Analysis

62. Jane is afraid of elevators. Her psychologist, Dr. Schwartz, teaches her how to relax deeply. Then Dr. Schwartz helps her develop a list of situations with elevators that vary in how frightening or anxiety-producing they are. Finally, while relaxed, Jane imagines the series of situations with elevators. Eventually Jane is able to tolerate imagining increasingly more difficult situations in elevators such as riding an elevator alone for 100 floors. By the end of the 16th therapy session, Jane states that her fear of elevators has disappeared. Dr. Schwartz used
a) brief psychodynamic therapy.
b) token economy.
c) systematic desensitization.

d) ego analysis.

Ans: c
Type: Application
Section ref: The Cognitive Behavioral Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Application

63. Systematically rewarding desirable behavior and extinguishing undesirable behavior is the centerpiece of which behavioral theory?
a) Operant conditioning
b) Systematic conditioning
c) Classical conditioning
d) Observational conditioning

Ans: a
Type: Factual
Section ref: The Cognitive Behavioral Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Analysis

64. Helping a person engage in tasks that provide an opportunity for positive reinforcement is called
a) observational learning
b) behavioral activation therapy
c) classical learning
d) operant learning

Ans: b
Type: Factual
Section ref: The Cognitive Behavioral Paradigm
Difficulty: Easy
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

65. Joan tends to see everything on the “bright side.” That is, she rarely feels that negative events occur in her life. According to the cognitive perspective, Joan's tendency to see things positively represents her
a) schema.
b) discriminative stimulus.
c) fixation.
d) conditioned response.

Ans: a
Type: Applied
Section ref: The Cognitive Behavioral Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Application

66. After the first day of class, Jack (who is always an optimist) decides the class will be fun while Jan (who struggles over grades) decides the class will be hard. Their different reactions illustrate the role of their
a) non-shared environment.
b) cognitive set.
c) previous exposures.
d) childhood experiences.

Ans: b
Type: Applied
Section ref: The Cognitive Behavioral Paradigm
Difficulty:Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Application

67. The Stroop task was originally developed for researchers to study
a) attention.
b) the role of neurotransmitters.
c) emotion.
d) Alzheimer's Disease.

Ans: a
Type: Factual
Section ref: The Cognitive Behavioral Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

68. What paradigm was used by this therapist? Joan was fired from her job, and her therapist attempts to help her see that this is not terrible, and that being fired does not mean she is a bad person.
a) learning paradigm
b) psychoanalytic paradigm
c) Beck's cognitive paradigm
d) gestalt paradigm

Ans: c
Type: Applied
Section ref: The Cognitive Behavioral Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Application

69. Newer CBT treatments differ from the original CBT treatments in that they emphasize all of the following EXCEPT:
a) spirituality.
b) values.
c) emotions.
d) rational thoughts.

Ans: d
Type: Factual
Section ref: The Cognitive Behavioral Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Analysis

70. Ted is a "workaholic": he works 15 hours a day and never has time to spend with his family or on things he enjoys. Which of the following is a cognitive explanation of Ted's behavior?
a) Ted is imitating the behavior of his hard-working father.
b) Ted believes he can be a good person only if he excels in everything he does.
c) Ted is actually afraid of getting close to others.
d) Ted lacks the assertiveness to stand up to his boss's demands.

Ans: b
Type: Applied
Section ref: The Cognitive Behavioral Paradigm
Difficulty: Hard
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Synthesis

71. A distinctive facet of the cognitive behavioral paradigm is that thoughts
a) are a result of feelings.
b) are a direct result of past experiences.
c) are less important than behaviors.
d) cause feelings.

Ans: d
Type: Factual
Section ref: The Cognitive Behavioral Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Comprehension

72. _____ is the idea that a person can, without being aware of it, be influenced by prior learning.
a) Complicit memory
b) Implicit memory
c) Subconscious learning
d) Conscious remembrance

Ans: b
Type: Factual
Section ref: The Cognitive Behavioral Paradigm
Difficulty: Easy
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge

73. The difference between emotions and moods is that
a) emotions involve feelings, while moods involve behaviors.
b) emotions have been linked to psychological disorders, while moods have not.
c) emotions are long-lived experiences, while moods tend to be short-lasting.
d) emotions are fairly short-lived states, while moods tend to last for longer periods of time.

