

Test Bank

to accompany

Abnormal Psychology

1st edition

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Chapter 1

Introduction to abnormal psychology

1. _____ is the scientific study of abnormal behaviour.

@ Learning Outcome 1.1: Describe the basic features of psychological disorder. The term psychopathology describes the scientific study of abnormal behaviour in general, of specific psychological disorders (also commonly referred to as ‘mental disorders’) and the characteristics of mental health. Essential to the field of psychopathology is the definition of disorder.

- *a. Psychopathology
- b. Developmental psychology
- c. General psychology
- d. Psychoneuroimmunology
- e. Health psychology

2. _____ a medical classification list by the _____.

@ Learning Outcome 1.1: Describe the basic features of psychological disorder. International Statistical Classification of Diseases and Related Health Problems (ICD), a medical Classification list by the World Health Organization (WHO).

- *a. ICD and WHO
- b. DSM and WHO
- c. ICD and DSM
- d. DSM and APA
- e. ICD and APA

3. Which of the following is relevant to defining a paradigm?

@ Learning Outcome 1.1: Describe the basic features of psychological disorder. A paradigm, a conceptual framework or approach within which a scientist works — that is, a set of basic assumptions, a general perspective, that defines how to conceptualise and study a subject, how to gather and interpret relevant data, even how to think about a particular subject. A paradigm has profound implications for how scientists and clinicians operate at any given time. Paradigms specify what problems scientists will investigate and how they will go about the investigation.

- a. Conceptual framework.
- b. Basic assumptions.
- c. Specify the problems.
- d. Investigate the problems.
- *e. All of the above.

4. Destructive beliefs and attitudes held by a society is called _____.

@ Learning Outcome 1.2: Understand stigma associated with psychological disorders and its historical context. Stigma refers to the destructive beliefs and attitudes held by a society that are ascribed to groups considered different in some manner, such as people with psychological disorders.

- a. disorders
- b. opinion
- c. suggestion
- d. concept

*e. stigma

5. Which of the following does not describe what stigma encompasses?

@ Learning Outcome 1.2: Understand stigma associated with psychological disorders and its historical context. Stigma encompasses: (a) ignorance or limitations in knowledge about mental health; (b) prejudice or negative attitudes to mental illness; and (c) unhelpful or discriminatory responses to people with mental health problems (see Thornicroft, Rose, Kassam, & Sartorius, 2007).

a. Ignorance or limitations in knowledge about mental health.

b. Negative attitudes to mental illness.

c. Unhelpful or discriminatory responses to people with mental health problems.

d. Prejudice to People with mental health problems.

*e. Helpful or non-discriminatory responses to people with mental health problems.

6. People that have attitudes about themselves that are harsh or discriminatory are displaying:

@ Learning Outcome 1.2: Understand stigma associated with psychological disorders and its historical context. Many people with mental illnesses can have attitudes about themselves that are harsh or discriminatory ('I am no good', 'I can never function properly', 'I shouldn't bother getting treatment'). These forms of stigma are commonly referred to as self-stigma and refer to the extent to which one accepts or internalises the negative attitudes of others towards one's self.

a. public stigma.

b. perceived stigma.

*c. self-stigma.

d. stigma.

e. All of the above.

7. _____ describes improving the genetic composition of the human race through selective breeding and sterilisation.

@ Learning Outcome 1.2: Understand stigma associated with psychological disorders and its historical context. Eugenics movement a movement that aimed at improving the genetic composition of the human race through selective breeding and sterilisation.

a. Demonology

b. Stigma

c. Moral Movement

*d. Eugenics

e. All of the above.

8. Reliving an earlier emotional trauma and releasing emotional tension is called _____.

@ Learning Outcome 1.3: Understand early psychological approaches to psychopathology. Reliving an earlier emotional trauma and releasing emotional tension by expressing previously forgotten thoughts about the event was called catharsis.

