

Chapter 2: Perspectives on Abnormal Psychology

MULTIPLE CHOICE

1. In the opening scenario, Mariella began experiencing a combination of physical and mental discontents. Her friends and college cohorts believed that she was suffering from
 - a. homesickness.
 - b. depression.
 - c. anorexia.
 - d. narcolepsy.

ANS: A DIF: easy REF: p. 22 OBJ: case: Mariella
MSC: TYPE: factual

2. Mental health professionals use perspectives, called models, to
 - a. discredit other professional's ideas.
 - b. understand why someone has problems.
 - c. separate symptoms from syndromes.
 - d. apply their own feelings to a diagnosis.

ANS: B DIF: easy REF: p. 22 OBJ: introduction
KEY: WWW MSC: TYPE: conceptual

3. There are five main models described in your text used to explain mental disorders. Which of the following is **NOT** one of the models included in your text?
 - a. cognitive-behavioral
 - b. sociocultural
 - c. psychosocial
 - d. psychodynamic

ANS: C DIF: moderate REF: p. 23 OBJ: introduction
MSC: TYPE: conceptual

4. Regarding models of abnormal behavior,
 - a. each practitioner develops their own labels and descriptions.
 - b. they are not accepted by the APA.
 - c. many professionals integrate the models.
 - d. strict, rigid boundaries dictate the exact interpretations.

ANS: C DIF: easy REF: p. 23 OBJ: introduction
MSC: TYPE: conceptual

5. The basis of the biological model is
- a. a patient must have knowledge of biology.
 - b. nature and nurture work together.
 - c. based on brain function and physical causes.
 - d. a strong emphasis on the environment.

ANS: C DIF: easy REF: p. 23 OBJ: introduction
MSC: TYPE: factual

6. The father of psychiatric classification and a major contributor to the biological model was
- a. Emile Durkheim.
 - b. Emil Kraepelin.
 - c. Philippe Pinel.
 - d. Clifford Beers.

ANS: B DIF: easy REF: p. 23 OBJ: biological model
MSC: TYPE: factual

7. When assessing syndromes, many psychiatrists believe
- a. they are all nearly interchangeable.
 - b. the brain and the body are entirely separate.
 - c. they have no bearing on treatment.
 - d. each syndrome has its own biological cause.

ANS: D DIF: easy REF: p. 23 OBJ: biological model
MSC: TYPE: conceptual

8. There are five main models used to explain mental disorders. These models influence
- a. the way we think about mental disorders.
 - b. the way we assess mental disorders.
 - c. the way we treat mental disorders.
 - d. all of these are influenced by the five models.

ANS: D DIF: easy REF: p. 23 OBJ: introduction
MSC: TYPE: factual

9. The biological model rests on the assumption that mental states, emotions, and behaviors arise from
- brain function and other physical processes.
 - motives and conflicts within a person.
 - choice, free will, and personal growth.
 - measurable environmental stimuli.

ANS: A DIF: easy REF: p. 23 OBJ: biological model
MSC: TYPE: conceptual

10. Emil Kraepelin noticed clusters of symptoms that became known as
- syndromes.
 - psychosis.
 - diagnostics.
 - diagnosis.

ANS: A DIF: easy REF: p. 23 OBJ: biological model
MSC: TYPE: factual

11. Kraepelin believed syndromes to be separate from one another, and that each syndrome
- can be traced to genetics.
 - has unique causes, symptoms, and outcomes.
 - is impacted by neurotransmitters.
 - has brain change associated with it.

ANS: B DIF: easy REF: p. 23 OBJ: biological model
MSC: TYPE: factual

12. Genetic material refers to genetic ____ contained in the nucleus of every human cell.
- axons
 - familial patterns
 - “codes”
 - neurotransmitters

ANS: C DIF: easy REF: p. 23 OBJ: genetics
MSC: TYPE: factual

13. Which model of mental disorder focuses on external environmental events and includes the family systems perspective?

- a. sociocultural
- b. psychodynamic
- c. cognitive
- d. humanistic

ANS: A DIF: easy REF: p. 23 OBJ: sociocultural model
MSC: TYPE: factual

14. The terms genotype and phenotype refer respectively to
- a. one's genetic composition and one's observable characteristics.
 - b. the allele combinations and the notion of personality.
 - c. genetic engineering and physical alterations.
 - d. one's observable traits and one's genetic code.

ANS: A DIF: moderate REF: p. 24 OBJ: genetics
MSC: TYPE: conceptual

15. When scientists study the impact of genetic and environmental influences, the research area is called
- a. genetic behavior.
 - b. gene splicing.
 - c. behavior genetics.
 - d. genome mapping.

ANS: C DIF: easy REF: p. 24 OBJ: genetics
MSC: TYPE: factual

16. The research area dedicated to understanding what specific inherited genes contribute to mental disorders is called
- a. molecular genetics.
 - b. molecular physics.
 - c. structural DNA study.
 - d. genetic mysteries.

ANS: A DIF: easy REF: p. 24 OBJ: genetics
MSC: TYPE: factual

17. John has a number of observable characteristics that may have the ability to change over time. These observable characteristics are known as a person's

- a. genotype.
- b. behavioral genetics.
- c. phenotype.
- d. neurotransmitter response.

