Psychopathology 19th edition Hooley Test Bank

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Chapter 1: Psychopathology: Overview and Research Approaches

Total Assessment Guide (TAG)

Learning Objective	Question Type	Remember the Facts	Understand the Concepts	Apply What You Know	Analyze It
Introduction	Multiple Choice		3, 4	1, 2	
	Short Answer				
	Essay				
1.1 Explain how we define and classify mental disorders.	Multiple Choice	9, 10, 11	5, 12	6, 7, 8	
	Short Answer		70		
	Essay			81	
1.2 Describe the advantages and disadvantages of classification.	Multiple Choice		13, 14, 18	15, 16, 17	
	Short Answer			71	
	Essay				
1.3 Explain how culture affects what is considered pathological or disordered, and describe two different culture-specific disorders.	Multiple Choice			20	19
	Short Answer			72	
	Essay				
1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.	Multiple Choice	21, 22, 23, 27, 28, 33	31, 32, 35, 36	24, 25, 26, 30	29, 34
	Short Answer	74	73		
	Essay				
1.5 Discuss why psychopathology research can be conducted in almost any setting.	Multiple Choice		38	37	
	Short Answer				

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	Essay				
1.6 Describe three different approaches used to gather information about mental disorders.	Multiple Choice		40	39, 41, 42	
	Short Answer		76	75	
	Essay			82	
1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.	Multiple Choice	44, 46	43, 45	47, 48	
	Short Answer		77		
	Essay				
1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.	Multiple Choice	49, 56	50, 52, 53, 54, 55	51, 57	58, 59, 60
	Short Answer				
	Essay				83
1.9 Explain the key features of an experimental design.	Multiple Choice		61, 63, 64, 65	62, 68	66, 67, 69
	Short Answer	80	79		
	Essay				

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Chapter 1: Psychopathology: Overview and Research Approaches

MULTIPLE CHOICE

1. Which of the following people would most likely seek the help of someone with a specialization in psychopathology?
    a. Stacy, a college student who is consistently 15 minutes late to class and can't imagine why
    b. Jason, a stock trader who is afraid to leave his house
    c. Misha, a lab assistant who translates the vocal sounds of dolphins
    d. Tyree, an athlete who seeks to use visual imagery to improve his rowing technique

Answer: b
Learning Objective: None
Topic: Introduction
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

2. Bobbi has just been diagnosed with schizophrenia, just like her mother and her grandmother. This is an example of _____.
    a. environmental aggregation
    b. family segregation
    c. family aggregation
    d. environmental segregation

Answer: c
Learning Objective: None
Topic: Introduction
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

3. What does Monique's case, outlined in the textbook, best illustrate?
    a. Mental disorders usually produce more distress in others than in the person who has the mental disorder.
    b. Mental disorders cover a wide range of behavioral disturbances.
    c. Most people who suffer from psychopathology are quickly identified as deviant by other people.
    d. When people suffer from mental disorders, they are unable to work or live independently.

Answer: b
Learning Objective: None
Topic: Introduction

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Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

4. What does the case of Scott, outlined in the textbook, best illustrate?
    a. The problems associated with higher education in America today
    b. That homelessness often causes psychopathology
    c. That some psychological conditions are "late onset"—that is, initially occurring in adolescence or young adulthood
    d. That lower socioeconomic status is a causal factor of psychosis
Answer: c
Learning Objective: None
Topic: Introduction
Difficulty Level: Easy
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

5. What makes defining mental disorders difficult?
    a. There are so many types of mental disorders that they can't be accurately described.
    b. There is no one behavior that is a hallmark of psychopathology.
    c. Most of us have mental disorders, so we cannot tell what is normal.
    d. Criteria for mental disorders have yet to be developed.
Answer: b
Learning Objective: 1.1 Explain how we define and classify mental disorders.
Topic: How Are Mental Disorders Defined?
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

6. Vanessa has spent a significant period of time restricting her food intake and has become so emaciated that she needs to be hospitalized. Which of the following indicators is most evident that Vanessa is experiencing a mental disorder?
    a. Subjective distress
    b. Maladaptiveness
    c. Statistical deviancy
    d. Violation of standards of society
Answer: b
Learning Objective: 1.1 Explain how we define and classify mental disorders.
Topic: How Are Mental Disorders Defined?
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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7. The fact that tattoos are commonplace today, while they were once viewed as abnormal, illustrates that _____.
    a. modern society is unlikely to change
    b. what is acceptable for men and women is no longer different
    c. American culture values independence
    d. the values of a society may change over time

Answer: d
Learning Objective: 1.1 Explain how we define and classify mental disorders.
Topic: How Are Mental Disorders Defined?
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

8. Brandon's mother passed away only a week ago. He finds it difficult to work because he breaks down and cries often, so he is staying home for now. Because he stays home, his persistent crying harms no one else. According to the *DSM-5-TR*, is Brandon's behavior consistent with the definition of a mental disorder?
    a. Yes, because he is clearly in danger of harming himself
    b. Yes, because he is persistently acting in a way that is statistically deviant
    c. No, because his behavior is predictable or a culturally approved response to a common stressor or loss
    d. No, because there is no evidence that his actions are out of his own control

Answer: c
Learning Objective: 1.1 Explain how we define and classify mental disorders.
Topic: How Are Mental Disorders Defined?
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

9. In the field of psychopathology, what does *DSM* stand for?
    a. *Disorders, Science, and the Mind*
    b. *Diagnostic and Statistical Manual*
    c. *Descriptors for the Science of the Mind*
    d. *Diagnostic Science of the Mind*

Answer: b
Learning Objective: 1.1 Explain how we define abnormality and classify mental disorders.
Topic: How Are Mental Disorders Defined?
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

10. According to the *DSM-5-TR*, how is mental disorder defined?

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a. As a group of behaviors that violate social norms and make it difficult for an individual to function in society
b. As a syndrome that creates criminal behaviors
c. As a clinical syndrome that impacts intellect and problem solving
d. As a syndrome that is present in an individual and that involves clinically significant disturbance in behavior, emotion regulation, or cognitive functioning

Answer: d
Learning Objective: 1.1 Explain how we define abnormality and classify mental disorders.
Topic: How Are Mental Disorders Defined?
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

11. The 11th revision of the *International Classification of Diseases* (*ICD-11*) is produced by _____.

a. the American Psychological Association
b. the American Psychiatric Association
c. the World Health Organization
d. the American Medical Association

Answer: c
Learning Objective: 1.1 Explain how we define abnormality and classify mental disorders.
Topic: How Are Mental Disorders Defined?
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

12. What was the most significant challenge during the revision process that resulted in the *DSM-5*?

a. Making sure that all changes recommended by each working group were included
b. Ensuring that changes were limited and minimal in scope to maintain the same number of diagnoses
c. Striking the right balance between change and continuity
d. Eliminating the influence of bias from experts in each of the working groups

Answer: c
Learning Objective: 1.1 Explain how we define abnormality and classify mental disorders.
Topic: How Are Mental Disorders Defined?
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

13. What is the primary purpose of a classification system such as the *DSM-5-TR*?

a. To reduce the amount of work for the insurance industry

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b. To provide an opportunity for clinicians to talk at length about each patient individually
c. To differentiate psychological disorders from biological disorders
d. To give clinicians and researchers both a common language and shorthand terms for complex clinical conditions

Answer: d
Learning Objective: 1.2 Describe the advantages and disadvantages of classification.
Topic: Classification and Diagnosis
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

14. Which of the following is a disadvantage to having a classification system for mental disorders?

a. A classification system establishes the types of problems that mental professionals can treat.
b. When labels are used to describe an individual's behavior, important details about the person are lost.
c. A classification system allows for research to advance.
d. Identifying the disorder that an individual has guides treatment.

Answer: b
Learning Objective: 1.2 Describe the advantages and disadvantages of classification.
Topic: Classification and Diagnosis
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

15. Manuel is experiencing significant challenges as a freshman in college, to the point where he is considering dropping out. He feels a sense of disgrace due to his inability to push through his anxiety and comprehend the material he is learning. He is afraid he will be labeled as dumb or ignorant. What term defines Manuel's fears?

a. Stereotype
b. Shyness
c. Stigma
d. Sensitivity

Answer: c
Learning Objective: 1.2 Describe the advantages and disadvantages of classification.
Topic: Classification and Diagnosis
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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16. Which of the following individuals is most likely to fear the stigma of mental illness, and thus refrain from seeking medical treatment?
    a. Kim, a 30-year-old white female
    b. Barry, a 57-year-old white male
    c. Traci, a 42-year-old black female
    d. Harold, a 23-year-old black male
Answer: d
Learning Objective: 1.2 Describe the advantages and disadvantages of classification.
Topic: Classification and Diagnosis
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

17. Clarice often hires people with disabilities for her company. She is about to interview someone who has schizophrenia. She expects to find her potential employee disheveled, talking to himself, and withdrawn. Instead, she finds a well-kept, articulate, and outgoing individual. Clarice experienced _____ as she entered the room.
    a. stereotyping
    b. labeling
    c. stigmatizing
    d. bias
Answer: a
Learning Objective: 1.2 Describe the advantages and disadvantages of classification.
Topic: Classification and Diagnosis
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

18. Which of the following has been shown to reduce stigma around the mentally ill?
    a. Educating people that a mental illness is a "real" brain disorder
    b. Referring to a mental illness as a "mental disease"
    c. Increasing contact with individuals who have a mental illness
    d. Applying labels, such as "schizophrenic" or "bipolar," to individuals
Answer: c
Learning Objective: 1.2 Describe the advantages and disadvantages of classification.
Topic: Classification and Diagnosis
Difficulty Level: Easy
Skill Level: Understand the Concepts
APA Learning Objective: 1.3 Describe applications that employ discipline-based problem solving.

19. Celestine believes that the cows on her family farm are gifts from the gods and that they telepathically communicate with her. In deciding if Celestine has a mental illness or not, which of the following should first be evaluated?

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a. How old is Celestine?
b. Is Celestine's belief consistent with the beliefs of her culture?
c. Do people in general consider Celestine's belief to be abnormal?
d. Does her belief match any of the symptoms in the disorders in the *DSM-5-TR*?