*a. catharsis

b. ventilation

c. abreaction

d. free association

e. displacement

9. Psychoanalytic theory says that psychopathology results from _____.

@ Learning Outcome 1.3: Understand early psychological approaches to psychopathology. The central assumption of Freud's theorising, often referred to as psychoanalytic theory, is that psychopathology results from unconscious conflicts in the individual.

- *a. unconscious conflicts
- b. unconscious thought
- c. unconscious images
- d. conscious thought
- e. conscious conflicts

10. According to Freud the id operates on the _____ principle?

@ Learning Outcome 1.3: Understand early psychological approaches to psychopathology. The id seeks immediate gratification of its urges, operating on what Freud called the pleasure principle.

- *a. pleasure
- b. moral
- c. reality
- d. oral
- e. All of the above.

11. A defence mechanism is used by the _____ to protect itself from _____.

@ Learning Outcome 1.3: Understand early psychological approaches to psychopathology. Defence mechanism is a strategy used by the ego to protect itself from anxiety.

- *a. ego, anxiety
- b. super ego, anxiety
- c. id, anxiety
- d. conscious, distress
- e. unconscious, psychological distress

12. A person who experiences either excessive or deficient amounts of gratification at a particular stage develops a:

@ Learning Outcome 1.3: Understand early psychological approaches to psychopathology. A person who experiences either excessive or deficient amounts of gratification at a particular stage develops a fixation and is likely to regress to that stage when stressed.

- a. libido.
- b. struck.
- c. consistent.
- d. lack.
- *e. fixation.

13. Which of the following is the correct order of the psychosexual developmental stages?

@ Learning Outcome 1.3: Understand early psychological approaches to psychopathology. Correct order of psychosexual development. Oral stage, anal stage, phallic stage, latency periods and genital stage.

- a. Anal stage, oral stage, phallic stage, latency periods and genital stage.
- b. Anal stage, phallic stage, oral stage, latency periods and genital stage.
- c. Phallic stage, latency periods, Oral stage, anal stage, and genital stage.
- *d. Oral stage, anal stage, phallic stage, latency periods and genital stage.
- e. Oral stage, anal stage, phallic stage, genital stage and latency periods.

14. _____ or the basic categories that all human beings use in conceptualising the world were a part of what Jung called the collective unconscious.

@ Learning Outcome 1.3: Understand early psychological approaches to psychopathology
Collective unconscious, the part of the unconscious that is common to all human beings and that consists primarily of what Jung called archetypes, or basic categories that all human beings use in conceptualising the world.

- *a. Archetypes
- b. Collective unconscious
- c. Transference
- d. Id
- e. Individualisation

15. Adler's _____ psychology regarded people as inextricably tied to their society because he believed that fulfilment was found in doing things for the social good.

@ Learning Outcome 1.3: Understand early psychological approaches to psychopathology.
Adler's theory, which came to be known as individual psychology, regarded people as inextricably tied to their society because he believed that fulfilment was found in doing things for the social good.

- *a. Individual
- b. Analytical
- b. Cognitive
- c. Gestalt
- d. Social

16. The _____ approach focuses on both heritability of traits and complex interactions between genes and environment.

@ Learning Outcome 1.4: Describe the essentials of the genetic paradigm. We now know that (1) almost all behaviour is heritable to some degree (i.e., it involves genes) and (2) despite this, genes do not operate in isolation from the environment. Instead, throughout the life span, the environment shapes how our genes are expressed and our genes also shape our environments.

- *a. genetic paradigm
- b. social paradigm
- c. psychological paradigm
- d. neurological paradigm
- e. vulnerability paradigm

17. Which of the following is not correct when explaining heritability?

@ Learning Outcome 1.4: Describe the essentials of the genetic paradigm. Heritability refers to the extent to which variability in a particular behaviour (or disorder) in a population can be accounted for by genetic factors. There are two important points about heritability to keep in mind. Heritability estimates range from 0.0 to 1.0: the higher the number, the greater the heritability. Heritability is relevant only for a large population of people, not a particular individual.

- *a. Relevant for a particular individual.
- b. Relevant for a large population.
- c. Estimates range from 0.0 to 1.0.
- d. Variability in a disorder.
- e. Variability in a population.