ANS: C DIF: easy REF: p. 24 OBJ: genetics
MSC: TYPE: conceptual

18. The genetic composition of a person is known as a _____ and is fixed at birth, whereas an observable characteristic of a person is known as a _____ and can change over time.
- a. phenotype; genotype
 - b. genotype; phenotype
 - c. chromosome; genetic expression
 - d. genetic expression; chromosome

ANS: B DIF: easy REF: p. 24 OBJ: genetics
MSC: TYPE: conceptual

19. Researchers in the field of _____ analyze DNA to identify associations between specific genes and mental disorders.
- a. behavior genetics
 - b. abnormal psychology
 - c. maladaptive behavior
 - d. molecular genetics

ANS: D DIF: easy REF: p. 24 OBJ: genetics
MSC: TYPE: factual

20. The amount of variation in a phenotype attributed to genetic factors is known as
- a. genotype.
 - b. phenotype.
 - c. heritability.
 - d. molecular genetics.

ANS: C DIF: easy REF: p. 24 OBJ: genetics
MSC: TYPE: factual

21. Disorders with high heritability include all of the following except

- a. depression.
- b. bipolar disorder.
- c. schizophrenia.
- d. anxiety.

ANS: D DIF: moderate REF: p. 24 OBJ: genetics
MSC: TYPE: factual

22. The central nervous system is made up of
- a. neurons toward the center of the brain.
 - b. the endocrine and exoskeleton will systems.
 - c. the brain and spinal cord.
 - d. internal cells that are mainly afferent in nature.

ANS: C DIF: easy REF: p. 24 OBJ: nervous system and neurons
MSC: TYPE: conceptual

23. Nerve cells (neurons) have four basic structures which are
- a. glia, neurotransmitters, membrane, axon.
 - b. dendrites, cell body, axon, terminal buttons.
 - c. axon, soma, cell body, synapse.
 - d. electrolyte, ion, membrane, dendrite.

ANS: B DIF: easy REF: p. 24 OBJ: nervous system and neurons
MSC: TYPE: factual

24. The small gap between neurons that facilitates neurotransmitter activity is called the
- a. terminal gap.
 - b. fluid cleft.
 - c. synapse.
 - d. reabsorption zone.

ANS: C DIF: easy REF: p. 24 OBJ: nervous system and neurons
MSC: TYPE: factual

25. When neurotransmitters are reabsorbed it is called
- a. polarization.
 - b. reformation.

c. permeable action.

d. reuptake.

ANS: D DIF: easy REF: p. 24 OBJ: nervous system and neurons
MSC: TYPE: factual

26. Decreased neurotransmitter activity happens when ____, and increased neurotransmitter activity happens when ____.
- a. depression occurs; anxiety or mania occurs
 - b. medications block neurotransmitters; medications block the reabsorption
 - c. membranes leak; membranes in large
 - d. enzymes activate; and send deactivate

ANS: B DIF: easy REF: p. 24 OBJ: nervous system and neurons
MSC: TYPE: application

27. Medications influence neurotransmitter systems to treat mental disorder. Medications may ____ to increase neurotransmitter levels.
- a. block synapses
 - b. block reuptake
 - c. stimulate membranes
 - d. stimulate reuptake

ANS: B DIF: easy REF: p. 25 OBJ: nervous system and neurons
MSC: TYPE: factual

28. Four major neurotransmitters will be discussed throughout your textbook. Which one of the following is NOT one of them?
- a. dopamine
 - b. serotonin
 - c. adrenaline
 - d. norepinephrine

ANS: C DIF: easy REF: p. 25 OBJ: nervous system and neurons
MSC: TYPE: factual

29. Which of the following is NOT the correct pairing between the neurotransmitter and its major functions?
- a. serotonin; processing of information, regulation of mood, behavior, and thought processes

- b. norepinephrine; regulation of arousal, mood, behavior, and sleep
- c. dopamine; learning and memory
- d. acetylcholine; motor behavior, reward, attention

ANS: C DIF: easy REF: p. 25 OBJ: brain
MSC: TYPE: factual

30. The two hemispheres of the brain
- a. each control movement for the opposite side of the body.
 - b. have specialized functions.
 - c. communicate with each other.
 - d. all of these are related to the two hemispheres of the brain.

ANS: D DIF: moderate REF: p. 25 OBJ: brain
MSC: TYPE: conceptual

31. The cerebral cortex of the brain has
- a. alternating areas of smooth wrinkled surfaces.
 - b. four distinct lobe areas in each hemisphere.
 - c. ability to perform only emotional processing.
 - d. inner surfaces of the cerebrum.

ANS: B DIF: easy REF: p. 25 OBJ: brain
MSC: TYPE: factual

32. The main cortex area that mental health researchers focus on is the
- a. frontal lobe.
 - b. thalamus.
 - c. occipital lobe.
 - d. basal ganglia.

ANS: A DIF: easy REF: p. 25 OBJ: brain
MSC: TYPE: factual

33. The section of the brain that is largely responsible for consciousness, memory, attention, and higher-order functioning is the
- a. cerebral cortex.
 - b. frontal lobe.

c. limbic system.

d. thalamus.

ANS: A

DIF: easy

REF: p. 25

OBJ: brain

KEY: WWW

MSC: TYPE: factual

34. The section of the brain responsible for movement, planning, inhibiting behavior, and decision making is the

a. limbic system.

b. occipital lobe.

c. parietal lobe.

d. frontal lobe.

ANS: D

DIF: easy

REF: p. 25

OBJ: brain

MSC: TYPE: factual

35. The section of the brain associated with touch is the

a. limbic system.

b. occipital lobe.

c. parietal lobe.

d. frontal lobe.

ANS: C

DIF: easy

REF: p. 25

OBJ: brain

MSC: TYPE: factual

36. Which area of the brain regulates emotions and impulses and includes the hippocampus and the amygdala?

a. pons.

b. thalamus.

c. basal ganglia.

d. limbic system.