Answer: b
Learning Objective: 1.3 Explain how culture affects what is considered pathological or disordered, and describe two different culture-specific disorders.
Topic: Culture and Abnormality
Difficulty Level: Moderate
Skill Level: Analyze It
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

20. Gabriela just lost her mom, and she feels out of control. She finds herself crying, trembling, and screaming uncontrollably. It is most likely that Gabriela is experiencing _____.

a. anxiety
b. depression
c. *ataque de nervios*
d. *taijin kyofusho*

Answer: c
Learning Objective: 1.3 Explain how culture affects what is considered pathological or disordered, and describe two different culture-specific disorders.
Topic: Culture and Abnormality
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

21. What is epidemiology?

a. The study of epidemics in mental disorders among the general population.
b. The study of organic brain diseases among different ethnic populations of a defined geographic region.
c. The study of the distribution of diseases, disorders, or health-related behaviors in a given population.
d. The sociological study of psychological disorders.

Answer: c
Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Topic: How Common Are Mental Disorders?
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

22. Expressed as a percentage, _____ refers to the number of active cases in a population during any given period of time.

a. prevalence
b. point prevalence

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c. point incidence
d. incidence
Answer: a
Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Topic: How Common Are Mental Disorders?
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

23. _____ refers to the estimated proportion of actual, active cases of a disorder in a given population at a given point of time.
a. Point prevalence
b. Absolute prevalence
c. 1-year prevalence
d. Lifetime prevalence
Answer: a
Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Topic: How Common Are Mental Disorders?
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

24. Which of the following is an example of point prevalence?
a. Fifty people had panic attacks in the last year.
b. Eighty people in one graduating class were diagnosed with bulimia at some time during the past four years.
c. Fifteen percent of the population is currently experiencing symptoms of anxiety.
d. Twelve percent of women will suffer from depressive disorder before the age of 30.
Answer: c
Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Topic: How Common Are Mental Disorders?
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

25. The mayor of a city wants to know the number of new cases of a disorder over the past year. The mayor should ask an epidemiologist for the _____ of the disorder.
a. prevalence rate
b. incidence
c. point prevalence
d. acute occurrence

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Answer: b
Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Topic: How Common Are Mental Disorders?
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

26. A funding organization is wanting to know the number of people who have had depression at any time in their life. This number is considered the _____ estimate.
    a. point prevalence
    b. incidence rate
    c. lifetime prevalence
    d. immediate

Answer: c
Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Topic: How Common Are Mental Disorders?
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

27. What mental disorder in adults in the United States has the highest 1-year prevalence rate?
    a. Mood disorder
    b. Substance-abuse disorder
    c. Specific phobia
    d. Anxiety disorder

Answer: d
Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Topic: How Common Are Mental Disorders?
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 2.1 Use scientific reasoning to interpret psychological phenomena.

28. What individual mental disorder in the United States has the highest lifetime prevalence rate?
    a. Major depressive disorder
    b. Alcohol abuse
    c. Specific phobia
    d. Social phobia

Answer: a
Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Topic: How Common Are Mental Disorders?
Difficulty Level: Easy
Skill Level: Remember the Facts

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APA Learning Objective: 2.1 Use scientific reasoning to interpret psychological phenomena.

29. Which of the following statements illuminates a significant shortcoming in the results of the National Comorbidity Survey Replication (NCS-R)?
    a. The NCS-R did not consider anxiety a disorder at the time it was taken.
    b. The lifetime prevalence rates are likely underestimated, as the NCS-R study did not assess eating disorders, schizophrenia, or autism.
    c. The lifetime prevalence rates are likely overestimated, as the definition of anxiety and depression used was more expansive than in past years.
    d. The NCS-R data only represented a small portion of the population of the United States.

Answer: b
Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Topic: How Common Are Mental Disorders?
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 2.3 Engage in innovative and integrative thinking and problem-solving.

30. Darnell drinks excessively and also experiences depression. According to your text, Darnell is experiencing a _____.
    a. serious mental disorder
    b. comorbidity
    c. dual prevalence disorder
    d. significant mental disorder

Answer: b
Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Topic: How Common Are Mental Disorders?
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

31. According to the results of the National Comorbidity Survey Replication (NCS-R), which of the following statements accurately describes individuals who have a history of at least one serious psychological disorder?
    a. Most are effectively treated and never experience mental illness again.
    b. Comorbidity is especially high in people who have severe forms of mental disorders.
    c. Few have a comorbid disorder.
    d. Individuals who have sought treatment for one illness are unlikely to ever experience another.

Answer: b
Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.

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Topic: Prevalence Estimates for Mental Disorders
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

32. It is estimated that the pandemic has caused an increase of close to _____ in the prevalence of depressive disorders and anxiety disorders.
    a. 10 percent
    b. 20 percent
    c. 30 percent
    d. 40 percent
Answer: c
Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Topic: How Common Are Mental Disorders?
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

33. Approximately half of those diagnosed with depression delay seeking treatment for _____.
    a. one to two years
    b. three to five years
    c. six to eight years
    d. nine to twenty-three years
Answer: c
Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Topic: How Common Are Mental Disorders?
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

34. Which of the following statements describes an unintended consequence of the trend away from the use of traditional hospitalization for mental health care treatment?
    a. More insurance companies are denying treatment for mental illness.
    b. The majority of mental health treatments are provided on an inpatient basis.
    c. Over time, there has been a significant increase in inpatient beds.
    d. The number of prison inmates being treated for severe mental illness has increased dramatically.
Answer: d
Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Topic: How Common Are Mental Disorders?
Difficulty Level: Difficult

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Skill Level: Analyze It
APA Learning Objective: 2.1 Use scientific reasoning to interpret psychological phenomena.

35. The trend toward deinstitutionalization in recent years has meant that _____.
    a. inpatient hospitalization in public institutions has increased
    b. people with psychological problems more often receive inpatient treatment than outpatient treatment
    c. people are hospitalized more briefly, and then treated on an outpatient basis
    d. the number of community services has skyrocketed
Answer: c
Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Topic: How Common Are Mental Disorders?
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 2.1 Use scientific reasoning to interpret psychological phenomena.

36. A _____ might provide individual therapy to a client, while a(n) _____ prescribes medications and monitors the patient for side effects.
    a. clinical psychologist; occupational therapist
    b. psychiatric nurse; clinical social worker
    c. clinical social worker; psychiatrist
    d. psychiatrist; counseling psychologist
Answer: c
Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Topic: How Common Are Mental Disorders?
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 2.1 Use scientific reasoning to interpret psychological phenomena.

37. Delmar has experienced symptoms of depression for the last 14 years. His depression would be considered _____.
    a. acute
    b. distressing
    c. chronic
    d. displacing
Answer: c
Learning Objective: 1.5 Discuss why psychopathology research can be conducted in almost any setting.
Topic: Research Approaches in Psychopathology
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

38. What does the term “etiology” mean relative to psychological disorders?

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a. It concerns how culture fits in with psychological disorders.
b. It concerns how family fits in with psychological disorders.
c. It concerns the causes of psychological disorders.
d. It concerns the treatments for psychological disorders.

Answer: c
Learning Objective: 1.5 Discuss why psychopathology research can be conducted in almost any setting.
Topic: Research Approaches in Psychopathology
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

39. Dr. Dyson just read a case study about a client similar to his client. He is wanting to apply conclusions found in the case study to his client. Why might this be a bad idea?
a. Case studies provide little information about a disorder.
b. Patients used in case studies represent a biased sample.
c. It is unethical.
d. Conclusions based on so little data are likely to be flawed.

Answer: d
Learning Objective: 1.6 Describe three different approaches used to gather information about mental disorders.
Topic: Sources of Information
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 2.3 Engage in innovative and integrative thinking and problem-solving.

40. What is one advantage of case studies?
a. They provide more information than available through normal research methods.
b. They allow us insight into unusual clinical conditions that are too rare to be studied in a more systematic way.
c. They are free from bias.
d. They allow us to observe a person in a real environment.

Answer: b
Learning Objective: 1.6 Describe three different approaches used to gather information about mental disorders.
Topic: Sources of Information
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 2.3 Engage in innovative and integrative thinking and problem-solving.

41. Carl is asked to provide information about his drinking. Despite the fact that he has had several arrests for driving while intoxicated, Carl reports that he has no problems with drinking. This is an example of _____.
a. the problems with self-report data

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b. the problems with case studies
c. the problems of diagnosis
d. the problems of forming hypotheses

Answer: a
Learning Objective: LO 1.6 Describe three different approaches used to gather information about mental disorders.
Topic: Sources of Information
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

42. Gil wants to test if people who are depressed interact with other people less than someone who is not depressed. What method is the best method to study this question?
a. case study
b. direct observation
c. self-report
d. questionnaire

Answer: b
Learning Objective: LO 1.6 Describe three different approaches used to gather information about mental disorders.
Topic: Sources of Information
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

43. Once a decision has been made to study individuals with a given disorder, what is the next step that should be taken?
a. Select criteria for identifying individuals with the disorder, as presented in the *DSM-5-TR*.
b. Determine what treatment approach will be tested.
c. Establish which subjects will be in the control group and which will be in the experimental group.
d. Gather survey data to determine where your subjects are most likely to reside.

Answer: a
Learning Objective: 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
Topic: Forming and Testing Hypotheses
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

44. Why is a representative sample desirable?
a. Such samples are random.
b. Hypotheses can only be tested on representative samples.

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c. Only representative samples yield meaningful results.
d. The more representative a sample is, the more generalizable the data.

Answer: d
Learning Objective: 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
Topic: Forming and Testing Hypotheses
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

45. Why would a researcher want to ensure that every person in the underlying population of study has an equal chance of being included in the sample?
a. It helps eliminate a correlational relationship.
b. It increases the chances of finding a causal relationship.
c. It provides important epidemiological information, such as the prevalence and incidence of the disorder.
d. It increases the researcher's ability to generalize findings to the larger group.

Answer: d
Learning Objective: 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
Topic: Forming and Testing Hypotheses
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

46. The extent to which research findings can be generalized beyond the study is called _____.
a. internal validity
b. external validity
c. sampling validity
d. comparison validity

Answer: b
Learning Objective: 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
Topic: Forming and Testing Hypotheses
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

47. In Dr. Lu's study of bipolar disorder, she looked at the academic histories of girls with bipolar disorder and girls who did not have bipolar disorder. In this example, the girls without bipolar disorder are the _____ group.
a. comparison
b. experimental
c. criterion
d. treatment

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Answer: a
Learning Objective: 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
Topic: Forming and Testing Hypotheses
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

48. What is a good control group for a research study on people with eating disorders?
    a. People who have eating disorders and a wide range of educational backgrounds
    b. A group that is comparable to the one with eating disorders, except that they eat normally
    c. A group that is drawn from the sample of people with eating disorders
    d. People who used to have eating disorders but say they no longer do

Answer: b
Learning Objective: 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
Topic: Criterion and Comparison Groups
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

49. In what significant ways do correlational research designs differ from experimental research designs?
    a. Correlational research does not require the selection of a sample to study.
    b. Correlational research does not generate hypotheses.
    c. There is no comparison group in correlational research.
    d. There is no manipulation of variables in correlational research.