Ans: d
Type: Factual
Section ref: Factors That Cut Across the Paradigms
Difficulty: Medium
Learning Objective: Describe the concept of emotion and how it may be relevant to psychopathology.
Bloomcode: Analysis

74. Lindsey opened a letter saying that she got into her top choice medical school. She felt a rush of joy and began to jump up and down with excitement. Which of the following best describes Lindsey's state in the moment after opening the letter?
a) Lindsey is experiencing happy emotions.
b) Lindsey is not good at expressing emotions
c) Lindsey has a happy schema.
d) Lindsey has sad affect.

Ans: a
Type: Applied

Section ref: Factors That Cut Across the Paradigms
Difficulty: Medium
Learning Objective: Describe the concept of emotion and how it may be relevant to psychopathology.
Bloomcode: Applied

75. When studying the role of emotions in different mental disorders, it is important to consider
a) which components of emotion are affected.
b) how sad the person is.
c) cardiovascular responses to stress.
d) which emotions have the largest effect on mood.

Ans: a
Type: Factual
Section ref: Factors That Cut Across the Paradigms
Difficulty: Medium
Learning Objective: Describe the concept of emotion and how it may be relevant to psychopathology.
Bloomcode: Analysis

76. Multinational studies on the role of gender in psychopathology have shown that
a) alcohol dependence is equally common among women and men.
b) depression is nearly twice as common among women than men.
c) antisocial personality disorder is more common among women than men.
d) childhood disorders affect more girls than boys.

Ans: b
Type: Factual
Section ref: Factors That Cut Across the Paradigms
Difficulty: Medium
Learning Objective: Explain how culture, ethnicity, and interpersonal factors figure into the study and treatment of psychopathology.
Bloomcode: Analysis

77. Cultural and ethnic studies of psychopathology conducted around the world indicate that
a) most disorders are only prevalent in the United States.
b) all disorders in the DSM-5 can be identified in every culture studied.
c) treatments are universally effective for all disorders.
d) a number of disorders are indeed observed in diverse parts of the world.

Ans: d
Type: Factual
Section ref: Factors That Cut Across the Paradigms
Difficulty: Medium
Learning Objective: Explain how culture, ethnicity, and interpersonal factors figure into the study and treatment of psychopathology.
Bloomcode: Analysis

78. Studies of psychopathology among different cultures and ethnicities have shown that eating disorders are more common among _____, while schizophrenia is more common among _____.
a) African-Americans; Caucasians
b) Hispanics; Caucasians
c) Caucasians; African-Americans
d) African-Americans; Hispanics

Ans: c
Type: Factual
Section ref: Factors That Cut Across the Paradigms
Difficulty: Hard
Learning Objective: Explain how culture, ethnicity, and interpersonal factors figure into the study and treatment of psychopathology.
Bloomcode: Analysis

79. The fields of behavioral medicine and health psychology focus on the impact of _____ on health.
a) gender
b) socioeconomic status
c) ethnicity
d) All of these are considered by behavioral medicine and health psychologists.

Ans: d
Type: Factual
Section ref: Sociocultural Factors and Health − Focus on Discovery 2.2
Difficulty: Medium
Learning Objective: Explain how culture, ethnicity, and interpersonal factors figure into the study and treatment of psychopathology.
Bloomcode: Analysis

80. Why do women have poorer health in general than men?
a) Women live longer than men.
b) Women are more likely to be diagnosed with a mental disorder than men.
c) Women are exposed to more stress than men.
d) All of the above.

Ans: d
Type: Factual
Section ref: Sociocultural Factors and Health − Focus on Discovery 2.2
Difficulty: Hard
Learning Objective: Explain how culture, ethnicity, and interpersonal factors figure into the study and treatment of psychopathology.
Bloomcode: Synthesis

81. Which of the following is responsible for the relationship between low SES and poor mental and physical health?
a) Environmental factor reinforce poor health behaviors.
b) Limited access to health services.
c) Greater exposure to stress.
d) All of the above.

