Chapter 01

- 1. According to the authors of your textbook, the definition of a psychological disorder is associated with
 - a. stress
 - b. impairment in functioning.
 - c. culturally expected responses.
 - d. psychotic symptoms.

ANSWER: b

- 2. A psychological dysfunction refers to
 - a. a breakdown in cognitive functioning.
 - b. a breakdown in emotional functioning.
 - c. a breakdown in behavioral functioning.
 - d. all of these are correct

ANSWER:

- 3. Regarding the definition of abnormality, it is correct to state that
 - a. it is difficult to define "normal" and "abnormal."
 - b. abnormality depends solely on subjective distress.
 - c. the definition is universal across cultures.
 - d. the criteria differ depending on whether the individual has a psychological disorder or a psychological dysfunction.

ANSWER: a

- 4. The criterion that a particular behavior be atypical or not culturally expected is insufficient to define abnormality because
 - a. behavior that occurs infrequently is considered abnormal in every culture.
 - b. the atypical behavior must also cause harm or impairment to be considered abnormal.
 - c. behaviors vary very little from one individual to another within each culture.
 - d. many people behave in ways that deviate from the average, but this doesn't mean that they have a disorder.

ANSWER:

- 5. A new marine recruit at boot camp begins feeling sad and lonely. Although still able to go to classes and continue the basic training exercises, the recruit is feeling down much of the time and worries about what is happening. Which part of the definition of abnormality applies to the recruit's situation?
 - a. Personal distress
 - b. Cultural factors
 - c. Impaired functioning
 - d. Violation of societal norms

ANSWER: a

6. Which of the following degrees is earned by a psychiatrist?

| Name : | | Class :: | Dat e: |
|---------------------------------|--|-------------------------------------|--|
| Chapter 01 | | | |
| | a. | Ph.D. | |
| | b. | Ed.D. | |
| | c. | M.D. | |
| | d. | Psy.D. | |
| ANSWER: | | · | c |
| stage. This behavior at more ab | avior is considered | - | women's clothing when performing on because rockstars are supposed to be |
| b. less abn | | n accountant who starts to do so be | ecause it is consistent with his |
| rockstar | r in makeup. | an accountant who starts to do so b | |
| • | abnormal as that of a ual himself. | n accountant who starts to do so be | ecause abnormality is defined by the |
| ANSWER: | dai illilisell. | | b |
| a. it b. it c. T | es history and progno es biological underpi The causes of pathological | nnings ogy | -5. |
| d. th | ne "typical" profile a | and diagnostic criteria | d |
| 9. The scientific | c study of psycholog a. psychoa b. psychoa c. pseudosc | nalysis. | |
| | d. parapsyc | | |
| ANSWER: | 1 1 3 | | a |
| general populat a. b. | tion. What is his ma Oedipal theory Behaviorism | in field of study? | ne from childhood to adolescence in the |
| c. d. | Child psychopa | •• | |
| a. ANSWER: | Developmental | psychology | d |

11. All of the following are ways in which mental health professionals might function as scientist-practitioners

| Name : | | | | Class : | Dat <u>e:</u> | |
|---------------------------|----------|---------------|--------------------|------------------------------|--|-----------|
| Chapter (| 01 | | | | | |
| EXCEPT | | | | | | |
| a. anal | lyzing t | their own m | otivations and rea | asons for helping people w | ith psychological problems | |
| b. eval | luating | their own as | ssessments and tr | eatments for effectiveness. | | |
| c. cone | ducting | g research le | ading to new info | ormation about mental diso | rders and their treatments. | |
| d. usin | g the n | nost current | diagnostic and tr | eatment procedures. | | |
| ANSWER: | | | | | | a |
| 12. Tameka problems. T | | _ | _ | , has begun treating disorde | ers and concentrating on fa | mily |
| - | a. | psychiatri | c social worker. | | | |
| | b. | family the | erapist. | | | |
| | c. | psychiatri | c nurse. | | | |
| | d. | mental he | alth counselor. | | | |
| ANSWER: | | | | | | a |
| | | | | | ders. For example, a researd, a figure called the | _ |
| | | b. | incidence | | | |
| | | c. | recurrence | | | |
| | | d. | ratio | | | |
| ANSWER: | | | | | | b |
| schizophren | | | ic course. On the | | or individual pattern. For es, including depression, fol | |
| | | a. | episodic | | | |
| | | b. | acute | | | |
| | | C. | cyclic | | | |
| ANSWER: | | d. | insidious | | | 0 |
| ANSWEN. | | | | | | a |
| 8 | a. s | suddenly. | is said to have an | n acute onset, it means that | the symptoms developed | |
| ł | | itypically. | | | | |
| | _ | gradually. | | | | |
| | d. f | ollowing a p | period of recover | y. | | |
| ANSWER: | | | | | | a |
| 16. When 2 | 0-year- | old Ariel w | as first diagnosed | with schizophrenia, her fa | mily wanted to know if and | d how the |