ANS: D

DIF: easy

REF: p. 25

OBJ: brain

37. The midbrain contains the _____, which is involved in arousal and stress or tension.

a. reticular activating system

b. medulla

c. pons

d. cerebellum

ANS: A DIF: easy REF: p. 25 OBJ: brain
MSC: TYPE: factual

38. Medications that decrease _____ generally have antipsychotic effects to ease symptoms of schizophrenia.
- a. norepinephrine
 - b. acetylcholine
 - c. dopamine
 - d. glutamate

ANS: C DIF: easy REF: p. 25
OBJ: biological assessment and treatment MSC: TYPE: factual

39. Findings from the biological model have led to better knowledge about
- a. what genes are inherited.
 - b. how neurotransmitter effects can help treat mental disorder.
 - c. how brain changes over time lead to abnormal behavior.
 - d. all of these have been assisted by the biological model.

ANS: D DIF: easy REF: p. 25
OBJ: evaluating the biological model MSC: TYPE: factual

40. The deep valley in the cerebral cortex that divides the frontal lobe from the rest of the brain is the
- a. longitudinal fissure.
 - b. central fissure.
 - c. lateral fissure.
 - d. subcortical fissure.

ANS: B DIF: moderate REF: p. 26
OBJ: evaluating the biological model MSC: TYPE: factual

41. The area of the brain that is located behind the parietal and temporal lobes, associated with vision, is the
- a. cerebellum.
 - b. prefrontal cortex.
 - c. occipital lobe.

d. frontal lobe.

ANS: C DIF: moderate REF: p. 26
OBJ: evaluating the biological model MSC: TYPE: factual

42. The structure located in the limbic system that is involved in emotion and aggression is the

- a. medulla.
- b. spinal cord.
- c. thalamus.
- d. amygdala.

ANS: D DIF: moderate REF: p. 27
OBJ: evaluating the biological model MSC: TYPE: factual

43. Several basic principles comprise the psychodynamic perspective, including

- a. childhood experiences shape adult personality.
- b. causes and purposes of human behavior are not always obvious.
- c. people use defense mechanisms to control anxiety or stress.
- d. all of the above are principles within the psychodynamic perspective.

ANS: D DIF: easy REF: p. 28 OBJ: the psychodynamic model
MSC: TYPE: factual

44. A key aspect of the psychodynamic perspective is unconscious motivation, which refers to:

- a. use of defense mechanisms to control anxiety or stress.
- b. hidden realms of emotion, thought, and behavior may drive us to act in a certain way.
- c. the idea that everything we do has meaning and purpose and is goal-directed.
- d. the concept that the id propels us to meet basic demands such as hunger.

ANS: B DIF: easy REF: p. 28 OBJ: the psychodynamic model
MSC: TYPE: factual

45. Scientists in disciplines such as _____ and social psychology and neuroscience have found that certain cognitive and behavioral processes do not appear to be under cognitive control.

- a. behavioral
- b. cognitive
- c. biological
- d. Freudian

ANS: B DIF: moderate REF: p. 28 OBJ: the psychodynamic model
MSC: TYPE: factual

46. Hidden realms of emotion, thought, and behavior may affect motives that drive us to act in certain ways. This is known as
- unconscious motivation.
 - defense mechanisms.
 - psychic determinism.
 - primary process.

ANS: A DIF: easy REF: p. 28 OBJ: the psychodynamic model
MSC: TYPE: factual

47. Strategies to cope with anxiety or stressors, such as conflict with others, are known as
- unconscious motivations.
 - defense mechanisms.
 - psychic determinism.
 - primary process.

ANS: B DIF: easy REF: p. 29 OBJ: the psychodynamic model
MSC: TYPE: factual

48. The id operates on the ____ principle.
- reality
 - pleasure
 - morality
 - suggestive

ANS: B DIF: easy REF: p. 29 OBJ: structure of the mind
MSC: TYPE: factual

49. The ____ is an organized, rational system that uses higher-order thinking processes to obtain gratification.
- id
 - ego
 - superego
 - defense mechanism

ANS: B DIF: easy REF: p. 29 OBJ: structure of the mind

KEY: WWW MSC: TYPE: factual

50. The ego uses _____ process to mediate demands of the id and demands of the environment.
- a. primary
 - b. secondary
 - c. tertiary
 - d. none of the above are used by the ego

ANS: B DIF: easy REF: p. 29 OBJ: structure of the mind
MSC: TYPE: factual

51. Freud proposed that each person progresses through _____ stages of development.
- a. erogenous
 - b. psychodynamic
 - c. retrosexual
 - d. psychosexual

ANS: D DIF: easy REF: p. 30 OBJ: Freud's psychosexual stages
MSC: TYPE: factual

52. The mouth is the chief means of reaching satisfaction during the ____ stage.
- a. oral
 - b. anal
 - c. phallic
 - d. genital

ANS: A DIF: easy REF: p. 30 OBJ: Freud's psychosexual stages
MSC: TYPE: factual

53. Attention becomes centered on defecation and urination during the ____ stage.
- a. oral
 - b. anal
 - c. phallic
 - d. latency

ANS: B DIF: easy REF: p. 30 OBJ: Freud's psychosexual stages
MSC: TYPE: factual

54. Sexual organs become the prime source of gratification during the ____ stage.

- a. oral
- b. anal
- c. phallic
- d. genital

ANS: C DIF: easy REF: p. 30 OBJ: Freud's psychosexual stages
MSC: TYPE: factual

55. Fixation can occur when

- a. excessive frustration or overindulgence at a psychosexual stage occurs.
- b. if the Oedipus complex overtakes the Electra complex.
- c. regression has occurred.
- d. a client represses feelings.