Ans: d
Type: Factual
Section ref: Sociocultural Factors and Health − Focus on Discovery 2.2
Difficulty: Medium
Learning Objective: Explain how culture, ethnicity, and interpersonal factors figure into the study and treatment of psychopathology.
Bloomcode: Analysis

82. _____ stresses the importance of long-standing patterns in close relationships, particularly within the family, that are shaped by the ways people think and feel.
a) subjective relationstheory
b) object relations theory
c) relationship theory
d) none of the above

Ans: b
Type: Factual
Section ref: Factors That Cut Across the Paradigms
Difficulty: Easy
Learning Objective: Explain how culture, ethnicity, and interpersonal factors figure into the study and treatment of psychopathology.
Bloomcode: Knowledge

83. The goal of _____ is to reduce the relationship stress and improve communication.
a) couples therapy
b) individual therapy
c) triad therapy
d) none of the above

Ans: a
Type: Factual
Section ref: Couples and Family Therapies − Focus on Discovery 2.3
Difficulty: Easy
Learning Objective: Explain how culture, ethnicity, and interpersonal factors figure into the study and treatment of psychopathology.
Bloomcode: Comprehension

84. The first goal of family-focused treatment is to
a) provide psychoeducation.
b) choose one problem to address.
c) generate potential solutions.
d) symptom management.

Ans: a
Type: Factual
Section ref: Couples and Family Therapies − Focus on Discovery 2.3
Difficulty: Medium
Learning Objective: Explain how culture, ethnicity, and interpersonal factors figure into the study and treatment of psychopathology.
Bloomcode: Comprehension

85. The clinical case about Clare was included in the chapter on Current Paradigms in Psychopathology to illustrate the principle of
a) rational-emotive therapy
b) family-focused therapy
c) couples therapy
d) group therapy

Ans: b
Type: Applied
Section ref: Couples and Family Therapies − Focus on Discovery 2.3
Difficulty: Medium
Learning Objective: Explain how culture, ethnicity, and interpersonal factors figure into the study and treatment of psychopathology.
Bloomcode: Application

86. _____ grew out of object relations theory.
a) Differentiation theory
b) Subjective self-theory
c) Attachment theory
d) Subject relations theory

Ans: c
Type: Factual
Section ref: Interpersonal Factors and Psychopathology
Difficulty: Medium
Learning Objective: Explain how culture, ethnicity, and interpersonal factors figure into the study and treatment of psychopathology.
Bloomcode: Comprehension

87. Interpersonal therapy emphasizes the importance of _____ and how problems in these relationships contribute to psychological symptoms.
a) past relationships
b) current relationships
c) future relationships
d) both a and b

Ans: b
Type: Factual
Section ref: Interpersonal Factors and Psychopathology
Difficulty: Easy
Learning Objective: Explain how culture, ethnicity, and interpersonal factors figure into the study and treatment of psychopathology.
Bloomcode: Knowledge

88. IPT considers which of the following issues?
a) Resolved grief
b) Unresolved grief
c) Established roles
d) Social support

Ans: b
Type: Factual
Section ref: Interpersonal Factors and Psychopathology
Difficulty: Medium
Learning Objective: Explain how culture, ethnicity, and interpersonal factors figure into the study and treatment of psychopathology.
Bloomcode: Comprehension

89. The diathesis-stress paradigm emphasizes that psychopathology results from
a) predisposition and the unconscious.
b) predisposition and environmental disturbances.
c) physiology and biochemistry.
d) attachment and gestalt problems.

Ans: b
Type: Factual
Section ref: Diathesis-Stress: An Integrative Paradigm
Difficulty: Easy
Learning Objective: Recognize the limits of adopting any one paradigm and the importance of integration across multiple levels of analysis, as in the diathesis-stress integrative paradigm
Bloomcode: Knowledge

90. Which of the following is NOT an example of a diathesis?
a) Chronic feelings of hopelessness, often found in people with depression.

b) The ability to be hypnotized often, seen in people with dissociative identity disorder.
c) Intense fear of becoming fat often, found in people with eating disorders.
d) Delusions often found in people with schizophrenia.

Ans: d
Type: Factual
Section ref: Diathesis-Stress: An Integrative Paradigm
Difficulty: Medium
Learning Objective: Recognize the limits of adopting any one paradigm and the importance of integration across multiple levels of analysis, as in the diathesis-stress integrative paradigm
Bloomcode: Applied

91. According to the diathesis-stress model, if Linda inherited a predisposition that places her at high risk for schizophrenia,
a) given a certain amount of stress, it is likely Linda will develop schizophrenia.
b) Linda will most definitely develop schizophrenia.
c) Linda will only develop schizophrenia if she has also inherited a predisposition to be paranoid.
d) Linda also inherited a schema that predisposes her to experience stress more easily than most people.