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| Name : | | | | Class : | Dat e: |
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| Chapte | r 01 | | | | |
| disorder v Ariel's | would prog | ress and | l how it would affe | ct her in the future. In med | ical terms, the family wanted to know |
| THICI S | a. | d | iagnosis. | | |
| | b. | | rognosis. | | |
| | c. | - | athophysiology. | | |
| | d. | - | isease etiology. | | |
| ANSWER |). | | | | b |
| 17. Etiolo | ogy is: | | | | |
| a. | The study | of the | biological effects of | of disorders on society. | |
| b. | The study | of the | origins of disorders | S. | |
| c. | The study | of the | impact of disorder | on language use. | |
| d. | The study | of the | prevalence of disor | ders. | |
| ANSWER | <u>.</u> | | | | b |
| | natural caus a. b. c. | witched demonstrate the me | include craft. In and evil spirits. In and stars. | explain problematic, irrati | onal behavior, humans have focused |
| 4 MOUVEE | d. | all of | these are correct | | |
| ANSWER | : | | | | d |
| | the moderr | | | al models have been used to | primarily explain our behavior, |
| tilling (| and chilotic | | psychological | | |
| | b | | biological | | |
| | c | | supernatural | | |
| | d | | physical | | |
| ANSWER |). | | 1 2 | | b |
| 20. Towa | | of the 1 | 4th century and con | ntinuing into the 15th, the c | auses of "madness" were generally |
| | a. | toxi | ns in the blood. | | |
| | b. | here | dity. | | |
| | c. | brain | n disease. | | |
| | d. | dem | ons and witches. | | |
| ANSWER | 2. | | | | d |
| | | _ | | es the attitudes of the Cathonats of the 14th and 15th cen | lic Church toward mentally ill people aturies? |

| Name | | (: | Class | Dat e: |
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| Chapter | 01 | | | |
| | • | considered to be suffering from inhercommunities. | rited conditions and v | vere cared for by members of |
| b. The | y were | seen as possessed by evil spirits and | blamed for all misfor | tunes. |
| | y were avior. | regarded as basically good individua | ls who were not respo | onsible for their abnormal |
| | - | provided with medical treatments and equivalent to physical illness. | d sometimes hospitali | ized because mental illness was |
| ANSWER: | | | | b |
| religious rit a. c b. b c. ri | tual call ure the uild up d the ir | Idle Ages, as well as at other times, ned exorcism. This was in order to mental illness by making the individumuscle strength and make the person dividual's body of evil spirits. | al more religious. | re sometimes forced to undergo the |
| a. p ANSWER: | rove in | at the person was not a witch. | | |
| ANSWEN. | | | | c |
| 23. Sympto | ms suc | n as despair and lethargy were often i | dentified by the medi | ieval church with the sin of |
| | a. | blasphemy or sacrilege. | | |
| | b. | envy or covetousness. | | |
| | c. | acedia or sloth. | | |
| | d. | gluttony or greed. | | |
| ANSWER: | | | | c |
| _ | | ldle Ages, large-scale outbreaks of la hile engaged in bizarre behavior was a rave. | | · · · · · · · · · · · · · · · · · · · |
| | b. | tarantism. | | |
| | c. | St. Michaels dance. | | |
| | d. | Carnival. | | |
| ANSWER: | | | | b |
| | | our textbook, mass hysteria may simplence of an emotion spreads to those | | henomenon of, |
| | a. | emotion contagion | | |
| | b. | viral possession | | |
| | c. | generalized panic disorder | | |
| | d. | mob mentality | | |
| ANSWER: | | | | Я |

| Name : | | | Class : | | Dat e: |
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| Chapter 01 | | | | | |
| a. were a formb. reflected str | of divine ress placed m the "cor | punishment. upon them by oversion" of se | y society. | ered by young women | ets. |
| ANSWER: | | | | | c |
| a. bodily flob. the humoc. "wind" the | uids like bors of black hat needed | lood and persponders and yellow be to flow proper t | oile. | | c |
| c. changed the | the first control educed into the field of p | are for schizoperest in treatingsychological | | • | |
| ANSWER: | | | | | d |
| 29. DSM-5, an upda | a. b c. | | 1994. 2000. 2002. | Manual of Mental Disc | orders, was published in |
| ANSWER: | d | | 2013. | | d |
| 30. The authors desc | d things as generaliz stimulus variety st | ssociated with ed conditioning generalization | their chemotherapy ing. | ncer patients develop a treatments. The phenon | negative reaction to a |
| ANSWER: | Stilliulus | uisciiiiiiatioi | 1. | | ь |
| 31. One hot and hur | st be the fu | ıll moon." Yo | | some really crazy thing the concept from which | |
| | a. b. | lunatic idiot | | | |