Answer: d
Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Topic: Correlational Research Designs
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

50. Why are correlational research designs often used in the field of psychopathology?
    a. They are best at determining cause and effect.
    b. They are the most useful for comparing groups.
    c. They give in-depth descriptions of the disorder being studied.
    d. It is often unethical or impossible to directly manipulate the variables involved in psychopathology.

Answer: d
Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Topic: Correlational Research Designs

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Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

51. It has been shown that those who come from a high socioeconomic status have less risk of experiencing psychopathology. In other words, high socioeconomic status is _____correlated with experiencing psychopathology.

a. not
b. randomly
c. negatively
d. positively

Answer: c
Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Topic: Correlational Research Designs
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

52. A significant positive correlation is found between variables *x* and *y*. Which of the following may be safely inferred?

a. *x* causes *y*
b. *y* causes *x*
c. as *x* increases, *y* increases
d. as *x* increases, *y* decreases

Answer: c
Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Topic: Correlational Research Designs
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

53. Which of the following correlation coefficients represents the strongest correlation?

a. +.23
b. –.46
c. +.54
d. –.86

Answer: d
Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Topic: Correlational Research Designs
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

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54. What does the notation $p < .05$ next to a correlation mean?
    a. The probability that a correlation would occur purely by chance is less than 95 out of 100
    b. The probability that a correlation would occur purely by chance is less than 5 out of 100
    c. The probability that a positive correlation will be found purely by chance
    d. The probability that a negative correlation will be found purely by chance

Answer: b
Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Topic: Correlational Research Designs
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

55. Dr. Branson is conducting a study where he is calculating and combining the effect sizes from a large group of studies. He is conducting a _____.
    a. Meta-analysis
    b. Effect analysis
    c. Multiple-effect analysis
    d. Correlational analysis

Answer: a
Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Topic: Correlational Research Designs
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 2.4 Interpret, design, and conduct basic psychological research.

56. What is the most important limitation of correlational studies?
    a. They cannot determine cause and effect.
    b. They are highly subject to bias.
    c. They rarely have representative samples.
    d. They are very difficult to do.

Answer: a
Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Topic: Correlational Research Designs
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

57. Researchers have observed that women who wear bras for more than 16 hours a day are more likely to develop breast cancer than those who spend less time in a bra. In other words, there is a correlation between wearing a bra and breast cancer. Based on this finding, which of the following statements is true?

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a. Wearing a bra causes cancer.
b. All women should avoid wearing a bra for more than 16 hours a day.
c. There is no relationship between wearing a bra and breast cancer; these data are clearly flawed.
d. Some additional variable may serve to explain the relationship observed between wearing a bra and developing cancer.

Answer: d
Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Topic: Correlational Research Designs
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 2.4 Interpret, design, and conduct basic psychological research.

58. Individuals who have depression tend to come from families with other individuals who have depression. This suggests that _____.

a. genetic factors cause an individual to have depression
b. environmental factors cause an individual to have depression
c. both genetic and environmental factors cause an individual to have depression
d. although there is an association between genetics and depression, no cause-effect relationship can be concluded.

Answer: d
Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Topic: Correlational Research Designs
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 2.4 Interpret, design, and conduct basic psychological research.

59. There is a strong negative correlation between Frosted Flakes consumption and cancer. Given this information, how are you likely to describe the meaning of this study to others?
a. I'm likely to tell others to eat more Frosted Flakes to save themselves from cancer.
b. I'm likely to tell others to eat less Frosted Flakes to save themselves from cancer.
c. I'm likely to tell them the study is likely flawed and has no meaning.
d. I'm likely to tell them that there may be a third variable (like age) acting on both of these variables.
Answer: d
Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Topic: Correlational Research Designs
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

60. A researcher says, "These studies make it too easy for investigators to find the background factors they expect to find. However, the studies would be more valid if we found documents

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like school reports that show the background factor before the disorder emerges." What kind of research strategy is the researcher referring to?

a. Prospective strategy
b. N=1 strategy
c. Retrospective strategy
d. Analogue study

Answer: c
Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Topic: Correlational Research Designs
Difficulty Level: Moderate
Skill Level: Analyze It
APA Learning Objective: 2.4 Interpret, design, and conduct basic psychological research.

61. A researcher who provides a certain treatment to one group and withholds treatment from a completely comparable group is using the _____ research method.

a. correlational
b. epidemiological
c. case study
d. experimental

Answer: d
Learning Objective: 1.9 Explain the key features of an experimental design.
Topic: The Experimental Method in Psychopathology
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

62. A researcher who studies children who are home-schooled, and compares them to children who attend school, is using the _____ research method.

a. correlational
b. epidemiological
c. case study
d. experimental

Answer: a
Learning Objective: 1.9 Explain the key features of an experimental design.
Topic: The Experimental Method in Psychopathology
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

63. In a study of the effects of alcohol on anxiety, the alcohol can be described as _____.

a. the dependent variable
b. the independent variable
c. a correlational variable
d. a confounding variable

Answer: b

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Learning Objective: 1.9 Explain the key features of an experimental design.
Topic: The Experimental Method in Psychopathology
Difficulty Level: Easy
Skill Level: Understand the Concepts
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

64. In a study of the effects of caffeine on reaction time, reaction time after caffeine can be described as _____.
    a. the dependent variable
    b. the independent variable
    c. a correlational variable
    d. a confounding variable
Answer: a
Learning Objective: 1.9 Explain the key features of an experimental design.
Topic: The Experimental Method in Psychopathology
Difficulty Level: Easy
Skill Level: Understand the Concepts
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

65. Random assignment means that _____.
    a. most research participants have a chance of being placed within the no-treatment condition
    b. most research participants have a chance of being placed within the treatment condition
    c. every research participant has a chance of being placed within the treatment or no-treatment condition
    d. every research participant will be placed within the treatment condition
Answer: c
Learning Objective: 1.9 Explain the key features of an experimental design.
Topic: The Experimental Method in Psychopathology
Difficulty Level: Easy
Skill Level: Understand the Concepts
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

66. In research conducted by Pope and McNally (2002), participants diagnosed with repetitive-stress injury (RSI) were placed in one of three groups: no treatment (the no-treatment group); a magnetized wristband (the magnet group); and, unbeknownst to the participants and the researcher, a wristband with the magnet removed (the sham group). On a post-test, the sham group performed as well as those in the magnet group. What might explain the results of the study?
    a. The placebo effect
    b. The double-blind effect
    c. The nocebo effect
    d. The magnetization effect
Answer: a
Learning Objective: 1.9 Explain the key features of an experimental design.

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Topic: Studying the Efficacy of Therapy
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

67. What is the value of using an ABAB design?
    a. It permits the study of the effects of multiple forms of treatment on a single subject.
    b. Subjects can be selected randomly.
    c. The effects of a single form of treatment are studied twice in the same subject.
    d. Generalizability is ensured.
Answer: c
Learning Objective: 1.9 Explain the key features of an experimental design.
Topic: Single-Case Experimental Designs
Difficulty Level: Moderate
Skill Level: Analyze It
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

68. Which of the following is an example of an analogue study?
    a. Families with a history of schizophrenia are compared to families with no history of mental illness.
    b. Rats prenatally exposed to alcohol are studied to further our understanding of Fetal Alcohol Syndrome.
    c. Blood is taken from a group of individuals with panic disorder both before and after viewing a disturbing film.
    d. Survey data is examined to determine the prevalence of mental illness.
Answer: b
Learning Objective: 1.9 Explain the key features of an experimental design.
Topic: Animal Research
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

69. A major scientific problem with analogue studies is _____.
    a. the difficulty of disentangling intercorrelated factors
    b. the difficulty of manipulating variables in a laboratory
    c. the inability to draw causal inferences from such studies
    d. the difficulty of generalizing to the naturally occurring phenomenon
Answer: d
Learning Objective: 1.9 Explain the key features of an experimental design.
Topic: Animal Research
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

SHORT ANSWER

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70. Why is it difficult to agree on a definition of psychopathology?

Answer: There are no sufficient or necessary conditions. Also, what is psychopathological at one point in time may no longer be considered psychopathological at another time.
Learning Objective: 1.1 Explain how we define psychopathology and classify mental disorders.
Topic: How Are Mental Disorders Defined?
Difficulty Level: Easy
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

71. Discuss one advantage of developing a classification system for mental disorders.

Answer: Multiple possible answers: (1) Most sciences rely on classifications because they provide us with a nomenclature. (2) They provide common language and shorthand terms for complex clinical conditions for clinicians and researchers. (3) They enable us to structure information in a more helpful manner (place similar disorders close together). (4) Classification facilitates research. (5) It has social and political implications (defining the domain of what is considered to be pathological establishes the range of problems that the mental health profession can address).
Learning Objective: 1.2 Describe the advantages and disadvantages of classification.
Topic: Classification and Diagnosis
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

72. Explain what a culture-specific disorder is and provide an example of one.

Answer: A culture-specific disorder is a disorder that is found only in certain areas of the world and seem to be highly linked to culturally bound concerns. While many disorders may present themselves differently in different cultures, these are disorders that are unique to particular cultures. Student may present taijin kyofusho or ataque de nervios as examples. Taijin kyofusho is an anxiety disorder occurring in Japan. It involves a marked fear that one's body, body parts, or body functions may often embarrass, or otherwise, make others feel uncomfortable. People with this disorder are often afraid of blushing or upsetting others by their gaze, facial expression, or body odor. Ataque de nervios is a clinical syndrome in the Caribbean. It is often triggered by a stressful event such as divorce or bereavement and includes crying, trembling, and uncontrollable screaming. There is a sense of being out of control and sometime the person may become physically or verbally aggressive. Alternately, the person may faint or experience a seizure-like fit. Once the ataque is over, the person may promptly resume their normal manner, with little or no memory of the incident.
Learning Objective: 1.3 Explain how culture affects what is considered pathological or disordered, and describe two different culture-specific disorders.
Topic: Culture and Abnormality

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Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

73. Discuss the difference between prevalence and incidence.

Answer: Prevalence is the number of active cases of a disorder in a given population during a given period of time. Incidence is the number of new cases that occur over a given period of time.
Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Topic: How Common Are Mental Disorders?
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

74. Describe the difference between point prevalence, 1-year prevalence, and lifetime prevalence.

Answer: Point prevalence refers to the estimated proportion of actual, active cases of a disorder in a given population at a given point in time. One-year prevalence is counting everyone who experienced a given disorder at any point in time throughout the entire year. Lifetime prevalence is the number of people who have had a particular disorder at any time in their lives.
Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Topic: How Common Are Mental Disorders?
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

75. What is a case study, and what are its benefits and drawbacks?

Answer: A case study is an in-depth, detailed account of a single case. They are good sources of research ideas and hypotheses. However, information from them does not generalize. They are uncontrolled and often impressionistic, so any conclusions drawn may be incorrect.
Learning Objective: 1.6 Describe three different approaches used to gather information about mental disorders.
Topic: Sources of Information
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 2.3 Engage in innovative and integrative thinking and problem-solving.