18. _____ have much more effect on development of psychological disorders than other experiences.

@ Learning Outcome 1.4: Describe the essentials of the genetic paradigm. Behaviour genetics research suggests that the non-shared, or unique, environmental experiences have much more to do with the development of psychological disorders than the shared experiences.

- a. Shared experiences
- *b. Non-shared experiences
- c. Genetics
- d. Biological experiences
- e. All of the above.

19. Which of the following is not related to behaviour genetics?

@ Learning Outcome 1.4: Describe the essentials of the genetic paradigm. Behaviour genetics is the study of the degree to which genes and environmental factors influence behaviour.

- a. Genes and environmental factors.
- b. Genetic make-up.
- c. Genotype.
- d. Phenotype.
- *e. Conscious.

20. A _____ means that a given person's sensitivity to an environmental event is influenced by genes.

@ Learning Outcome 1.4: Describe the essentials of the genetic paradigm. Life experience shapes how our genes are expressed and our genes guide us in behaviours that lead to the selection of different experiences. A gene–environment interaction means that a given person's sensitivity to an environmental event is influenced by genes.

- *a. Gene–environment interaction
- b. Body- mind interaction
- c. Gene-body interaction
- d. Gene-mind interaction
- e. All of the above.

21. The study of how the environment can alter gene expression or function is called _____.

@ Learning Outcome 1.4: Describe the essentials of the genetic paradigm. Other exciting research investigates changes in behaviour and gene expression under different environmental conditions. The study of how the environment can alter gene expression or function is called epigenetics.

- *a. epigenetics
- b. paradigm
- c. epidemiology
- d. genetics
- e. All of the above.

22. The _____ paradigm believes that psychological disorders are linked to brain and nervous system abnormalities.

@ Learning Outcome 1.5: Describe the essentials of the neuroscience paradigm. The neuroscience paradigm specifically holds that psychological disorders are linked to aberrant processes in the brain and nervous system.

- *a. neuroscience
- b. biological
- c. cognitive
- d. behavioural
- e. biopsychosocial

23. _____ in neural development, describes the selective loss of synaptic connections, especially in the fine-tuning of brain regions devoted to sensory processing

@ Learning Outcome 1.5: Describe the essentials of the neuroscience paradigm. A number of synaptic connections begin to be eliminated a process called pruning.

- a. Neural plasticity
- b. Axon
- *c. Pruning
- d. Dendrites
- e. Cell body

24. The concept of _____ reflects the ability of the human brain to constantly change as a function of experience

@ Learning Outcome 1.5: Describe the essentials of the neuroscience paradigm. The concept of neuroplasticity, reflecting the ability of the human brain to constantly change as a function of experience.

- *a. neuroplasticity
- b. neurotransmitters.
- c. neurosurgery
- d. neurons
- e. All of the above.

25. Researching how psychological factors impact the immune system is called _____?

@ Learning Outcome 1.5: Describe the essentials of the neuroscience paradigm. The field that studies how psychological factors impact the immune system is called psychoneuroimmunology.

- *a. psychoneuroimmunology
- b. psychoanalysis
- c. behavioural medicine
- d. health psychology
- e. positive psychology

26. The _____ framework highlights the significance of biological, psychological and social factors and their interactions in understanding behaviour.

@ Learning Outcome 1.5: Describe the essentials of the neuroscience paradigm. The biopsychosocial framework highlights the significance of biological, psychological and social factors and their interactions in understanding behaviour.

- a. cognitive
- *b. biopsychosocial
- c. behavioural
- d. sociocultural
- e. neuroscience

27. Which of the following is not related to behaviour therapy:

@ Learning Outcome 1.6: Describe the essentials of the cognitive–behavioural paradigm. Important behaviour therapy techniques include: modelling, behavioural activation (BA) therapy, time-out, inhibitory learning and systematic desensitisation..