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| Name : | | | Class : | Dat e: |
|-----------------|-------------------------|--------------------------|-----------------------------|---|
| Chapter 01 | | | | |
| | c. | maniac | | |
| | d. | psychopath | | |
| ANSWER: | | | | a |
| 32. Seventeent | th century to | reatments for depressio | n included19 | |
| ; | a. ins | ulin shock therapy. | | |
| 1 | b. res | erpine therapy. | | |
| (| c. hyd | drotherapy. | | |
| • | d. ind | luced vomiting. | | |
| ANSWER: | | | | d |
| | hat "meland a. b. | | | by." Your friends are impressed when ives from a Greek word meaning |
| | c. d. | black bile. | | |
| ANSWER: | u. | black blie. | | d |
| | | | | |
| 34. According | a. | hot-tempered. | he "choleric" personality i | S |
| | а. b. | easygoing. | | |
| | о. с. | kind. | | |
| | d. | cheap. | | |
| ANSWER: | u. | спсар. | | a |
| | | | | |
| 35. Based on F | | | guine" describes a person | who is |
| | a. | pessimistic. | | |
| | b. | pale. | | |
| | C. | cheerful. | | |
| ANGWED | d. | humorous. | | _ |
| ANSWER: | | | | c |
| 36. Bloodlettin | ng, a treatmo | ent devised centuries as | go to restore the balance o | f humors, was accomplished with the |
| | a. | needles. | | |
| | b. | leeches. | | |
| | c. | tourniquets. | | |
| | d. | bacteria. | | |
| ANSWER: | | | | b |

| Name : | | | Class | Dat e: |
|--|---|---|--|--|
| Chapter 01 | | | | |
| 37. In ancient C | Greece, a wor | nan suffering from | "hysteria" might be told | I that her condition could be cured by |
| | a. | marriage. | , 8 | , |
| | b. | pregnancy. | | |
| | c. | therapy. | | |
| | d. | divorce. | | |
| ANSWER: | | | | a |
| a. increasb. herbal | ing or decrearemedies. | | exposure to heat, dryness | psychological disorders were treated by , moisture, or cold. |
| d. lowerin | ng the person | 's body temperatur | re for extended periods o | f time. |
| ANSWER: | | | | a |
| Charles VI of F a. have b. keep c. reste d. cure | France had hin e him closer t p him away fi | m moved to the core a hospital that trends on his family. The ce in his humors. | nental illness in the 14th untryside in order to eated mental illness. | century, a physician treating King |
| ANSWER: | | | | c |
| | bughout histor bloodle induced exorcisi | ry have used treatm tting. I seizures. | _ | causing psychological disorders, |
| ANSWER: | arining | through the skun. | | a |
| 41. The concept be found, is not a. b. c. | w associated Anxiety di Borderline Premenstro | with which DSM-sorders personality disord ual symptom disord | 5 classification? | ms for which no organic pathology could |
| d. | Somatic sy | mptom disorder | | |
| ANSWER: | | | | d |
| 42. The traditio | onal tendency | to stigmatize won | nen as "hysterical" derive | ed from Hippocrates' concept of |

b.

the "wandering womb." an "incompetent cervix."

| : | | | Class : | e: |
|----------------------|------------------|--|--|---------------------------------------|
| Chapter 0 |)1 | | | |
| | c. | "penis envy." | | |
| | d. | "pelvic dysfunction." | | |
| ANSWER: | | 1 2 | | a |
| 43. The term | ı "hysi | teria" derives from the C | Greek hysteron, which means | |
| | J | | agina. | |
| | | b. u | terus. | |
| | | c. p | enis. | |
| | | d. li | ibido. | |
| ANSWER: | | | | b |
| | | | ce for a biological cause of a men d general paresis was caused by t | |
| | b. | Alzheimer's diseas | se. | |
| | c. | syphilis. | | |
| | d. | The common cold. | | |
| ANSWER: | | | | c |
| 45. In the 19 | | ntury, John Grey, a well- psychological factors. | known American psychiatrist, bel | lieved that mental illness was due to |
| b | . р | hysical causes. | | |
| c. | . s | ocial/environmental infl | uences. | |
| d | . u | nknown influences. | | |
| ANSWER: | | | | Ъ |
| | ime, a a b | all of the following were a. opium b. neuroleptics c. herbal medicin | or severe psychotic disorders were used to treat psychosis EXCEPT. | 1 , |
| ANCINED. | d | l. moral therapy | | 1. |
| ANSWER: | | | | b |
| 47. In the 18 titled | | - | | chiatrists in the United States was |
| a | (| Case Studies in Mental I | Ilness. | |
| b |) . 4 | American Journal of Ma | dness. | |

c.

d.

 $American\ Journal\ of\ Insanity.$

Lunatics in America.