Ans: a
Type: Applied
Section ref: Diathesis-Stress: An Integrative Paradigm
Difficulty: Medium
Learning Objective: Recognize the limits of adopting any one paradigm and the importance of integration across multiple levels of analysis, as in the diathesis-stress integrative paradigm
Bloomcode: Applied

92. Which of the following statements are TRUE about paradigms?
a) Data gathered by researchers subscribing to different paradigms are not necessarily incompatible with one another.
b) The genetic paradigm offers a “complete” conceptualization of psychopathology.
c) The diathesis stress model is not considered a paradigm.
d) Clinical cases are seldom conceptualized using more than one paradigm.

Ans: a
Type: Factual
Section ref: Diathesis-Stress: An Integrative Paradigm
Difficulty: Medium
Learning Objective: Recognize the limits of adopting any one paradigm and the importance of integration across multiple levels of analysis, as in the diathesis-stress integrative paradigm
Bloomcode: Analysis

93. Most therapists today conceptualize a clinical case using
a) one paradigm
b) two primary paradigms

c) multiple paradigms
d) no paradigms

Ans: c
Type: Factual
Section ref: Multiple Perspectives on a Clinical Problem − Focus on Discovery 2.4
Difficulty: Easy
Learning Objective: Recognize the limits of adopting any one paradigm and the importance of integration across multiple levels of analysis, as in the diathesis-stress integrative paradigm
Bloomcode: Comprehension

Essay

94. What is a paradigm? Why is it important to adopt a paradigm in the study of psychopathology?
Ans:
Section ref: Introduction
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Synthesis
Difficulty: Medium

95. Compare and contrast three of the major paradigms in psychopathology discussed in Chapter 2. How do the paradigms differ? What do they have in common? In comparing these paradigms, be sure to indicate how the perspective may appear incompatible, as well as how each one is complementary.
Ans:
Section ref: Introduction
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Analysis
Difficulty: Medium

96. What has been the important contribution of the psychoanalytic paradigm to psychopathology? What has been the major limitation?
Ans:
Section ref: The Cognitive Behavioral Paradigm
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Analysis
Difficulty: Medium

97. Behavioral therapy and cognitive therapy have been unified, and now it is rare to hear of mental health professionals refer to themselves as only adhering to one or the other paradigm. Discuss why it is sensible that these paradigms be united.
Ans:
Section ref: Diathesis-Stress: An Integrative Paradigm
Learning Objective: Recognize the limits of adopting any one paradigm and the importance of integration across multiple levels of analysis, as in the diathesis-stress integrative paradigm
Bloomcode: Evaluate
Difficulty: Hard

98. Discuss how cognitive therapy has contributed to behavior therapy.
Ans:
Section ref: The Cognitive Behavioral Paradigm
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Analysis
Difficulty: Medium

99. Describe three different behavioral therapies (not including cognitive treatments).
Ans:
Section ref: The Cognitive Behavioral Paradigm
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Analysis
Difficulty: Medium

100. Explain the importance of behavior and molecular genetics to the study of psychopathology.
Ans:
Section ref: The Genetic Paradigm
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Evaluate
Difficulty: Hard

101. Define a gene-environment interaction and give an example.
Ans:
Section ref: The Genetic Paradigm
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Application
Difficulty: Medium

102. What are neurotransmitters, and which are implicated in psychopathology?
Ans:
Section ref: The Neuroscience Paradigm
Difficulty: Medium
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Application
Difficulty: Medium

103. Describe the primary functions of each lobe of the brain.
Ans:
Section ref: The Neuroscience Paradigm
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Knowledge
Difficulty: Easy

104. Define an agonist and an antagonist and give examples of each.
Ans:
Section ref: The Neuroscience Paradigm
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Application
Difficulty: Medium

105. Describe the functions of the sympathetic and parasympathetic nervous systems.
Ans:
Section ref: The Autonomic Nervous System − Focus on Discovery 2.1
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Comprehension
Difficulty: Medium

106. What role does the unconscious play in psychopathology?
Ans:
Section ref: The Cognitive Behavioral Paradigm
Learning Objective: Describe the essentials of the genetic, neuroscience, and cognitive behavioral paradigms.
Bloomcode: Synthesis
Difficulty: Hard

107. Explain the difference between object-relations theory/therapy and interpersonal therapy.
Section ref: Interpersonal Factors and Psychopathology
Learning Objective: Explain how culture, ethnicity, and interpersonal factors figure into the study and treatment of psychopathology.
Bloomcode: Analysis
Difficulty: Medium