- a. modelling
- b. time out
- *c. catharsis
- d. systematic desensitisation
- e. inhibitory learning

28. Cognitive therapy emphasises the relationship between _____.

@ Learning Outcome 1.6: Describe the essentials of the cognitive–behavioural paradigm. Like Ellis, Beck (1967) also proposed that our thoughts determine our feelings and our behaviour.

- a. thought
- b. feeling
- c. behaviour
- d. a and c
- *e. a, b and c

29. _____: tendencies to perceive events in a negative manner.

@ Learning Outcome 1.6: Describe the essentials of the cognitive–behavioural paradigm. Cognitive biases: tendencies to perceive events in a negative manner, for example, by attending to or remembering negative information more than positive information; hypothesised to be driven by underlying negative schemas.

- *a. Cognitive biases
- b. Irrational thinking
- c. Metacognition
- d. Attribution
- e. All of the above.

30. Which of the following is not correctly matched?

@ Learning Outcome 1.6: Describe the essentials of the cognitive–behavioural paradigm. Post-rationalist approaches such as narrative therapy – Singer. Metacognitive therapy – Fisher & Wells.

- a. Attachment theory – John Bowlby and May Ainsworth.
- b. Person centred therapy – Rogers.
- c. Dialectical behaviour therapy – Linehan.
- d. Mindfulness-based cognitive therapy – Segal.
- *e. Metacognitive therapy – Singer.

31. The sociocultural approach places emphasis on:

@ Learning Outcome 1.7: Understand factors that cut across the paradigms: emotion, culture, ethnicity and interpersonal factors in the study and treatment of psychopathology. A good deal of research has focused on the ways in which sociocultural factors, such as gender, race, culture, ethnicity and socioeconomic status, can contribute to different psychological disorders.

- a. age.
- b. gender.
- c. ethnicity and culture.
- d. socioeconomic status.

*e. All of the above.

32. The basis of behavioural medicine lies within:

@ Learning Outcome 1.7: Understand factors that cut across the paradigms: emotion, culture, ethnicity and interpersonal factors in the study and treatment of psychopathology.

Sociocultural factors such as gender, race, ethnicity and socioeconomic status are also important for understanding overall health. The many demonstrations of the pervasive role of these types of factors in health form the basis for the fields of behavioural medicine and health psychology

a. thinking patterns.

b. emotional regulations.

c. reinforcement.

*d. sociocultural factors.

e. None of the above.

33. Transference refers to:

@ Learning Outcome 1.7: Understand factors that cut across the paradigms: emotion, culture, ethnicity and interpersonal factors in the study and treatment of psychopathology.

Transference refers to a person's responses to the psychoanalyst that seem to reflect attitudes and ways of behaving towards important people in the patient's past, rather than reflecting actual aspects of the relationship between the person and the analyst.

a. the relationship between person and psychoanalyst.

b. A person's response to the psychoanalyst.

c. A psychoanalyst's response to the person.

*d. treating the psychoanalyst as the symbolic representative of someone important in the past.

e. a, b and c

34. Which of the following is not related to person-centred therapy?

@ Learning Outcome 1.7: Understand factors that cut across the paradigms: emotion, culture, ethnicity and interpersonal factors in the study and treatment of psychopathology. Carl Rogers is best known for his contributions to a therapeutic framework termed person-centred therapy (Rogers, 1954). Rogers saw three conditions as necessary for personal growth: unconditional positive regard, empathy and congruence.

a. Unconditional positive regard.

b. Empathy.

c. Congruence.

*d. Complexity.

e. Personal growth.

35. Which one of the following does not describe the diathesis-stress paradigm?

@ Learning Outcome 1.8: Recognise the importance of integration across multiple levels of analysis: the diathesis–stress integrative paradigm. The diathesis–stress paradigm is an integrative paradigm that links genetic, neurobiological, psychological and environmental factors. It is not limited to one particular school of thought.

a. An integrative paradigm.

b. Links genetic, neurobiological, psychological and environmental factors.

*c. It is limited to one particular school of thought.

d. Predisposition towards disease.

e. Both diathesis and stress are necessary in the development of disorders.