| Name : | | | Class : | Dat e: |
|---------------------------|--------------|--|------------------------------|--|
| Chapter 0 |)1 | | | |
| ANSWER: | | | | c |
| | | of the major tranquilize nallucinations, delusions neuroleptics | | me possible to control psychotic |
| | а. b. | benzodiazepines | | |
| | c. | bromides | | |
| | d. | opiates | | |
| ANSWER: | G. | opiates | | a |
| | | | | |
| 49. Benzodia symptoms o | - | or "minor" tranquilizers | such as Valium and Libriun | m, are effective in reducing the |
| | a. | depression. | | |
| | b. | anxiety. | | |
| | c. | schizophrenia. | | |
| | d. | hysteria. | | |
| ANSWER: | | | | b |
| interest in tra a. phy | eatments f | or mental patients because ould devote more time to | se it was thought that | er ironically resulted in reduced |
| - | | | rained to administer new tre | |
| | - | due to brain pathology | | satisfients. |
| ANSWER: | inai iiiics | due to orani pamorogy | was mediasie. | d |
| 1111577 211. | | | | ū |
| | ll of the fo | llowing EXCEPT | century, the psychosocial a | approach called "moral therapy" |
| a. | | and seclusion. | | |
| b. | | ocial interaction. | | |
| c. | | al attention from the hos | pital staff. | |
| d. | careful n | urturance. | | |
| ANSWER: | | | | a |
| | | el systematically introdu ent was first established : Benjamin Rush. | ± • | tment in mental hospitals in France, a |
| | а. b. | William Tuke. | | |
| | c. | Joseph von Medina. | | |
| | d. | Manfred Sakel. | | |
| ANSWER: | | | | a |

| Name : | | | Class : | Dat e: |
|---------------------------|--------------------|--|--|--|
| Chapter 0 | 1 | | | |
| | | * * | | tally ill in the United States because |
| | | - | institutions also declined. | |
| | • | | n the mental hospital population. | 1 |
| | | | o staff mental hospitals increased | 1. |
| | v biolog | gically based treatmen | its became available. | 1 |
| ANSWER: | | | | b |
| Dix, who can you note the | npaigne unfores | ed for more humane tr seen consequence of h | eatment of the insane. After ment | and its foremost crusader, Dorothea tioning all of her accomplishments, |
| | | | al patients, resulting in insufficient | • |
| | | | oral therapy for institutionalized 1 | |
| | _ | | rapy and fewer receiving medica | = |
| ANSWER: | patient | s receiving psychothe | rapy and lewer receiving medica | ь |
| in to // Lit. | | | | · · |
| | | | | ng cures in patients by unblocking ctiveness of his methods was actually |
| a. | unde | tectable magnetic fiel | ds. | |
| b. | chen | nically induced humor | al balance. | |
| c. | ment | tal telepathy. | | |
| d. | the p | ower of suggestion. | | |
| ANSWER: | | | | d |
| 56 | _ demo | nstrated that some tech | hniques of mesmerism were effec | ctive with several psychological |
| disorders. | | Dhilinna Dinal | | |
| | a. 1- | Philippe Pinel | | |
| | b. | Anton Mesmer | | |
| | C. | Sigmund Freud | | |
| ANCIVED. | d. | Jean-Martin Chard | cot | ı |
| ANSWER: | | | | d |
| in a highly sı | uggestił | | or their psychological disorders? | Breuer after they received treatment |

ANSWER:

c. Accurate posthypnotic recall

b. Decreased emotionality while in the hypnotic state

d. Increased understanding of the causes of their psychological disorder

a

| Name : | | | Class : | Dat e: | |
|---|-----------------------------|---------------------|---|--|----------|
| Chapter 01 | | | | | |
| | istence of _ | | | ecalled under hypnosis, Breuer and most important development | |
| a. | neurosis | S | | | |
| b. | the unco | onscious mind | | | |
| c. | the Elec | tra complex | | | |
| d. | catharsis | S | | | |
| ANSWER: | | | | b | , |
| a. that it is thb. that patienc. that hypno | ts are unables is is less e | recall and relive | emotionally traumatic onally charged inform | nation. | a |
| 60. In the classic ca | | | ogist Josef Breuer trea | ated her "hysterical" symptoms | by using |
| a. | | noanalysis. | | | |
| b. | hypno | | | | |
| c. | | healing. | | | |
| d. | the pl | acebo effect. | | | |
| ANSWER: | | | | b |) |
| 61. Which of the fo | llowing is N | NOT included as pa | art of Freud's structure | e of the mind? | |
| | a. | Id | | | |
| | b. | Psyche | | | |
| | c. | Superego | | | |
| | d. | Ego | | | |
| ANSWER: | | | | b | , |
| 62 In Freudian theo | orv "lihido" | ' and "thanatos" re | nresent the two basic | but opposing drives of | |
| a. | • | nd death. | present the two ousie | out opposing unives of | |
| b. | sex a | nd celibacy. | | | |
| c. | | and evil. | | | |
| d. | | ure and pain. | | | |
| ANSWER: | Picas | me and pani. | | | a |
| ,~,,, | | | | | =- |
| | ible crime. | Then you recall fro | | rder. You wonder how someone dian theory that according to Fratrolled. | |

| Name : | | Class : | Dat e: |
|--|--|---|-----------------------------------|
| Chapter 01 | | | |
| a | . egoist | ic | |
| ь | _ | | |
| c. | • • | | |
| d | . mesm | eric | |
| ANSWER: | | | c |
| 64. Although Freud cond | ceptualized the lib | ido as the life energy within the id | d, many people think of it as the |
| a. | death instinct. | | |
| b. | sex drive. | | |
| c. | conscience. | | |
| d. | Oedipal conflic | t. | |
| ANSWER: | | | ь |
| t c | a. ego b. supe c. libid l. ideal | 0 | |
| ANSWER: | | | a |
| a. pays particularb. thinks in an unec. seeks the goal ofd. utilizes secondar | attention to social emotional, logical, of maximizing plea | ne id operates on the "pleasure princules and regulations." and rational manner. asure and eliminating tension or cong. | onflicts. |
| ANSWER: | | | c |
| permission. However, at operating according to the | fter thinking about ne principa. please pleas | asure lity | 2 |
| | c. mo | | |
| | d. Oed | dipal | 1 |
| ANSWER: | | | b |
| 60 41 : : : 4 1 | -4 1 1 | . 1 | 1 |