ANS: A DIF: easy REF: p. 30 OBJ: Freud's psychosexual stages
MSC: TYPE: factual

56. A child deprived or neglected during the oral stage of development may compensate in adulthood by engaging in behaviors such as

- a. smoking.
- b. talking.
- c. drinking alcohol.
- d. all of the above may be results.

ANS: D DIF: moderate REF: p. 30 OBJ: Freud's psychosexual stages
MSC: TYPE: factual

57. The ego experiences _____ when the id urges to seek impulsive gratification or when the superego imposes shame and guilt.

- a. anxiety
- b. depression
- c. desire
- d. withdrawal

ANS: A DIF: easy REF: p. 30 OBJ: defense mechanisms
MSC: TYPE: factual

58. A basic ego defense that occurs when a person banishes from consciousness threatening feelings, thoughts, or impulses is

- a. reaction formation.
- b. repression.
- c. regression.
- d. projection.

ANS: B DIF: easy REF: p. 30 OBJ: defense mechanisms
MSC: TYPE: factual

59. Which defense mechanism refers to attributing one's own unacceptable motives or impulses to another person?

- a. intellectualization.
- b. regression.
- c. projection.
- d. reaction formation.

ANS: C DIF: easy REF: p. 30 OBJ: defense mechanisms
MSC: TYPE: factual

60. Jason has removed feelings and thoughts of his abusive childhood from his conscious memory through the process of

- a. reaction formation.
- b. repression.
- c. regression.
- d. projection.

ANS: B DIF: easy REF: p. 30 OBJ: defense mechanisms
MSC: TYPE: factual

61. Returning to a stage that previously gave a person much gratification is the defense mechanism called

- a. reaction formation.
- b. repression.
- c. regression.
- d. projection.

ANS: C DIF: easy REF: p. 30 OBJ: defense mechanisms
MSC: TYPE: factual

62. When unconscious feelings are attributed to another person, _____ has occurred.

- a. reaction formation
- b. repression
- c. regression
- d. projection

ANS: D DIF: easy REF: p. 30 OBJ: defense mechanisms
MSC: TYPE: factual

63. Projection occurs when

- a. feelings are attributed to another person.
- b. a person acts younger than they are.
- c. thoughts are pushed out of consciousness.
- d. a person transfers feelings to their therapist.

ANS: A DIF: easy REF: p. 30 OBJ: defense mechanisms
MSC: TYPE: factual

64. Mariella, from the scenario in the text, may have developed her depression due to

- a. unconscious conflict of emotions.
- b. conscious conflict of emotions.
- c. unconscious expression of emotions.
- d. conscious expression of emotions.

ANS: A DIF: easy REF: p. 30 OBJ: psychodynamic assessment
MSC: TYPE: application

65. Psychodynamic mental health professionals often assess unconscious motivations and conflicts using _____ techniques.

- a. behavioral
- b. cognitive
- c. projective
- d. biological

ANS: C DIF: easy REF: p. 31 OBJ: psychodynamic assessment
MSC: TYPE: factual

66. The projective hypothesis is an assumption based on the belief that people

- a. demonstrate unconscious needs in behavioral patterns of behavior.

- b. think about their unconscious needs and wants.
- c. reveal unconscious needs and conflicts onto ambiguous stimuli.
- d. reveal internal conflicts in brain imaging techniques.

ANS: C DIF: moderate REF: p. 31 OBJ: psychodynamic assessment
MSC: TYPE: factual

67. When ego defenses are lowered during sleep, unconscious material is presented via dreams. To understand what has been provided in dreams, a person needs to undergo
- a. dream analysis.
 - b. free association.
 - c. insight projection.
 - d. interpretation.

ANS: A DIF: easy REF: p. 31 OBJ: psychodynamic assessment
MSC: TYPE: factual

68. What actually happens in a dream is known as the ___ content.
- a. insight
 - b. projective
 - c. manifest
 - d. latent

ANS: C DIF: easy REF: p. 31 OBJ: psychodynamic assessment
MSC: TYPE: factual

69. The cornerstone of psychodynamic therapy and the method by which unconscious meanings of thoughts and behavior are revealed is
- a. insight therapy.
 - b. projection.
 - c. interpretation.
 - d. dream analysis.

ANS: C DIF: easy REF: p. 31 OBJ: psychodynamic assessment
MSC: TYPE: factual

70. Sally begins to yell at her therapist in the same manner that she did to her father when she was a child. Psychodynamic therapy would explain this behavior as
- a. projection.

- b. transference.
- c. analysis.
- d. manifestation.

ANS: B DIF: moderate REF: p. 32 OBJ: psychodynamic assessment
MSC: TYPE: application

71. Client-therapist interactions provide clues about the nature of a client's problems as well as being an opportunity to interpret _____ in an immediate situation.

- a. projection
- b. transference
- c. interpretation
- d. dream analysis

ANS: B DIF: easy REF: p. 32 OBJ: psychodynamic assessment
KEY: WWW MSC: TYPE: factual

72. Perhaps the biggest weakness of the psychodynamic perspective is it has

- a. little empirical support.
- b. significant empirical support.
- c. little behavioral support.
- d. significant behavioral support.

ANS: A DIF: easy REF: p. 32 OBJ: evaluating the psychodynamic model MSC: TYPE: factual

73. For years, psychodynamic theorists were accused of being

- a. antiscientific.
- b. behaviorists.
- c. easily swayed.
- d. None of these were applied to psychodynamic theorists.