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76. Discuss the limitations of self-report data.

Answer: Self-report data can be misleading or sometimes a deliberately lie. People can misinterpret questions, or try to present themselves more or less favorably than is true.
Learning Objective: 1.6 Describe three different approaches used to gather information about mental disorders.
Topic: Sources of Information
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 2.1 Use scientific reasoning to interpret psychological phenomena.

77. What is internal and external validity?

Answer: Internal validity reflects how confident we can be in the results of a particular given study (methodologically sound, free of confounds or other sources of error, and able to be used to draw valid conclusions). External validity is the extent to which we can generalize our findings beyond the study itself (the more representative the sample is).
Learning Objective: 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
Topic: Forming and Testing Hypotheses
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

78. Explain what is denoted by a correlation coefficient.

Answer: A correlation coefficient runs from 0 to 1, with a number closer to 1 representing a stronger association between the two variables. It also denotes whether the correlation is positive or negative (positive is where the two variables move together and negative is where they move in opposition of one another).
Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Topic: Correlational Research Designs
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

79. What is meant by the placebo treatment?

Answer: A condition that enables experimenters to control for the possibility that simply believing one is getting an effective type of treatment produces a therapeutic benefit.
Learning Objective: 1.9 Explain the key features of an experimental design.
Topic: The Experimental Method in Psychopathology
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 2.1 Use scientific reasoning to interpret psychological phenomena.

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80. What is an analogue study?

Answer: A study of an approximation of the real thing in which the researcher is interested. Often done if studying the real thing is difficult, or if it would be unethical to manipulate the variables of interest.
Learning Objective: 1.9 Explain the key features of an experimental design.
Topic: The Experimental Method in Psychopathology
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 2.2 Demonstrate psychology information literacy.

ESSAY QUESTIONS

81. What is the *DSM,* and what is the definition of a mental disorder for the *DSM-5-TR*?

Answer: The *DSM* is the *Diagnostic and Statistical Manual of Mental Disorders*. The *DSM* is published by the American Psychiatric Association and provides information to be used in identifying mental disorders. The *DSM* does not provide information as to the cause of mental disorders. A mental disorder, according to the *DSM-5-TR*, is a syndrome that occurs in an individual and involves clinically significant disturbance in behavior, emotion regulation, or cognitive functioning. These disturbances are thought to reflect an underlying biological, psychological, or developmental dysfunction, the consequences of which are clinically significant distress (e.g., a painful symptom) or disability (impairment in one or more important areas of functioning, such as social, occupational, or other activities). It must not be a merely expected response to common stressors and losses (e.g., the loss of a loved one) or a culturally sanctioned response to a particular event (e.g., trance states in religious rituals). It is not primarily a result of social deviance or conflicts with society. GRADING RUBRIC: 8 points total, 2 points for what *DSM* stands for, 2 points for explaining what it is, 4 points for correct definition of "mental disorder."
Learning Objective: 1.1 Explain how we define and classify mental disorders.
Topic: How Are Mental Disorders Defined?
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

82. What is an observational research design, and how can such an approach further our understanding of psychopathology? What limitations are there of such designs, and how can these be overcome?

Answer: When an observational research design is employed, no manipulation is made; data is merely gathered on the subject or subjects of interest. A group that is at risk for some disorder or has a particular disorder may be studied in order to gather information as to the

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factors that might influence the development of the disorder or the progression of the disorder. Just as a control group is used in an experiment, a control group must be used when conducting observational research. It is important, however, to recognize that no conclusions can be made about cause and effect. Correlational data, observing that two factors are related, does not permit such conclusions to be made, as other factors may be the true cause for the observed relationship. For example, if a researcher observes a correlation between obesity and depression, it can't be concluded that depression causes obesity or that obesity causes depression. While either may be true, it cannot be determined from such data. In addition to these obvious causal connections, there could be additional factors that are causing both problems. Thus, while observational research designs provide information as to how things are related, no conclusions can be made as to cause and effect. GRADING RUBRIC: 10 points total, 2 points for explaining observational research design, 2 points for how it can be used, 3 points for limitations, 3 points for how limitations can be overcome.

Learning Objective: 1.6 Describe three different approaches used to gather information about mental disorders.
Topic: Sources of Information
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

83. Compare and contrast retrospective and prospective research designs. What are the benefits and problems of these designs?

Answer: Retrospective research designs study people with a disorder by collecting information about their lives before they became sick. The problems are faulty and selective memory, and bias on the part of the person and the researcher. Prospective research designs find people with high risk of developing a disorder before they have it, measure variables ahead of time, and track the people to see who develops the disorder. The problems are that you can't know how many will develop the disorder and it is a small sample size. GRADING RUBRIC: 10 points, 5 points each.

Learning Objective: LO 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Topic: Correlational Research Designs
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 2.4 Interpret, design and conduct basic psychological research.

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REVEL QUIZZES

End of Module Quiz 1.1: How Are Mental Disorders Defined?

EOM Q1.1.1
Consider the criterion of subjective distress in the determination of a mental disorder. Which statement best describes its usefulness in deciding whether a given condition reaches the threshold of being considered pathological?
a) Subjective distress is not a sufficient or necessary condition for us to consider something as pathological.
b) Subjective distress is necessary but not a sufficient condition for us to consider something as pathological.
Consider This: Think about various circumstances, both normal and disordered, where subjective distress occurs. 1.1 Explain how we define and classify mental disorders.
c) Subjective distress is not necessary but is a sufficient condition for us to consider something as pathological.
Consider This: Think about various circumstances, both normal and disordered, where subjective distress occurs. 1.1 Explain how we define and classify mental disorders.
d) In order to consider something as pathological, subjective distress is both necessary and sufficient.
Consider This: Think about various circumstances, both normal and disordered, where subjective distress occurs. 1.1 Explain how we define and classify mental disorders.
Answer: a
Learning Objective: 1.1 Explain how we define and classify mental disorders.
Topic: How Are Mental Disorders Defined?
Skill Level: Analyze
Difficulty Level: Difficult

EOM Q1.1.2
The vast majority of people have not climbed to the peak of Mount Everest. Those who have represent a very small portion of the total population, but they would not be labeled as having a mental disorder for having done so. This demonstrates the pitfall of using _____ as a lone criterion of psychopathology.
a) statistical deviancy
b) subjective distress
Consider This: Simply considering uncommon behavior to be pathological does not provide us with a solution to our problem of defining mental disorders. 1.1 Explain how we define and classify mental disorders.
c) maladaptiveness
Consider This: Simply considering uncommon behavior to be pathological does not provide us with a solution to our problem of defining mental disorders. 1.1 Explain how we define and classify mental disorders.
d) dangerousness
Consider This: Simply considering uncommon behavior to be pathological does not provide us with a solution to our problem of defining mental disorders. 1.1 Explain how we define and classify mental disorders.

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Answer: a
Learning Objective: 1.1 Explain how we define and classify mental disorders.
Topic: How Are Mental Disorders Defined?
Skill Level: Apply
Difficulty Level: Moderate

EOM Q1.1.3
Which symptom represents the irrationality and unpredictability criterion of a mental disorder?
a) a person who begins to speak in rhymes instead of using coherent sentences
b) a person who rides a roller coaster with their hands over their head, screaming in delight throughout the ride
Consider This: It would be unpredictable, and it would make no sense to you. 1.1 Explain how we define and classify mental disorders.
c) a person who adheres to a religion that is not regarded as being mainstream in her cultural surroundings
Consider This: It would be unpredictable, and it would make no sense to you. 1.1 Explain how we define and classify mental disorders.
d) a person who is able to hold their breath under water for three full minutes
Consider This: It would be unpredictable, and it would make no sense to you. 1.1 Explain how we define and classify mental disorders.
Answer: a
Learning Objective: 1.1 Explain how we define and classify mental disorders.
Topic: How Are Mental Disorders Defined?
Skill level: Apply
Difficulty: Moderate

EOM Q1.1.4
The current version of the *Diagnostic and Statistical Manual of Mental Disorders*, _____, was published in 2022.
a) *DSM-5-TR*
b) *DSM-IV-TR*
Consider This: The *DSM* provides all the information necessary to diagnose mental disorders. 1.1 Explain how we define and classify mental disorders.
c) *DSM-III-R*
Consider This: The *DSM* provides all the information necessary to diagnose mental disorders. 1.1 Explain how we define and classify mental disorders.
d) *DSM-7.1*
Consider This: The *DSM* provides all the information necessary to diagnose mental disorders. 1.1 Explain how we define and classify mental disorders.
Answer: a
Learning Objective: 1.1 Explain how we define and classify mental disorders.
Topic: How Are Mental Disorders Defined?
Skill Level: Remember
Difficulty Level: Easy

EOM Q1.1.5

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According to the *DSM-5-TR*, how is *mental disorder* defined?
a) It is a syndrome that is present in an individual and that involves clinically significant disturbance in behavior, emotion regulation, or cognitive functioning.
b) It is a syndrome that results in the person displaying irrational and unpredictable behavior.
Consider This: A mental disorder creates irregularities across a number of functions for the person who suffers. 1.1 Explain how we define and classify mental disorders.
c) It is a syndrome that is measured by its statistical deviancy and by its very existence appears to be "untreatable."
Consider This: A mental disorder creates irregularities across a number of functions for the person who suffers. 1.1 Explain how we define and classify mental disorders.
d) It is a syndrome that results in deviant or maladaptive behaviors.
Consider This: A mental disorder creates irregularities across a number of functions for the person who suffers. 1.1 Explain how we define and classify mental disorders.
Answer: a
Learning Objective: 1.1 Explain how we define and classify mental disorders.
Topic: How Are Mental Disorders Defined?
Skill Level: Remember
Difficulty Level: Moderate