- 68. A beginning introductory psychology student is worried about the selfish and sometimes dangerous drives of his id and wonders if it will make him commit crimes. You, a veteran of introductory psychology, respond confidently by telling him not to worry because, according to Freud,
 - a. each of us also develops an ego to help us behave more realistically.

| Name : | | | Class : | Dat e: |
|-----------------|---------------|-------------------------------------|---|--|
| Chapter 0 | 1 | | | |
| c. scien | tists disprov | red Freud's theories a | = = | d believe. not manifest in real behaviors. a |
| | | | | a |
| | | • | ble of the ego involves exual drives of the id. | |
| | | leasure and reducing | | |
| | | iflict between the id a | | |
| | _ | sy and primary proce | 1 0 | |
| ANSWER: | 8 | J 1 J1 | 6 | c |
| | | | | |
| 70. Accordin | | • | onflicts between the id and the | e superego often lead to feelings of |
| | a. b. | anxiety. desire. | | |
| | о. с. | depression. | | |
| | d. | anger. | | |
| ANSWER: | u. | unger. | | a |
| 71 Assaudin | a ta Emandia | n theory enviety is | signal for the east to marshal | Lita dafanaa maahaniama yyhiah |
| function as | g to Freduia | ii tileory, anxiety is a | signal for the ego to marsha. | l its defense mechanisms, which |
| a. | reality-ba | sed actions. | | |
| b. | unconscio | ous protective process | ses. | |
| c. | conscious | s efforts to maintain c | control. | |
| d. | primitive | emotional responses. | | |
| ANSWER: | | | | b |
| 72 All of the | following a | are examples of defer | use mechanisms according to | psychoanalytic theory EXCEPT |
| 72. 1111 of the | a. | adaptation. | ise meenamens according to | psychodiaty the theory ErreEr 1 |
| | b. | displacement. | | |
| | c. | repression. | | |
| | d. | projection. | | |
| ANSWER: | | | | a |
| | | wing defense mechan from awareness? | isms does an individual unco | nsciously block disturbing wishes, |
| <i>G</i> | - | Rationalization | | |
| | b. 1 | Reaction formation | | |
| | c.] | Repression | | |
| | d. | Displacement | | |

| Name : | | Class : | Dat e: |
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| Chapter 01 | | | |
| ANSWER: | | | c |
| | elings, impulses | efense mechanisms does an individual f s, or thoughts to another person? Denial | Calsely attribute his or her own |
| | b. I | Projection | |
| | c. I | Displacement | |
| | d. | Sublimation | |
| ANSWER: | | | ь |
| needs her job an talking at once. | d is powerless Theodora response heory, this is a a. di b. pr | nt of her coworkers. Theodora became verto express her feelings. When she got he onded by yelling, "Leave me alone! Can nexample of the defense mechanism knesplacement. ojection. pression. | ome, her kids ran up to greet her, all 't you see I'm tired?" According to |
| | d. ra | tionalization. | |
| ANSWER: | | | a |
| • • | throughout adu | we did not receive ratification during a salt life because the person developed a(ne unconscious. | stage, an individual's personality would a) |
| b. | inferiorit | y complex. | |
| c. | object rel | , 1 | |
| d. | fixation. | 1 | |
| ANSWER: | | | d |
| 77. Freud called | the anxiety tha | at resulted from unconscious conflicts a | |
| a | . fixatio | n | |
| b | | | |
| c | defens | e mechanism | |
| d | l. primar | y process | |
| ANSWER: | | | b |
| | | ner thumb, a teenager binges on food, an ry of psychosexual development, all three | |
| | a. | oral | |
| | b. | anal | |
| | c. | phallic | |

| Name : | | Class : | Dat e: |
|--|---|--|--|
| Chapter 01 | | | |
| | d. | genital | |
| ANSWER: | | | a |
| characterized by a | three- to five-year | | ne phallic stage of development, is |
| • | C | eelings of anger and envy toward | his fother |
| | | elings of anger and envy toward h | |
| | es about tragic Gre | | iis motici. |
| ANSWER: | s about tragic Gre | ock fictoes. | ь |
| mismen. | | | Ü |
| of development in a. b. c. | girls, is character castration Oedipal c penis env | rized by anxiety. onflicts. | xual conflict that occurs at the phallic stage |
| d. | latency lu | st. | |
| ANSWER: | | | c |
| 81. Jung introduce memories and pass a. b. c. d. | - | eneration to generation. conscious ciple cl stages | , a wisdom stored deep in individual |
| ANSWER: | oojeet relatio | | a |
| 82. In their theorie a. regarded b. were com c. believed t | numan nature as p pletely analogous hat there were no | nture, psychoanalysts Carl Jung a ossessing many negative qualitie to Freud's ideas. barriers to the internal and extern oward individual self-actualization | s. nal growth of the individual. |
| 83 Severe interna | I conflicts that pre | oduce a lot of anxiety or other em | notions can trigger self-defeating defensive |
| processes or symp | • | sauce a for of anxiety of outer off | to the term of the terminal description of the terminal de |
| | | tic stress symptoms. | |
| b. dep | ression or bipolar | symptoms. | |
| c. pho | bic or obsessive s | ymptoms. | |
| = | cidal or aggressive | = | |
| ANSWER: | | | c |