ANS: A DIF: easy REF: p. 32 OBJ: evaluating the psychodynamic model MSC: TYPE: factual

74. A group of theorists that emphasize human growth, choice, and responsibility adopt a(n) _____ model of psychology.

- a. behavioral

- b. cognitive
- c. humanistic
- d. eclectic

ANS: C DIF: easy REF: p. 32 OBJ: the humanistic model
MSC: TYPE: factual

75. The assumption that one's behavior is determined by perceptions of self and others is known as the _____ approach.

- a. cognitive
- b. behavioral
- c. phenomenological
- d. psychodynamic

ANS: C DIF: easy REF: p. 33 OBJ: the humanistic model
MSC: TYPE: factual

76. Theorists who believe in a subjective human experience that includes individual awareness of how we behave in context of our environment and other people are

- a. humanistic.
- b. behavioristic.
- c. cognitivistic.
- d. eclectic.

ANS: A DIF: easy REF: p. 33 OBJ: humanistic model
MSC: TYPE: factual

77. The individual who believed that humans have basic and higher-order needs they strive to satisfy during their lifetime was

- a. Freud.
- b. Maslow.
- c. Rogers.
- d. Skinner.

ANS: B DIF: easy REF: p. 33 OBJ: Abraham Maslow
MSC: TYPE: factual

78. Maslow believes the most basic needs a person has are

- a. physiological.

- b. safety.
- c. security.
- d. social.

ANS: A DIF: easy REF: p. 33 OBJ: Abraham Maslow
MSC: TYPE: factual

79. The highest level of need that Maslow proposed is

- a. physiological.
- b. self-actualization.
- c. security.
- d. social.

ANS: B DIF: easy REF: p. 33 OBJ: Abraham Maslow
MSC: TYPE: factual

80. Maslow's hierarchy of needs includes all of the following EXCEPT:

- a. self-actualization.
- b. safety/security.
- c. social/belonging.
- d. conditional positive regard.

ANS: D DIF: easy REF: p. 33 OBJ: Abraham Maslow
MSC: TYPE: factual

81. Unhealthy people experience personal or other obstacles to _____ and may develop mental problems as a result.

- a. physiological
- b. self-actualization
- c. security
- d. social

ANS: B DIF: easy REF: p. 33 OBJ: Abraham Maslow
KEY: WWW MSC: TYPE: factual

82. People thought to be moral beings who can understand reality and view things objectively are considered to have reached the _____ level.

- a. physiological
- b. self-actualization

c. security

d. social

ANS: B

DIF: easy

REF: p. 33

OBJ: Abraham Maslow

MSC: TYPE: factual

83. Client centered therapy attempts to allow clients to become more person centered or autonomous and less worried about others' disapproval. This is called

a. conditional wariness.

b. other centeredness.

c. therapist guiding.

d. self-discovery.

ANS: B

DIF: moderate

REF: p. 34

OBJ: Carl Rogers

MSC: TYPE: conceptual

84. Rogers developed _____ therapy that relies heavily on unconditional positive regard and empathy.

a. unconditional

b. conditional

c. behavioral

d. client-centered

ANS: D

DIF: easy

REF: p. 34

OBJ: Carl Rogers

KEY: WWW

MSC: TYPE: factual

85. A client-centered therapist establishes a therapeutic environment in which a client is

a. completely accepted.

b. unjudged.

c. both completely accepted and unjudged.

d. Neither acceptance nor judgment are parts of the therapeutic environment.

ANS: C

DIF: easy

REF: p. 34

OBJ: Carl Rogers

MSC: TYPE: conceptual

86. Rollo May is responsible for creating _____ psychology.

a. positive

b. biological

c. psychodynamic

d. existential

ANS: D
KEY: WWW

DIF: easy
MSC: TYPE: factual

REF: p. 34

OBJ: Rollo May

87. How closely one adheres to one's personality is referred to as ____.

- a. existential
- b. reality
- c. authenticity
- d. other-centeredness

ANS: C
MSC: TYPE: factual

DIF: easy

REF: p. 34

OBJ: Rollo May

88. Existential theorists believe that people are alone in the world and may therefore develop a sense of

- a. meaninglessness.
- b. authenticity.
- c. apprehension.
- d. anxiety.

ANS: A
MSC: TYPE: factual

DIF: easy

REF: p. 34

OBJ: Rollo May

89. Humanistic theorists believe in a ____ model of assessment.

- a. quantitative
- b. qualitative
- c. nondirective
- d. directive

ANS: B
OBJ: humanistic assessment and treatment

DIF: easy

REF: p. 34

MSC: TYPE: factual

90. Treatment from a humanistic perspective is ____.

- a. nondirective
- b. directive
- c. behavioral
- d. biological

ANS: A

DIF: easy

REF: p. 34

OBJ: humanistic assessment and treatment

MSC: TYPE: factual

91. The humanistic model is optimistic and ties to contemporary _____ psychology.
- positive
 - psychoanalysis
 - behavioral
 - biological

ANS: A

DIF: easy

REF: p. 34

OBJ: evaluating the humanistic model

MSC: TYPE: conceptual

92. The humanistic approach has several limitations, including lack of
- empathy.
 - biological support.
 - empirical support.
 - ability to assist clients.

ANS: C

DIF: easy

REF: p. 35

OBJ: evaluating the humanistic model

MSC: TYPE: factual

93. Humanistic therapy has been criticized for all of the following EXCEPT:
- being unscientific.
 - lacking empirical support.
 - its ineffectiveness with severe disorders and towards certain groups.
 - being too harsh and confrontational.