End of Module Quiz 1.2: Classification and Diagnosis

EOM Q1.2.1
At its most fundamental level, the classification of mental disorders gives us a _____, which provide(s) clinicians with a common language and shorthand terms for complex clinical conditions.
a) nomenclature
b) stigma
Consider This: It is very difficult to know how to treat a condition without first being able to accurately name it. 1.2 Describe the advantages and disadvantages of classification.
c) stereotype
Consider This: It is very difficult to know how to treat a condition without first being able to accurately name it. 1.2 Describe the advantages and disadvantages of classification.
d) set of assessment tools
Consider This: It is very difficult to know how to treat a condition without first being able to accurately name it. 1.2 Describe the advantages and disadvantages of classification.
Answer: a
Learning Objective: 1.2 Describe the advantages and disadvantages of classification.
Topic: Classification and Diagnosis
Skill Level: Remember
Difficulty Level: Easy

EOM Q1.2.2
Automatic beliefs concerning other people that we unavoidably learn as we grow up in a particular culture are called _____.
a) stereotypes

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b) prejudices
Consider This: Remember that not all such automatic beliefs are negative in nature. 1.2 Describe the advantages and disadvantages of classification.
c) nomenclatures
Consider This: Remember that not all such automatic beliefs are negative in nature. 1.2 Describe the advantages and disadvantages of classification.
d) discriminations
Consider This: Remember that not all such automatic beliefs are negative in nature. 1.2 Describe the advantages and disadvantages of classification.
Answer: a
Learning Objective: 1.2 Describe the advantages and disadvantages of classification.
Topic: Classification and Diagnosis
Skill Level: Remember
Difficulty Level: Moderate

EOM Q1.2.3
Goodwin (2014) analyzed 55 horror movies made between 2000 and 2012 and found that murderers are most often people who are depicted as displaying symptoms of _____.
a) psychosis
b) depression
Consider This: The movies incorrectly promote the notion that a loss of touch with reality produces terribly violent impulses. 1.2 Describe the advantages and disadvantages of classification.
c) a personality disorder
Consider This: The movies incorrectly promote the notion that a loss of touch with reality produces terribly violent impulses. 1.2 Describe the advantages and disadvantages of classification.
d) bipolar disorder
Consider This: The movies incorrectly promote the notion that a loss of touch with reality produces terribly violent impulses. 1.2 Describe the advantages and disadvantages of classification.
Answer: a
Learning Objective: 1.2 Describe the advantages and disadvantages of classification.
Topic: Classification and Diagnosis
Skill Level: Remember
Difficulty Level: Moderate

EOM Q1.2.4
Katrina was recently diagnosed with depression; now she feels like this is just who she is and she will never be able to change being a depressive. Katrina is demonstrating the problem of _____.
a) labeling
b) stereotyping
Consider This: It is Katrina's self-concept that has changed. 1.2 Describe the advantages and disadvantages of classification.

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c) classification
Consider This: It is Katrina's self-concept that has changed. 1.2 Describe the advantages and disadvantages of classification.
d) stigmatization
Consider This: It is Katrina's self-concept that has changed. 1.2 Describe the advantages and disadvantages of classification.
Answer: a
Learning Objective: 1.2 Describe the advantages and disadvantages of classification.
Topic: Classification and Diagnosis
Skill Level: Apply
Difficulty Level: Difficult

EOM Q1.2.5
Which of the following people would have the greatest concerns about the stigma associated with mental health problems?
a) Cody, a 20-something black male serving in the military
b) Brigitte, a 50-something white female working in a school setting
Consider This: The primary group of people concerned with the stigma of mental illness are young males of color who are in the military or are mental health professionals. 1.2 Describe the advantages and disadvantages of classification.
c) Clairice, a 30-something Asian female who is a nurse
Consider This: The primary group of people concerned with the stigma of mental illness are young males of color who are in the military or are mental health professionals. 1.2 Describe the advantages and disadvantages of classification.
d) Rodrigo, a 70-something Hispanic male who is retired
Consider This: The primary group of people concerned with the stigma of mental illness are young males of color who are in the military or are mental health professionals. 1.2 Describe the advantages and disadvantages of classification.
Answer: a
Learning Objective: 1.2 Describe the advantages and disadvantages of classification.
Topic: Classification and Diagnosis
Skill Level: Analyze
Difficulty Level: Difficult

End of Module Quiz 1.3: Culture and Abnormality

EOM Q1.3.1
Which of the following examples best demonstrates how cultural variations impact people's beliefs?
a) People from Christian countries often believe that the number 13 is unlucky, while Japanese people are more likely to avoid the number 4.
b) A person who grew up in Texas may use regional dialects that are different from someone who grew up in New England.
Consider This: Within a given culture, there exist many shared beliefs and behaviors that are widely accepted and that may constitute one or more customary practices. 1.3 Explain how

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culture affects what is considered pathological or disordered and describe two different culture-specific disorders.
c) People in Mexico may take an hour or two off in the middle of the day, a custom known as siesta.
Consider This: Within a given culture, there exist many shared beliefs and behaviors that are widely accepted and that may constitute one or more customary practices. 1.3 Explain how culture affects what is considered pathological or disordered and describe two different culture-specific disorders.
d) There are no cultures in the world where homosexuality is regarded as the expected, primary sexual orientation.
Consider This: Within a given culture, there exist many shared beliefs and behaviors that are widely accepted and that may constitute one or more customary practices. 1.3 Explain how culture affects what is considered pathological or disordered and describe two different culture-specific disorders.
Answer: a
Learning Objective: 1.3 Explain how culture affects what is considered pathological or disordered and describe two different culture-specific disorders.
Topic: Culture and Abnormality
Skill Level: Understand
Difficulty Level: Moderate

EOM Q1.3.2
A person who goes to a therapist and describes themselves as being depressed would most likely be from which culture?
a) European American
b) Indigenous American
Consider This: Members of this community tend to describe their symptoms of depression in emotional rather than physical terms. 1.3 Explain how culture affects what is considered pathological or disordered and describe two different culture-specific disorders.
c) Alaska Native
Consider This: Members of this community tend to describe their symptoms of depression in emotional rather than physical terms. 1.3 Explain how culture affects what is considered pathological or disordered and describe two different culture-specific disorders.
d) Southeast Asian
Consider This: Members of this community tend to describe their symptoms of depression in emotional rather than physical terms. 1.3 Explain how culture affects what is considered pathological or disordered and describe two different culture-specific disorders.
Answer: a
Learning Objective: 1.3 Explain how culture affects what is considered pathological or disordered and describe two different culture-specific disorders.
Topic: Culture and Abnormality
Skill Level: Understand
Difficulty Level: Easy

EOM Q1.3.3

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José's father, Bastian, immigrated to America from the Caribbean 10 years ago. Two months ago, Bastian's wife died after a lengthy battle with cancer. Bastian has recently been displaying crying fits, seizure-like episodes and, at times, aggressive behaviors. Medical professionals have been unable to identify a physical cause for Bastian's stress. Caribbean family members suspect that Bastian is displaying symptoms of _____.
a) *ataque de nervios*
b) *jinjinia bemar*
Consider This: Abnormal behavior is behavior that deviates from the norms of the society in which the person lives. 1.3 Explain how culture affects what is considered pathological or disordered and describe two different culture-specific disorders.
c) Windigo
Consider This: Abnormal behavior is behavior that deviates from the norms of the society in which the person lives. 1.3 Explain how culture affects what is considered pathological or disordered and describe two different culture-specific disorders.
d) *mal de ojo*
Consider This: Abnormal behavior is behavior that deviates from the norms of the society in which the person lives. 1.3 Explain how culture affects what is considered pathological or disordered and describe two different culture-specific disorders.
Answer: a
Learning Objective: 1.3 Explain how culture affects what is considered pathological or disordered and describe two different culture-specific disorders.
Topic: Culture and Abnormality
Skill Level: Apply
Difficulty Level: Moderate

EOM 1.3.4
Keiko is from Japan and recently suffered from the fear that she may upset someone with her gaze, her facial expression, or her body odor. Keiko is most likely showing symptoms of _____.
a) *taijin kyofusho*
b) *ataque de nervios*
Consider This: Some cultures have specific names for specific disorders that exist only in that culture. 1.3 Explain how culture affects what is considered pathological or disordered and describe two different culture-specific disorders.
c) Moyamoya disease
Consider This: Some cultures have specific names for specific disorders that exist only in that culture. 1.3 Explain how culture affects what is considered pathological or disordered and describe two different culture-specific disorders.
d) Seishin Bunretsu Byo
Consider This: Some cultures have specific names for specific disorders that exist only in that culture. 1.3 Explain how culture affects what is considered pathological or disordered and describe two different culture-specific disorders.
Answer: a
Learning Objective: 1.3 Explain how culture affects what is considered pathological or disordered and describe two different culture-specific disorders.
Topic: Culture and Abnormality

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Skill Level: Apply
Difficulty Level: Moderate

End of Module Quiz 1.4: How Common Are Mental Disorders?

EOM Q1.4.1
The term _____ refers to the number of active cases in a population during any given period of time.
a) prevalence
b) incidence
Consider This: These figures are usually expressed as percentages. 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
c) epidemic
Consider This: These figures are usually expressed as percentages. 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
d) standard
Consider This: These figures are usually expressed as percentages. 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Answer: a
Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Topic: How Common Are Mental Disorders?
Skill Level: Remember
Difficulty Level: Easy

EOM Q1.4.2
According to prevalence studies, what is the lifetime prevalence of having any *DSM-IV* disorder?
a) 46.4 percent
b) 23.1 percent
Consider This: We don't have data from the *DSM-5-TR* because it is too new, but the rates are high. 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
c) 32.6 percent
Consider This: We don't have data from the *DSM-5-TR* because it is too new, but the rates are high. 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
d) 15.2 percent
Consider This: We don't have data from the *DSM-5-TR* because it is too new, but the rates are high. 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Answer: a
Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Topic: How Common Are Mental Disorders?
Skill Level: Understand

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Difficulty Level: Moderate

EOM Q1.4.3
According to the National Comorbidity Survey Replication (NCS-R), which person would be most likely to suffer from more than one diagnosable psychiatric condition?
a) Annabelle, who has been diagnosed with severe panic disorder
b) Brian, who has been diagnosed with moderate obsessive-compulsive disorder
Consider This: Comorbidity is especially high in people who have very serious forms of mental disorders. 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
c) Charlene, who has been diagnosed with mild bipolar disorder
Consider This: Comorbidity is especially high in people who have very serious forms of mental disorders. 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
d) Dominic, whose therapist has yet to make a definitive diagnosis to describe his symptoms
Consider This: Comorbidity is especially high in people who have very serious forms of mental disorders. 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Answer: a
Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Topic: How Common Are Mental Disorders?
Skill Level: Apply
Difficulty: Moderate