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| | 's theory of lifespan develo | opment, an individual reaches | s the mature stage when he or she is |
| | a. | 55 | |
| | b. | 65 | |
| | c. | 75 | |
| | d. | 85 | |
| ANSWER: | | | b |
| a. In Freudianb. In Erikson'sc. In Freudian | theory, sexual arousal and s theory, development occu theory, intrapsychic confl | ement about "stage" theories interest occur during the late ars across the lifespan. icts are resolved in early child human nature is negative and | ency stage. dhood. |
| a. keep theib. make eyec. describe | ic psychotherapy, it is important thoughts and feelings to be contact with the psychoarthe content of their dreams a vertical posture to induce | themselves. nalyst. s to the analyst. | |
| ANSWER: | ra vertical postare to maa | ce emotional processing. | c |
| | rapy, the process of a patient their childhood is called the Oedipal complex. castration anxiety. an oral fixation. transference. | nt coming to relate to the the | rapist as much as they did to |
| ANSWER: | transference. | | d |
| a. emphasizesb. requires a lc. focuses on | s the goal of personality re | the part of the person being a sonal issues. | |
| ANSWER: | | | c |
| 89. The concepts of | "self-actualizing" and "th | e hierarchy of needs" are mo | st closely associated with the theories |
| a. | Abraham Maslow. | | |

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| | b. | Carl Rogers. | | |
| | c. | Carl Jung. | | |
| | d. | Melanie Klein. | | |
| ANSWER. | | | | a |
| 90. Which | n of the f | ollowing is NOT associa | ted with the humanistic theories | of Carl Rogers? |
| | a. | Unconditional positive re | egard | |
| | b. | Transference | | |
| | c. | Empathy | | |
| | d. | Person-centered therapy | | |
| ANSWER. | : | | | ь |
| 91. Huma a. | | erapists regardist interpretation of paties | | ence in facilitating human growth. |
| b. | | nships (including the the | | |
| c. | self-es | teem | | |
| d. | intelle | ctual and moral developr | ment | |
| ANSWER. | : | _ | | b |
| 92. The sy | ystematic | development of a scient | tific approach to psychopatholog | y is represented by |
| | a. | humanistic psycholog | gy. | |
| | b. | psychoanalysis. | | |
| | c. | Jungian psychology. | | |
| | d. | the behavioral model | • | |
| ANSWER. | : | | | d |
| | | nder of behaviorism? | - - | other unquantifiable methods and is |
| | a. | Edward Titchene | er | |
| | b. | B.F. Skinner | | |
| | c. | John Watson | | |
| | d. | Ivan Pavlov | | |
| ANSWER. | : | | | c |
| studying a advise her | abnorma that | psychology, this person , based on the mid | lot of difficulty because of irration asks if you know of an effective al-20th century work of Joseph W | and well-established treatment. You |
| reduction | procedu | | | |
| | a. | systematic desensitizat | | |
| | b. | person centered therap | У | |
| | C | exorcism | | |

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| | d. | aversive condition | oning | |
| ANSWER: | | | | a |
| 95. Which | well-kno | own behavioral scien | tist was the author of <i>The Behavior of Organisms</i> (1938) | ? |
| | a. | John Watson | , | |
| | b. | Ivan Pavlov | | |
| | c. | B.F. Skinner | | |
| | d. | Edward L. Th | orndike | |
| ANSWER: | | | | c |
| 96. Ivan Pa | | Russian physiolog | rist, based his theories of conditioning on the results | of experiments he |
| | | a. | humans. | |
| | | b. | pigeons. | |
| | | c. | rats. | |
| | | d. | dogs. | |
| ANSWER: | | | | d |
| 97. Timmy fear of dog | | | Collie when he was five years old. Now he is afraid | of any dog he sees. His |
| | a. | unconditioned s | stimulus. | |
| | b. | unconditioned r | response. | |
| | c. | conditioned stin | nulus. | |
| | d. | conditioned resp | ponse. | |
| ANSWER: | | | | d |
| 98. Marv (| Cover Jo | ones thought that if | fear could be conditioned, perhaps it could also be | |
| j | a. | reinforced. | 71 1 | |
| | b. | self-actualized. | | |
| | c. | unlearned or exti | nguished. | |
| | d. | repressed. | | |
| ANSWER: | | - | | c |
| 99 In the r | orocess | of self-actualizing | emphasized in humanistic psychology, individuals | |
| | | | e to a variety of stimuli. | |
| | _ | - | erapy under the guidance of a counselor. | |
| | | | t potential against life's obstacles. | |
| | | · · | ost unqualified acceptance of their own dysfunctions | |
| ANSWER: | | • | • | c |
| | | | | |

100. The continual interaction of biological, psychological, and social influences and their effect on behavior is Copyright Cengage Learning. Powered by Cognero.