ANS: D

DIF: moderate

REF: p. 35

OBJ: evaluating the humanistic model

MSC: TYPE: conceptual

94. Ned has become comfortable with his humanistic therapist and has likely responded to a therapeutic environment of
- acknowledgment, guidance, and conditional praise.
 - respect, empathy, and complete acceptance.
 - casual exchange, informal relationship, and support.
 - minimal cost, maximum benefits, no labels or stigma.

ANS: B

DIF: moderate

REF: p. 35

OBJ: evaluating the humanistic model

KEY: WWW

MSC: TYPE: conceptual

95. Roger's client-centered approach has led to process variables that contribute to treatment success. One particularly helpful process variable is a therapeutic environment based on
- respect.
 - empathy.
 - full acceptance.
 - all of these are included in a good environmental process variable.

ANS: D DIF: easy REF: p. 35
OBJ: evaluating the humanistic model MSC: TYPE: factual

96. A perspective that focuses on both internal and external factors, has good empirical support, and is relevant to many people with a mental disorder is the ____ model.
- cognitive-behavioral
 - psychoanalytic
 - psychosomatic
 - humanistic

ANS: A DIF: easy REF: p. 35
OBJ: the cognitive-behavioral model MSC: TYPE: factual

97. The ____ perspective focuses on external acts.
- cognitive
 - behavioral
 - humanistic
 - psychodynamic

ANS: B DIF: easy REF: p. 35
OBJ: the cognitive-behavioral model KEY: WWW MSC: TYPE: conceptual

98. The ____ perspective focuses on internal thoughts.
- cognitive
 - behavioral
 - humanistic
 - psychodynamic

ANS: A DIF: easy REF: p. 35
OBJ: the cognitive-behavioral model MSC: TYPE: conceptual

99. The ____ perspective is based on the assumption that all behavior—normal or abnormal—is learned.

- a. cognitive
- b. behavioral
- c. humanistic
- d. psychodynamic

ANS: B DIF: easy REF: p. 35 OBJ: behavioral perspective
MSC: TYPE: conceptual

100. Learning by association, initially studied by Pavlov, is referred to as

- a. observational learning.
- b. classical conditioning.
- c. operant conditioning.
- d. positive reinforcement.

ANS: B DIF: easy REF: p. 36 OBJ: learning principles
MSC: TYPE: factual

101. Reinforcement that involves giving a pleasant event or consequence after a behavior has occurred is known as ____ reinforcement.

- a. cognitive
- b. behavioral
- c. positive
- d. negative

ANS: C DIF: easy REF: p. 36 OBJ: learning principles
MSC: TYPE: factual

102. Positive reinforcement occurs when a behavior results in ____, and negative reinforcement occurs when a behavior results in ____.

- a. a pleasant consequence; the removal of an unpleasant consequence
- b. punishment; reward
- c. a pleasant outcome; a reward for bad behavior
- d. escape; punishment

ANS: A DIF: moderate REF: p. 36 OBJ: learning principles
MSC: TYPE: conceptual

103. Removing an aversive event following a behavior, which will increase the future likelihood of the behavior, is known as ____.

- a. cognitive reinforcement
- b. behavioral reinforcement
- c. positive reinforcement
- d. negative reinforcement

ANS: D DIF: easy REF: p. 36 OBJ: learning principles
KEY: WWW MSC: TYPE: factual

104. Lorraine's therapist studied under Aaron Beck's guidance and subsequently became primarily focused on ____ in therapy.

- a. cognitive-behavioral merging
- b. conditioning and behavior modification
- c. cognitive distortions
- d. psychodrama and role-playing

ANS: C DIF: moderate REF: p. 37 OBJ: cognitive principles
MSC: TYPE: application

105. Erroneously blaming oneself for events leads to the cognitive distortion known as

- a. inferences.
- b. distortions.
- c. personalization.
- d. schemas.

ANS: C DIF: easy REF: p. 37 OBJ: cognitive principles
MSC: TYPE: factual

106. When we enter a situation with some expectation of what may happen, we develop a network of accumulated knowledge known as:

- a. cognitive schemas.
- b. expectancy effects.
- c. perspective taking.
- d. arbitrary inference.

ANS: A DIF: easy REF: p. 37 OBJ: cognitive principles
MSC: TYPE: factual

107. Learning by observing and imitating others is evident during ____.

- a. distortions
- b. personalization
- c. modeling
- d. cognition

ANS: C DIF: easy REF: p. 37 OBJ: a cognitive-behavioral model
KEY: WWW MSC: TYPE: factual

108. The cognitive behavioral model emphasizes that
- a. learning principles and conditions interact.
 - b. cognitions always come first then behavior follows.
 - c. each individual has a different cognitive behavioral balance.
 - d. identifying thoughts always informs behavior.

ANS: A DIF: moderate REF: p. 37 OBJ: a cognitive-behavioral model
MSC: TYPE: conceptual

109. Exposure treatment, token economy, and rational restructuring are treatments that are part of which perspective?
- a. humanistic.
 - b. cognitive-behavioral.
 - c. biological.
 - d. sociocultural.

ANS: B DIF: easy REF: p. 37 OBJ: a cognitive-behavioral model
MSC: TYPE: factual

110. Modeling, also known as _____ implies that cognitive mechanisms influence learning.
- a. cognitive conditioning
 - b. vicarious conditioning
 - c. avoidance conditioning
 - d. operant conditioning

ANS: B DIF: easy REF: p. 38 OBJ: a cognitive-behavioral model
MSC: TYPE: factual

111. A large collection of treatment techniques used to change patterns of thinking that contribute to a person's problems is

- a. psychoanalysis.
- b. cognitive-affective therapy.
- c. cognitive-behavioral therapy.
- d. humanism.