EOM Q1.4.4
According to the National Comorbidity Survey Replication (NCS-R), which category of psychological disorders is the most common?
a) anxiety disorders
b) major depressive disorder
Consider This: Even though major depressive disorder, alcohol abuse, and specific phobias are the most common individual disorders, they do not represent the most prevalent *category* of psychological disorders. 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
c) alcohol abuse disorder
Consider This: Even though major depressive disorder, alcohol abuse, and specific phobias are the most common individual disorders, they do not represent the most prevalent *category* of psychological disorders. 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
d) mood disorders
Consider This: Even though major depressive disorder, alcohol abuse, and specific phobias are the most common individual disorders, they do not represent the most prevalent *category* of psychological disorders. 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Answer: a

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Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Topic: How Common Are Mental Disorders?
Skill Level: Remember
Difficulty Level: Moderate

EOM Q1.4.5
What is meant by data indicating that anxiety disorders, depressive disorders, and substance use disorders together account for 184 million DALYs?
a) These disorders result in the loss of 184 million years of otherwise "healthy" life.
b) These disorders result in the loss of $184 million that would otherwise be earned.
Consider This: DALYs are distinguished from social and economic costs of mental illness. 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
c) These disorders result in the loss of 184 million years, as estimated by the economic and social costs of these disorders.
Consider This: DALYs are distinguished from social and economic costs of mental illness. 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
d) These disorders result in the loss of 184 million years in therapy.
Consider This: DALYs are distinguished from social and economic costs of mental illness. 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Answer: a
Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Topic: How Common Are Mental Disorders?
Skill Level: Understand
Difficulty Level: Difficult

End of Module Quiz 1.5: Research Approaches in Psychopathology

EOM Q1.5.1
While a(n) _____ condition is somewhat short in duration, a(n) _____ condition lasts for a longer period of time.
a) acute; chronic
b) distal; proximal
Consider This: Think about the medical term for a heart attack. 1.5 Discuss why psychopathology research can be conducted in almost any setting.
c) primary; secondary
Consider This: Think about the medical term for a heart attack. 1.5 Discuss why psychopathology research can be conducted in almost any setting.
d) explicit; implicit
Consider This: Think about the medical term for a heart attack. 1.5 Discuss why psychopathology research can be conducted in almost any setting.

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Answer: a
Learning Objective: 1.5 Discuss why psychopathology research can be conducted in almost any setting.
Topic: Research Approaches in Psychopathology
Skill Level: Understand
Difficulty Level: Easy

EOM Q1.5.2
What error in thinking is likely to occur if we only use past case studies for our research?
a) We attend to data that confirm our view of how things are.
b) We assume the data for one person will be true for the entire population.
Consider This: What biases might be affirmed by using case studies? 1.5 Discuss why psychopathology research can be conducted in almost any setting.
c) We assume that careful controls were applied to the research study.
Consider This: What biases might be affirmed by using case studies? 1.5 Discuss why psychopathology research can be conducted in almost any setting.
d) Research journals only publish studies that have been repeated numerous times and found the same thing.
Consider This: What biases might be affirmed by using case studies? 1.5 Discuss why psychopathology research can be conducted in almost any setting.
Answer: a
Learning Objective: 1.5 Discuss why psychopathology research can be conducted in almost any setting.
Topic: Research Approaches in Psychopathology
Skill Level: Understand
Difficulty Level: Moderate

EOM Q1.5.3
Which of the following statements best reflects Kazdin's quote about research methodology?
a) Research methodology is an approach toward problem solving, thinking, and acquiring knowledge.
b) Research methodology consistently reflects prevailing cultural interests and values.
Consider This: Procedures used in research are constantly evolving. 1.5 Discuss why psychopathology research can be conducted in almost any setting.
c) Research methodology is simply a compilation of practices and procedures.
Consider This: Procedures used in research are constantly evolving. 1.5 Discuss why psychopathology research can be conducted in almost any setting.
d) Research methodology is often plagued with scientist bias and assumptions.
Consider This: Procedures used in research are constantly evolving. 1.5 Discuss why psychopathology research can be conducted in almost any setting.
Answer: a
Learning Objective: 1.5 Discuss why psychopathology research can be conducted in almost any setting.
Topic: Research Approaches in Psychopathology
Skill Level: Understand
Difficulty Level: Moderate

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End of Module Quiz 1.6: Sources of Information

EOM Q1.6.1
Why are case studies subject to the effects of bias?
a) The writer of the case study selects what information to include and omit.
b) They do not lend themselves to statistical analysis, which is needed to eliminate bias.
Consider This: Another concern is that the material in a case study is often relevant only to the individual being described. 1.6 Describe three different approaches used to gather information about mental disorders.
c) They cannot use random assignment for the elimination of the effects of confounding variables.
Consider This: Another concern is that the material in a case study is often relevant only to the individual being described. 1.6 Describe three different approaches used to gather information about mental disorders.
d) People responding to the questions of a case study may give answers that they think you want to hear rather than being truly honest.
Consider This: Another concern is that the material in a case study is often relevant only to the individual being described. 1.6 Describe three different approaches used to gather information about mental disorders.
Answer: a
Learning Objective: 1.6 Describe three different approaches used to gather information about mental disorders.
Topic: Sources of Information
Skill Level: Understand
Difficulty Level: Moderate

EOM Q1.6.2
One of the problems with case study research is the issue of _____, or the extent to which findings in that one study can be used to draw conclusions about other, similar cases.
a) generalizability
b) internal validity
Consider This: When there is only one observer and one subject, and when the observations are made in a relatively uncontrolled context and are anecdotal and impressionistic in nature, the conclusions we can draw are very narrow and may be mistaken. 1.6 Describe three different approaches used to gather information about mental disorders.
c) standardization
Consider This: When there is only one observer and one subject, and when the observations are made in a relatively uncontrolled context and are anecdotal and impressionistic in nature, the conclusions we can draw are very narrow and may be mistaken. 1.6 Describe three different approaches used to gather information about mental disorders.
d) statistical relevance
Consider This: When there is only one observer and one subject, and when the observations are made in a relatively uncontrolled context and are anecdotal and impressionistic in nature, the

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conclusions we can draw are very narrow and may be mistaken. 1.6 Describe three different approaches used to gather information about mental disorders.
Answer: a
Learning Objective: 1.6 Describe three different approaches used to gather information about mental disorders.
Topic: Sources of Information
Skill Level: Remember
Difficulty Level: Easy

EOM Q1.6.3
Theresa, a developmental psychologist, is studying nurturing play among preschool girls. She has been trained in observing certain nurturing behaviors in young girls. Theresa observes girls playing on their preschool playground and records the number of times the girls hug, hold hands, and wave at each other. This type of observation is called _____.
a) direct observation
b) indirect observation
Consider This: This type of observation does not involve interaction with the subjects but does require skillful, unobtrusive observation. 1.6 Describe three different approaches used to gather information about mental disorders.
c) guided observation
Consider This: This type of observation does not involve interaction with the subjects but does require skillful, unobtrusive observation. 1.6 Describe three different approaches used to gather information about mental disorders.
d) natural observation
Consider This: This type of observation does not involve interaction with the subjects but does require skillful, unobtrusive observation. 1.6 Describe three different approaches used to gather information about mental disorders.
Answer: a
Learning Objective: 1.6 Describe three different approaches used to gather information about mental disorders.
Topic: Sources of Information
Skill Level: Apply
Difficulty Level: Moderate

EOM Q1.6.4
Imagine you want to design a study to better understand whether students in your class skim the assigned textbook chapters or read them in full. What experimental method would likely lead to biased results?
a) administering a survey asking students if they read the assigned chapters in detail
b) administering a survey including questions that were answered in the last assigned chapter
Consider This: Self-report data are limited by imperfect insight and a desire to present oneself in a positive light. 1.6 Describe three different approaches used to gather information about mental disorders.
c) using an online textbook that monitors the amount of time students spend on each page

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Consider This: Self-report data are limited by imperfect insight and a desire to present oneself in a positive light. 1.6 Describe three different approaches used to gather information about mental disorders.
d) using an fMRI to monitor students' brain activity while asking them questions about the content of the last chapter
Consider This: Self-report data are limited by imperfect insight and a desire to present oneself in a positive light. 1.6 Describe three different approaches used to gather information about mental disorders.
Answer: a
Learning Objective: 1.6 Describe three different approaches used to gather information about mental disorders.
Topic: Sources of Information
Skill Level: Apply
Difficulty Level: Difficult

End of Module Quiz 1.7: Forming and Testing Hypotheses

EOM Q1.7.1
What distinguishes scientific hypotheses from everyday vague speculation?
a) Scientists attempt to test their hypotheses with appropriate methodologies.
b) Hypotheses always become theories, while speculation usually leads to no further consideration.
Consider This: Consider the basic foundation of what makes something a science. 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
c) Hypotheses are generally correct, while speculation is generally inaccurate.
Consider This: Consider the basic foundation of what makes something a science. 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
d) Hypotheses are made based on theoretical data while speculation is a result of actual observations.
Consider This: Consider the basic foundation of what makes something a science. 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
Answer: a
Learning Objective: 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
Topic: Forming and Testing Hypotheses
Skill Level: Understand
Difficulty Level: Moderate

EOM Q1.7.2
When we conduct a study, we use "sampling" as we select our group. What does it mean to use "sampling"?
a) We would try to select people who are representative of the much larger group of individuals we are interested in studying.
b) We would try to select all people from the general population.

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Consider This: We would need a representative sample of the underlying population. 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
c) We would try to select all people from the population that have the disorder we are interested in studying.
Consider This: We would need a representative sample of the underlying population. 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
d) We would try to select only the people in the population that we know would confirm our hypothesis.
Consider This: We would need a representative sample of the underlying population. 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
Answer: a
Learning Objective: 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
Topic: Forming and Testing Hypotheses
Skill Level: Understand
Difficulty Level: Moderate

EOM Q1.7.3
Dr. Ray has just conducted a study examining suicidal thoughts and behaviors among non-heterosexual teenagers. He is very confident that the results of his study are accurate. Dr. Ray would thus say that his study has high _____.
a) internal validity
b) external validity
Consider This: Which general term is approximately synonymous with the word "accuracy" in psychological research? 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
c) interrater reliability
Consider This: Which general term is approximately synonymous with the word "accuracy" in psychological research? 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
d) test-retest reliability
Consider This: Which general term is approximately synonymous with the word "accuracy" in psychological research? 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
Answer: a
Learning Objective: 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
Topic: Forming and Testing Hypotheses
Skill Level: Apply
Difficulty Level: Moderate

EOM Q1.7.4
What is the difference between a comparison group and a criterion group in clinical psychology research?
a) The comparison group consists of people who do not exhibit the disorder being studied, while people in the criterion group do.