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| considered | | | |
| a. | sociocultural. | | |
| b. | psychobiological/biopsycho | ological. | |
| c. | systematic. | C | |
| d. | multidimensional and integ | rative. | |
| ANSWER: | | | d |
| her to snake in | nages, snake toys, and eventu f these objects. You are using Cognitive therapy | ally live snakes in order to show the therapeutic technique called | t this patient by gradually introducing wher that nothing bad happened in ed |
| c. | | | |
| d. | • | nv | |
| ANSWER: | Wattamensionar thera | e) | ь |
| 102. Skinner c | oined the term | because behavior operates o | n the environment and changes it in |
| a | . conjunctive conditioning | ng | |
| b | . objective conditioning | | |
| c | . operant conditioning | | |
| d | . reverse conditioning | | |
| ANSWER: | | | c |
| advise you to to a. Punish b. Give the c. Give the | take? If the puppy each time it does the puppy a treat each time it goes he puppy a treat each time it for the puppy and the puppy a treat each time it for the puppy and the puppy a treat each each each each each each each each | | vise |
| a. focub. grovc. decl | 90s, the idea that no one influtes on the biological approach with of an integrative approachine of interest in the unconscipovement away from scientific | to psychology. ous mind. | to the |
| 105. Catharsis | is a method of "exorcising" dem | ons for religious and psychologica True | al purposes. |

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| | b. | False | | |
| ANSWER: | | | False | |
| 106. Defense mecha | nisms are used to reir | nforce desired behaviors in o | operant conditioning. | |
| | a. | True | | |
| | b. | False | | |
| ANSWER: | | | False | |
| | | | | |

107. Discuss why the following criteria taken individually are not completely satisfactory in defining abnormality, psychological dysfunction, personal distress, and "not typical or culturally expected" behavior.

ANSWER: Sample Answer: Psychological dysfunction is not completely satisfactory because behavior is on a continuum, and a milder version of impairment would not meet the criteria for a disorder. As for personal distress, by itself, this criterion does not define abnormal behavior because distress can be a normal reaction to a traumatic situation. Also, for some of the psychological disorders, by definition, suffering and distress are absent. Not typical or culturally accepted are insufficient when they refer to someone such as a person with an exceptionally high IQ who is not typical but not disordered. Culturally unacceptable is not sufficient because what may be culturally unacceptable in one culture is perfectly acceptable in another.

108. Describe the process of becoming a mental health professional. Include a discussion of the differences among the following: psychologist, psychiatrist, psychiatric social worker, psychiatric nurse. For each profession, list the credentials, the educational background, and the professional responsibilities.

ANSWER: Sample Answer

Clinical and counseling psychologists receive a Ph.D. (or sometimes an Ed.D., doctor of education, or Psy.D., doctor of psychology) and follow a course of graduate-level study, lasting approximately five years, that prepares them to conduct research into the causes and treatment of psychological disorders and to diagnose, assess, and treat these disorders. Counseling psychologists tend to study and treat adjustment and vocational issues encountered by relatively healthy individuals, and clinical psychologists usually concentrate on more severe psychological disorders. Psychologists with other specialty training, such as experimental and social psychologists, investigate the basic determinants of behavior but do not assess or treat psychological disorders.

Psychiatrists first earn an M.D. in medical school and then specialize in psychiatry during residency training that lasts three to four years. Psychiatrists also investigate the nature and causes of psychological disorders, make diagnoses, and offer treatments. Many psychiatrists emphasize drugs or other biological treatments, although most use psychosocial treatments as well.

Psychiatric social workers typically earn a master's degree in social work as they develop expertise in collecting information about the social and family situation of the individual with a psychological disorder. Social workers also treat disorders, often concentrating on family problems.

Psychiatric nurses have advanced degrees and specialize in the care and treatment of patients with psychological disorders, usually in hospitals as part of a treatment team.

109. Compare and contrast humoral theory and ancient Chinese approaches to explaining abnormal behavior.

ANSWER: Humoral theory and Chinese approaches to explaining abnormal behavior compare in that they focused on an internal, bodily-based source of disorders. Humoral theory focused on blood, black bile, yellow bile, and phlegm. Chinese approaches focused on yin and yang. They concurred that imbalance in the condition of the body was the contributing factor to the various disorders and both developed methods to reestablish balance in the body. Bloodletting and vomiting was used in humoral approaches and acupuncture was used to reduce blockage and restore proper "flow" inside the body in Chinese methods. They contrast in that Galen focused on physically present fluids in the body while the Chinese approach focused on the

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movement of air or "wind" throughout the body.