ANS: C DIF: easy REF: p. 38
OBJ: cognitive-behavioral assessment KEY: WWW MSC: TYPE: factual

112. Aaron Beck proposed a model of cognitive-behavioral treatment that includes

- a. cognitive techniques to change behaviors.
- b. behavioral techniques to change behaviors.
- c. both cognitive and behavioral techniques to change behaviors.
- d. neither cognitive nor behavioral techniques are included in Beck's treatment model.

ANS: C DIF: easy REF: p. 38
OBJ: cognitive-behavioral assessment MSC: TYPE: factual

113. Albert Ellis proposed a major cognitive-behavioral therapy approach that is commonly referred to as

- a. rational restructuring.
- b. rationalization.
- c. cognitive restructuring.
- d. behavioral restructuring.

ANS: A DIF: easy REF: p. 39
OBJ: cognitive-behavioral assessment KEY: WWW MSC: TYPE: factual

114. Susan is terrified of snakes. She becomes very anxious even thinking they exist. Her therapist is teaching her how to relax, after which they will construct a hierarchy related to snakes. Her therapist is using

- a. cognitive restructuring.
- b. behavioral management.
- c. humanism.
- d. systematic desensitization.

ANS: D DIF: easy REF: p. 39
OBJ: cognitive-behavioral assessment MSC: TYPE: application

115. Gerald has been given plastic poker chips for desirable behavior in his institutional setting. He understands the chips have a certain point value and can be used later on for privileges. Gerald is responding to a(n)

- a. intermittent schedule.
- b. token economy.
- c. negative reinforcement with no punishment.
- d. projective value system.

ANS: B DIF: moderate REF: p. 39
OBJ: cognitive-behavioral assessment MSC: TYPE: application

116. John is terrified of spiders. His therapist has decided to place him in a room and have him confront the feared stimulus—in his case, spiders. His therapist is using a form of

- a. behavioral management.
- b. exposure treatment.
- c. cognitive restructuring.
- d. positive reinforcement.

ANS: B DIF: easy REF: p. 39
OBJ: cognitive-behavioral assessment MSC: TYPE: application

117. Every time that Brandon raises his hand in class his teacher gives him a bean. At the end of the day he can ‘trade’ his beans for something he would like. His teacher is using a

- a. cognitive restructuring program.
- b. flooding exercise.
- c. token economy.
- d. systematic desensitization exercise.

ANS: C DIF: easy REF: p. 39
OBJ: cognitive-behavioral assessment KEY: WWW MSC: TYPE: application

118. The sociocultural perspective puts far greater emphasis on ____ than the other major perspectives.

- a. family history
- b. environmental factors
- c. cultural constraints
- d. unconscious conflict

ANS: B DIF: moderate REF: p. 40 OBJ: sociocultural model
MSC: TYPE: factual

119. The unique behavior and lifestyle shared by a group of people is referred to as

- a. ethnicity.
- b. race.
- c. culture.
- d. family.

ANS: C DIF: easy REF: p. 40 OBJ: culture
MSC: TYPE: factual

120. The concept of culture differs from the concept of ethnicity in that:

- a. ethnicity involves the unique behavior and lifestyle shared by a group of people.
- b. culture involves a category typically based on physical characteristics.
- c. ethnicity involves clusters of people who share cultural traits.
- d. culture involves genetic material that differentiates people within racial groups.

ANS: C DIF: easy REF: p. 40 OBJ: culture
MSC: TYPE: factual

121. Culturally shared beliefs and ideas can lead to particular forms of stress that, in turn, lead to specific forms of disorders called

- a. cultural disorders.
- b. ethnic syndromes.
- c. culture-bound syndromes.
- d. race-bound disorders.

ANS: C DIF: easy REF: p. 41 OBJ: culture
MSC: TYPE: conceptual

122. Koro, dhat, frigophobia, and voodoo death are examples of

- a. culture-bound syndromes.
- b. universal syndromes.
- c. stereotypical syndromes.
- d. psychosexual abnormal syndromes.

ANS: A DIF: easy REF: p. 41 OBJ: culture
KEY: WWW MSC: TYPE: factual

123. Which culture-bound syndrome involves a morbid fear of catching cold and thus overdressing to stay warm?

- a. brain fag.
- b. anthrophobia.
- c. amok.
- d. frigophobia.

ANS: D DIF: easy REF: p. 41 OBJ: culture
KEY: WWW MSC: TYPE: factual

124. When comparing frequencies of anxiety and depression by gender, we find

- a. men have more of both.
- b. women have more of both.
- c. men have more anxiety and less depression.
- d. women have more anxiety and less depression.

ANS: B DIF: easy REF: p. 42 OBJ: gender
MSC: TYPE: factual

125. Gender differences are most evident for

- a. anxiety disorders.
- b. depression.
- c. gender identity disorders.
- d. personality disorders.

ANS: B DIF: easy REF: p. 42 OBJ: gender
MSC: TYPE: factual

126. Several neighborhood characteristics are associated with poorer mental health including

- a. high rates of poverty, turnover among residents, and families headed by females and single parents.
- b. physical and social decline.
- c. noise, crowding, and pollution.
- d. all of these are associated with poorer mental health.

ANS: D DIF: easy REF: p. 43
OBJ: neighborhoods and communities MSC: TYPE: factual

127. Sally is being seen by a therapist because she is having difficulty adapting to her adoptive family. Her therapist is working to develop the notion that each family has their own dynamics, such as rules and organizational structure. Her therapist is using the

- a. family systems perspective.
- b. engaged family perspective.
- c. expressive perspective.
- d. neighborhood perspective.