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b) The criterion group consists of people who do not exhibit the disorder being studied, while people in the comparison group do.
Consider This: Remember that one of these groups of participants is also called a *control* group.
1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
c) The comparison group is made up of those people who are observed before treatment for a disorder is given, while those in the criterion group are studied after the treatment has been given.
Consider This: Remember that one of these groups of participants is also called a *control* group.
1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
d) The criterion group is made up of those people who are observed before treatment for a disorder is given, while those in the comparison group are studied after the treatment has been given.
Consider This: Remember that one of these groups of participants is also called a *control* group.
1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
Answer: a
Learning Objective: 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis
Topic: Forming and Testing Hypotheses
Skill Level: Understand
Difficulty Level: Moderate

EOM Q1.7.5
Which of the following is likely to compromise *external* validity?
a) if the sample includes only college males
b) if the participants in the study know what the experimenters' hypothesis was
Consider This: Results of a study using a very restricted population may not generalize to other groups. 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
c) if there are typos in the measures administered
Consider This: Results of a study using a very restricted population may not generalize to other groups. 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
d) if the experimenter is sure his hypotheses are correct before conducting the experiment
Consider This: Results of a study using a very restricted population may not generalize to other groups. 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
Answer: a
Learning Objective: 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
Topic: Forming and Testing Hypotheses
Skill Level: Analyze
Difficulty Level: Difficult

End of Module Quiz 1.8: Correlational Research Designs

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EOM Q1.8.1
When someone says that the findings of a given study are statistically significant, what are you being told?
a) The study's findings were rather unlikely to have occurred by chance.
b) The data gathered were capable of being analyzed using known statistical methods.
Consider This: Sometimes interesting findings may have occurred randomly. We want to be sure this is not the case if we are going to use that study for decision-making purposes. 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
c) There was a strong association between the two research variables that was independent of the size of the sample.
Consider This: Sometimes interesting findings may have occurred randomly. We want to be sure this is not the case if we are going to use that study for decision-making purposes. 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
d) The movement of one variable is a direct predictor of the movement of a second variable.
Consider This: Sometimes interesting findings may have occurred randomly. We want to be sure this is not the case if we are going to use that study for decision-making purposes. 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Answer: a
Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Topic: Correlational Research Designs
Skill Level: Apply
Difficulty Level: Difficult

EOM Q1.8.2
Why is a meta-analysis a better way to summarize research findings than a standard literature review?
a) The meta-analysis uses effect sizes from many different research studies.
b) A meta-analysis has statistical significance, while a literature review does not.
Consider This: Think of meta-analysis as a combination of findings. 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
c) A meta-analysis is a form of experimental research, while a literature review is only correlational in design.
Consider This: Think of meta-analysis as a combination of findings. 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
d) A meta-analysis uses actual research participants while a literature review does not.
Consider This: Think of meta-analysis as a combination of findings. 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Answer: a

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Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Topic: Correlational Research Designs
Skill Level: Understand
Difficulty Level: Moderate

EOM Q1.8.3
Courtney recently learned about a correlational study that revealed that 40 percent of persons diagnosed with schizophrenia are also left-handed. What can be assumed about schizophrenia and left-handedness on the basis of this information?
a) A positive correlational relationship exists between being diagnosed with schizophrenia and being left-handed.
b) Being left-handed may cause schizophrenia.
Consider This: Do the measures vary together in a direct, corresponding manner? 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
c) A negative correlational relationship exists between being diagnosed with schizophrenia and being left-handed.
Consider This: Do the measures vary together in a direct, corresponding manner? 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
d) Left-handed persons are more likely to have psychological problems.
Consider This: Do the measures vary together in a direct, corresponding manner? 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Answer: a
Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Topic: Correlational Research Designs
Skill Level: Analyze
Difficulty Level: Difficult

EOM Q1.8.4
Which of the following is an example of a negative correlation?
a) As alcoholic drinks consumed increases, coordination decreases.
b) As alcoholic drinks consumed increases, insobriety increases.
Consider This: A positive correlation is one in which as one variable increases, another systematically increases as well. 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
c) As number of hours of sleep increases, hours spent eating remains the same.
Consider This: A positive correlation is one in which as one variable increases, another systematically increases as well. 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
d) As insomnia increases, fatigue increases.

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Consider This: A positive correlation is one in which as one variable increases, another systematically increases as well. 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Answer: a
Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Topic: Correlational Research Designs
Skill Level: Apply
Difficulty Level: Moderate

EOM Q1.8.5
Which of the following correlation coefficients represents the strongest relationship?
a) –.76
b) +.56
Consider This: Whether a correlation is positive or negative, that does not say anything about the strength of the relationship. 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
c) +.34
Consider This: Whether a correlation is positive or negative, that does not say anything about the strength of the relationship. 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
d) –.45
Consider This: Whether a correlation is positive or negative, that does not say anything about the strength of the relationship. 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Answer: a
Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Topic: Correlational Research Designs
Skill Level: Analyze
Difficulty Level: Moderate

End of Module Quiz 1.9: The Experimental Method in Psychopathology

EOM Q1.9.1
In a study, a new medication is being tested to see if it helps decrease symptoms of depression. In this case, symptoms of depression represent the _____ variable.
a) dependent
b) independent
Consider This: This is the variable whose movement is theoretically determined by the action of the manipulated variable. 1.9 Explain the key features of an experimental design.
c) extraneous
Consider This: This is the variable whose movement is theoretically determined by the action of the manipulated variable. 1.9 Explain the key features of an experimental design.
d) confounding

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Consider This: This is the variable whose movement is theoretically determined by the action of the manipulated variable. 1.9 Explain the key features of an experimental design.
Answer: a
Learning Objective: 1.9 Explain the key features of an experimental design.
Topic: The Experimental Method in Psychopathology
Skill Level: Apply
Difficulty Level: Difficult

EOM Q1.9.2
How can we build confidence that a single finding is correct?
a) replication
b) completing the study with a different design
Consider This: Reproduction can build trust. 1.9 Explain the key features of an experimental design.
c) carrying more control groups
Consider This: Reproduction can build trust. 1.9 Explain the key features of an experimental design.
d) proposing more than one hypothesis in a study
Consider This: Reproduction can build trust. 1.9 Explain the key features of an experimental design.
Answer: a
Learning Objective: 1.9 Explain the key features of an experimental design.
Topic: The Experimental Method in Psychopathology
Skill Level: Understand
Difficulty Level: Moderate

EOM Q1.9.3
An experimenter wants to make sure that all of her participant groups are as similar as possible before the intervention being researched is applied. She takes her pool of participants and divides them into four different groups, making sure that each person has the same chance of being placed in any of those groups. What is the name for the procedure used to keep these groups approximately equivalent?
a) random assignment
b) random selection
Consider This: Using this method helps to keep the relationship between the independent and dependent variables as clear as possible. 1.9 Explain the key features of an experimental design.
c) snowball sampling
Consider This: Using this method helps to keep the relationship between the independent and dependent variables as clear as possible. 1.9 Explain the key features of an experimental design.
d) representative sampling
Consider This: Using this method helps to keep the relationship between the independent and dependent variables as clear as possible. 1.9 Explain the key features of an experimental design.
Answer: a
Learning Objective: 1.9 Explain the key features of an experimental design.
Topic: The Experimental Method in Psychopathology
Skill Level: Apply

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Difficulty Level: Moderate

EOM Q1.9.4
What is the central feature of a single-case research design that employs the experimental method?
a) The same individual is studied over time, perhaps before and after a specific treatment has been applied.
b) Records about a single individual are studied in-depth after that person's death to determine the nature of their psychological challenges.
Consider This: This kind of research might involve behavioral observations at periodic intervals. 1.9 Explain the key features of an experimental design.
c) Two variables are measured as they are applied to a single person, allowing for the calculation of an individual correlation coefficient.
Consider This: This kind of research might involve behavioral observations at periodic intervals. 1.9 Explain the key features of an experimental design.
d) Two or more different experimental groups are designed, each with one participant. This helps eliminate external variables from influencing the research.
Consider This: This kind of research might involve behavioral observations at periodic intervals. 1.9 Explain the key features of an experimental design.
Answer: a
Learning Objective: 1.9 Explain the key features of an experimental design.
Topic: The Experimental Method in Psychopathology
Skill Level: Analyze
Difficulty Level: Difficult

EOM Q1.9.5
A(n) _____ study uses an approximation of a given topic as the central focus of the research. This might involve using animals and then generalizing from their behaviors to those that may be seen in human beings.
a) analogue
b) comparative
Consider This: This kind of study might be used when the topic of interest cannot be created in an experimental or laboratory situation. 1.9 Explain the key features of an experimental design.
c) zoological
Consider This: This kind of study might be used when the topic of interest cannot be created in an experimental or laboratory situation. 1.9 Explain the key features of an experimental design.
d) quasi-experimental
Consider This: This kind of study might be used when the topic of interest cannot be created in an experimental or laboratory situation. 1.9 Explain the key features of an experimental design.
Answer: a
Learning Objective: 1.9 Explain the key features of an experimental design.
Topic: The Experimental Method in Psychopathology
Skill Level: Understand
Difficulty Level: Moderate

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End of Chapter Quiz: Psychopathology: Overview and Research Approaches

EOC Q1.1
Anhila has developed anorexia and restricts her food intake to dangerously low levels. She is quite emaciated and may very soon need to be hospitalized to support her body in staying alive. What indicator of psychopathology is most clearly being shown by her behavior?
a) maladaptiveness
b) subjective distress
Consider This: This behavior interferes with her well-being and ability to enjoy work and relationships. 1.1 Explain how we define and classify mental disorders.
c) statistical deviancy
Consider This: This behavior interferes with her well-being and ability to enjoy work and relationships. 1.1 Explain how we define and classify mental disorders.
d) irrationality and unpredictability
Consider This: This behavior interferes with her well-being and ability to enjoy work and relationships. 1.1 Explain how we define and classify mental disorders.
Answer: a
Learning Objective: 1.1 Explain how we define and classify mental disorders.
Topic: How Are Mental Disorders Defined?
Skill Level: Apply
Difficulty Level: Moderate

EOC Q1.2
During his psychopathology class exam, Peter began to pound the desk and make loud quacking noises. His classmates cast worried glances at the professor as Peter continued to quack and pound the desk. Which of the indicators of psychopathology presented in your text best represents Peter's behaviors?
a) irrationality and unpredictability
b) dangerousness
Consider This: Behaviors that are unorthodox or make no sense to us are likely to be considered psychopathological. 1.1 Explain how we define and classify mental disorders.
c) statistical deviancy
Consider This: Behaviors that are unorthodox or make no sense to us are likely to be considered psychopathological. 1.1 Explain how we define and classify mental disorders.
d) subjective distress
Consider This: Behaviors that are unorthodox or make no sense to us are likely to be considered psychopathological. 1.1 Explain how we define and classify mental disorders.
Answer: a
Learning Objective: 1.1 Explain how we define and classify mental disorders.
Topic: How Are Mental Disorders Defined?
Skill Level: Apply
Difficulty Level: Moderate

EOC Q1.3
How has the effort to educate the public to the fact that mental illness is a neurological disorder impacted the amount of stigma associated with the diagnosis?