110. Describe the development of biological treatments.

ANSWER:

In the early 1900s electric shock and brain surgery were often used. Electroconvulsive shock therapy, insulin shock therapy, and drugs like opium were used to treat patients with disorders. Later, reserpine, neuroleptics, bromides, and benzodiazepines were used to treat patients with disorders with mixed results and concerns about the side effects of the drugs.

111. Describe the development of moral therapy.

ANSWER:

Moral therapy focused on improving the living circumstances of patients. Institutionalized patients were treated as normal as possible and social interaction was encouraged. Relationships were nurtured, individualized attention, and emphasis on positive consequences for appropriate interactions were promoted. Restraint and seclusion were eliminated. Increases in immigration and institutionalization led to a lack of human and economic resources to meet the rising needs of patients. Additionally, the biological model suggested that mental illness was caused by brain pathology and, therefore, was incurable leaving little support for moral therapy focused institutions.

112. Compare and contrast the supernatural model of abnormal behavior and the biological model of abnormal behavior.

ANSWER:

Sample Answer: The supernatural model and the biological model both sought to explain abnormal behavior. In the supernatural tradition, abnormal behavior was attributed to outside agents, such as demons or spirits. In the biological tradition, disorders were attributed to disease or biochemical imbalances. The supernatural model and the biological model both offer treatments and interventions. The supernatural model focused on exorcism, and the biological tradition focused on adjusting the humors of the body by bloodletting, and inducing vomiting. The supernatural model and the biological model both sought to improve the conditions of people suffering from disorders. The supernatural model focused on community support and the biological model focused on physical care.19.

113. Explain psychoanalytic theory. Refer to concepts such as anxiety, defense mechanisms, and psychosexual development. Use examples to illustrate these concepts.

ANSWER:

- Sample Answer: The psychoanalytic theory developed by Sigmund Freud is based on three major concepts. -Structure of the mind. According to Freud, the mind can be divided into three major parts: the id, the source of our strong sexual and aggressive feelings or energies, which operates on the pleasure principle; the ego, or the part of the mind that operates on the reality principle to ensure that we act realistically; and the superego, or conscience, which represents the moral principles of our culture. When these areas are in conflict, it can result in anxiety.
- -Defense mechanisms. In order to mediate continuing conflict between the id and the superego, the ego marshals defense mechanisms or unconscious protective processes that keep primitive emotions in check. Examples include denial, displacement, projection, rationalization, reaction formation, repression, and sublimation.
- -Psychosexual stages of development. Freud theorized that during infancy and early childhood, we pass through psychosexual stages of development in a specific order that affect our lifetime functioning. These stages include the oral, anal, phallic, latency, and genital stages, and are characterized by distinctive means of gratifying our basic needs and satisfying our drive for physical pleasure.
- 114. Compare and contrast the psychoanalytic perspectives of Freud with the perspectives of Jung and Adler.

ANSWER: Freud, Jung, and Adler all focused on intrapsychic conflicts. Freud emphasized sex and survival drives, while Jung and Adler focused on individual growth. Freud held to the idea of powerful id influences and a negative perspective on human nature. Jung focused on the collective unconscious, Adler focused on power

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(inferiority versus superiority), and they both held to a positive perspective on human nature.

115. Describe three criticisms of Freud's psychoanalytic theory.

ANSWER:

Regarding psychoanalysis, treatment is lengthy and expensive, and there is a lack of evidence to support its methods. Psychoanalytic theory is also criticized for being unscientific, dependent on anecdotal reports by the patients, subject to highly interpretive by the psychoanalyst, and there has been no obvious way to prove or disprove the hypotheses of psychoanalysis.

116. Compare and contrast the research of Watson and Rayner with Little Albert and the research of Mary Cover Jones Little Peter differed.

ANSWER:

Watson and Rayner, as well as Mary Cover Jones, used classical conditioning methods in their behaviorist approaches to understand human behavior. Watson used classical conditioning to condition Little Albert to become afraid of furry animals. Mary Cover Jones used classical conditioning to un-condition Little Peter not to be afraid of furry animals.

117. Explain why the concept of a multidimensional integrative approach to psychopathology appears to be the more logical choice.

ANSWER:

Sample Answer: All of the various approaches had shortcomings when attempting to explain psychopathology. The biological model, while effective in treating some disorders, could not treat others. Since biological causes could not be found for some disorders, biological treatments could not be developed. The psychoanalytic perspective was based on anecdotal evidence and could not be scientifically evaluated. Many of the basic tenets could not be observed. Humanistic theory contributed very little new information to the field of psychopathology. Its principles were not scientifically tested, nor were they very useful in the intervention of severe psychological disorders. The behavioral model failed to account for development of psychopathology across the lifespan. It cannot explain the more complex layers of both conscious and subconscious behaviors. As the use of scientific research techniques has continued to expand our understanding of the biological, behavioral, cognitive, emotional, developmental, and social factors that contribute to behavior, it is increasingly clear that psychopathology is multiply determined. This understanding now influences our understanding of both the causes and treatments of psychological disorders.