ANS: A DIF: moderate REF: p. 43 OBJ: family
MSC: TYPE: application

128. Families that are overly rigid and do not adapt well to changes within or outside the family are referred to as

- a. disengaged.
- b. enmeshed.
- c. inflexible.
- d. triangular.

ANS: C DIF: easy REF: p. 43
OBJ: problematic family relationships MSC: TYPE: factual

129. The degree to which family interactions are marked by emotional over—involvement, hostility, and criticism is known as

- a. family systems.
- b. family environment.
- c. expressed emotion.
- d. repressed emotion.

ANS: C DIF: easy REF: p. 43
OBJ: problematic family environment MSC: TYPE: factual

130. According to the textbook, which of the following is NOT a feature of family environment?

- a. family dysfunction.
- b. family affect.
- c. family activity.
- d. family control.

ANS: A DIF: easy REF: p. 43
OBJ: problematic family environment MSC: TYPE: factual

131. A cultural assessment does not simply include race but also

- a. a person's self defined ethnicity.
- b. sources of social support.
- c. affiliations and interactions with social institutions.
- d. all of these should be included in a cultural assessment.

ANS: D DIF: easy REF: p. 44
OBJ: socio-cultural assessment and treatment MSC: TYPE: factual

132. Globally, sociocultural interventions focus on decreasing or preventing stress created for people through

- a. sexism.
- b. racism.
- c. religious discrimination.
- d. all of these are included in sociocultural interventions.

ANS: D DIF: moderate REF: p. 44
OBJ: socio-cultural assessment and treatment MSC: TYPE: factual

133. Applying identical treatment to all patients is now recognized as

- a. inappropriate and probably unethical.
- b. appropriate but probably unethical.
- c. inappropriate but probably ethical.
- d. illegal and immoral.

ANS: A DIF: moderate REF: p. 45 OBJ: personal narrative
MSC: TYPE: factual

134. It is most likely inappropriate and unethical to

- a. apply identical treatment to all patients.
- b. use behavioral analysis.
- c. perform personality testing.
- d. statistically analyze psychological results.

ANS: A DIF: moderate REF: p. 45 OBJ: personal narrative
MSC: TYPE: factual

135. The sociocultural perspective has much strength for understanding mental disorders including

- a. evidence linking social, cultural, or environmental factors to mental health.

- b. understanding why people exposed to adverse influences have various outcomes.
- c. details of how psychological problems develop.
- d. understanding different sources of stress that impact a person and how that person copes with stress.

ANS: D DIF: easy REF: p. 46
OBJ: evaluating the sociocultural model MSC: TYPE: conceptual

ESSAY

1. Describe and evaluate the biological model of mental disorders.

ANS:

Student responses should include

- the biological model assumes that mental states, emotions, and behaviors arise largely from physical processes
- a genetic approach to mental disorder focuses on heritability and molecular genetics
- the biological model is important for understanding many component of major mental disorders, but it cannot explain all aspects of the disorders

2. Describe and evaluate the psychodynamic model of mental disorders.

ANS:

Student responses should include

- the psychodynamic model rests on the assumption that mental states, emotions, and behaviors arise from unconscious motives and intrapsychic conflicts
- two major assumptions of the perspective are psychic determinism and unconscious motivation
- according to psychodynamic theorists, the mind comprises the id, ego, and superego
- psychosexual stages are developmental stages that influence personality and abnormal behavior
- defense mechanisms are used to cope with life demands and intrapsychic conflict
- problems arise when we use defense mechanisms exclusively or excessively
- strengths of the psychodynamic perspective include defense mechanisms and an emphasis on how childhood experiences influence adult personality
- a major weakness of the psychodynamic perspective is the relative lack of research support for its major assumptions

3. Describe and evaluate the humanistic model of mental disorders.

ANS:

Student responses should include

- the humanistic model focuses on how humans can make choices that influence their environment and how they can take responsibility for their actions
- of phenomenological approach is based on the assumption that one's behavior is determined by perceptions of themselves and others
- the humanistic perspective relies on qualitative assessment of an individual's perceptions of himself and the world as well as nondirective therapy
- strengths of the humanistic perspective include its emphasis on personal responsibility for recovery and process variables important for treatment
- weaknesses of the humanistic perspective include relative lack of research support and for utility for certain groups of people

4. Describe and evaluate the cognitive-behavioral model of mental disorders.

ANS:

Student responses should include

- the behavioral perspective on mental disorders is based on the assumption that behavior is learned
- two major learning principles underlie the behavioral approach: classical conditioning and operant conditioning
- the cognitive perspective suggests that problematic symptoms and behavior develop from the way we perceive and think about our present and past experiences
- key principles of the cognitive perspective include schemas and cognitive distortions
- behavioral and cognitive perspectives have been combined to form the cognitive-behavioral model
- major cognitive-behavioral treatment approaches include cognitive-behavioral therapy, rational restructuring, systematic desensitization, exposure, and token economy
- strengths of the cognitive-behavioral model includes a broad array of effective treatments
- a major limitation of the cognitive-behavioral model is its poor account of how mental problems originally develop

5. Describe and evaluate the socio-cultural model of mental disorders.

ANS:

Student responses should include

- a sociocultural perspective focuses on how other people, social institutions, and social forces influence a person's mental health
- a strength of the sociocultural perspective is its focus on social and environmental factors and family on mental health

- a limitation of the sociocultural perspective is the lack of evidence that adverse environments cause mental disorders