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a) Being more aware of the origins of mental illness does not reduce the stigma associated with mental illness.
b) Awareness of the causes of mental illness has led to a reduction in the amount of stigma associated with mental illness.
Consider This: Impressive gains have been made in the proportion of people who now understand that mental disorders have neurobiological causes. 1.2 Describe the advantages and disadvantages of classification.
c) Most persons are skeptical of scientific findings and do not fully embrace the concept of neurologically based mental illnesses and therefore maintain their original beliefs about mental illness.
Consider This: Impressive gains have been made in the proportion of people who now understand that mental disorders have neurobiological causes. 1.2 Describe the advantages and disadvantages of classification.
d) Media-based mental illness stereotypes work against any efforts at educating the public about biologically based mental illness.
Consider This: Impressive gains have been made in the proportion of people who now understand that mental disorders have neurobiological causes. 1.2 Describe the advantages and disadvantages of classification.
Answer: a
Learning Objective: 1.2 Describe the advantages and disadvantages of classification.
Topic: How Are Mental Disorders Defined?
Skill Level: Apply
Difficulty Level: Moderate

EOC Q1.4
Which groups are least likely to seek out mental health treatment as the result of perceived stigma?
a) younger people, men, and ethnic minorities
b) older people and religious people
Consider This: Other populations likely to avoid seeking treatment include military personnel and mental health professionals. 1.2 Describe the advantages and disadvantages of classification.
c) highly educated women and men
Consider This: Other populations likely to avoid seeking treatment include military personnel and mental health professionals. 1.2 Describe the advantages and disadvantages of classification.
d) working, married persons and the elderly
Consider This: Other populations likely to avoid seeking treatment include military personnel and mental health professionals. 1.2 Describe the advantages and disadvantages of classification.
Answer: a
Learning Objective: 1.2 Describe the advantages and disadvantages of classification.
Topic: How Are Mental Disorders Defined?
Skill Level: Understand
Difficulty Level: Moderate

EOC Q1.5
Prejudice toward people with mental disorders is found _____.
a) worldwide

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b) only in Europe
Consider This: Prejudice toward people with mental disorders is very widespread. 1.3 Explain how culture affects what is considered pathological or disordered and describe two different culture-specific disorders.
c) only among Indigenous American tribes
Consider This: Prejudice toward people with mental disorders is very widespread. 1.3 Explain how culture affects what is considered pathological or disordered and describe two different culture-specific disorders.
d) only among minorities in every country
Consider This: Prejudice toward people with mental disorders is very widespread. 1.3 Explain how culture affects what is considered pathological or disordered and describe two different culture-specific disorders.
Answer: a
Learning Objective: 1.3 Explain how culture affects what is considered pathological or disordered and describe two different culture-specific disorders.
Topic: Culture and Abnormality
Skill Level: Understand
Difficulty Level: Moderate

EOC Q1.6
In epidemiological work, the number of new cases that occur over a given period of time is called _____.
a) incidence
b) prevalence
Consider This: Pre-existing cases are excluded from this type of epidemiological estimate. 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
c) ratio
Consider This: Pre-existing cases are excluded from this type of epidemiological estimate. 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
d) estimate
Consider This: Pre-existing cases are excluded from this type of epidemiological estimate. 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Answer: a
Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Topic: How Common Are Mental Disorders?
Skill Level: Remember
Difficulty Level: Easy

EOC Q1.7
Dr. Lopez wants to study the prevalence of schizophrenia with the population living in the south side of Chicago. He plans to count the number of persons diagnosed with schizophrenia that are living there on February 1. Individuals diagnosed before or after February 1 will not be included

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in the count. This method of evaluating the prevalence of persons diagnosed with schizophrenia in the south side population is called a _____.
a) point prevalence
b) period prevalence
Consider This: This refers to the estimated proportion of actual, active cases of the disorder in a given population at a given moment in time. 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
c) 1-year prevalence
Consider This: This refers to the estimated proportion of actual, active cases of the disorder in a given population at a given moment in time. 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
d) lifetime prevalence
Consider This: This refers to the estimated proportion of actual, active cases of the disorder in a given population at a given moment in time. 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Answer: a
Learning Objective: 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.
Topic: How Common Are Mental Disorders?
Skill Level: Apply
Difficulty Level: Moderate

EOC Q1.8
Dante is interested in understanding the causes of autism spectrum disorder. In other words, he is interested in studying the _____ of autism spectrum disorder.
a) etiology
b) prevalence
Consider This: Research assists clinicians in developing the most appropriate and effective care. 1.5 Discuss why psychopathology research can be conducted in almost any setting.
c) incidence
Consider This: Research assists clinicians in developing the most appropriate and effective care. 1.5 Discuss why psychopathology research can be conducted in almost any setting.
d) comorbidity
Consider This: Research assists clinicians in developing the most appropriate and effective care. 1.5 Discuss why psychopathology research can be conducted in almost any setting.
Answer: a
Learning Objective: 1.5 Discuss why psychopathology research can be conducted in almost any setting.
Topic: Research Approaches in Psychopathology
Skill Level: Understand
Difficulty Level: Moderate

EOC Q1.9
_____ is a method for studying the brain that involves generating a magnetic field on the surface of the head and stimulating underlying brain tissue.
a) Transcranial magnetic stimulation (TMS)

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b) Functional magnetic resonance imaging (fMRI)
Consider This: This can even take a particular area of the brain "off-line" for a few seconds and measure the behavioral consequences. 1.6 Describe three different approaches used to gather information about mental disorders.
c) Deep brain stimulation (DBS)
Consider This: This can even take a particular area of the brain "off-line" for a few seconds and measure the behavioral consequences. 1.6 Describe three different approaches used to gather information about mental disorders.
d) Magnetic seizure therapy (MST)
Consider This: This can even take a particular area of the brain "off-line" for a few seconds and measure the behavioral consequences. 1.6 Describe three different approaches used to gather information about mental disorders.
Answer: a
Learning Objective: 1.6 Describe three different approaches used to gather information about mental disorders.
Topic: Sources of Information
Skill Level: Understand
Difficulty Level: Moderate

EOC Q1.10
_____ refers to the extent to which one can generalize the research results obtained from the sample population to other populations.
a) External validity
b) Internal validity
Consider This: The more representative a sample is, the better it can be generalized. 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
c) Construct validity
Consider This: The more representative a sample is, the better it can be generalized. 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
d) Diagnostic validity
Consider This: The more representative a sample is, the better it can be generalized. 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
Answer: a
Learning Objective: 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
Topic: Forming and Testing Hypotheses
Skill Level: Remember
Difficulty Level: Easy

EOC Q1.11
Dr. Ratzinger has hypothesized that early traumatic experiences result in schizophrenia later in life. He compares a group of people who had early traumatic experiences and have been diagnosed with schizophrenia to a group of people who had early traumatic experiences but do not have a diagnosis of schizophrenia. The group of people with schizophrenia is referred to as the _____ group; the group of people that does not have the diagnosis of schizophrenia is referred to as the _____ group.

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a) criterion; comparison
b) treatment; control
Consider This: The two groups of people are comparable in all ways with the exception that one group has the diagnosis and the other does not. 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
c) standard; comparison
Consider This: The two groups of people are comparable in all ways with the exception that one group has the diagnosis and the other does not. 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
d) experimental; criterion
Consider This: The two groups of people are comparable in all ways with the exception that one group has the diagnosis and the other does not. 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
Answer: a
Learning Objective: 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.
Topic: Forming and Testing Hypotheses
Skill Level: Apply
Difficulty Level: Moderate

EOC Q1.12
Which of the following statements describes what correlational research is?
a) Correlational research compares groups on a variety of measures and does not involve the manipulation of variables.
b) Correlational research involves holding certain variables constant in two or more groups, manipulating a single variable in one of the groups and assessing for specified differences between the groups.
Consider This: Correlational research design studies the world as it is. 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
c) Correlational research is a cost-effective way of proving cause-and-effect relationships.
Consider This: Correlational research design studies the world as it is. 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
d) A positive correlation reflects variable increases in a criterion group to variable decreases in a comparison group.
Consider This: Correlational research design studies the world as it is. 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Answer: a
Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Topic: Correlational Research Designs
Skill Level: Understand
Difficulty: Moderate

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EOC Q1.13
The strength of a correlation is measured by _____.
a) a correlation coefficient, which is denoted by the symbol *r*
b) a reliability value, which is denoted by the symbol *r*
Consider This: A correlation runs from 0 to 1, with a number closer to 1 representing a stronger association between the two variables. 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
c) a measure of statistical significance called a *p*-value, which is denoted by the symbol *p*
Consider This: A correlation runs from 0 to 1, with a number closer to 1 representing a stronger association between the two variables. 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
d) stating the results as a negative number, which suggests a weak correlation, or a positive number, which suggests a strong correlation
Consider This: A correlation runs from 0 to 1, with a number closer to 1 representing a stronger association between the two variables. 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Answer: a
Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Topic: Correlational Research Designs
Skill Level: Apply
Difficulty Level: Moderate

EOC Q1.14
Professor Gonzalez wanted to study what his patients were like before they developed an anxiety disorder. To study this, he will most likely use a _____ approach.
a) retrospective research
b) correlational
Consider This: This study involves looking back in time. 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
c) prospective research
Consider This: This study involves looking back in time. 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
d) single case study
Consider This: This study involves looking back in time. 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Answer: a
Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.
Topic: Correlational Research Designs
Skill Level: Apply
Difficulty Level: Moderate

EOC Q1.15
The rationale for providing a return to baseline during the second A phase of an ABAB research design is to _____.

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a) demonstrate that the behavior observed during the first B phase is attainable once again during the second B phase
b) demonstrate that the behavior observed during the first A phase is attainable once again during the second A phase
Consider This: The A phase in an ABAB design is the baseline phase; the B phase is the treatment phase. 1.9 Explain the key features of an experimental design.
c) allow subjects a recovery period prior to engaging in treatment again
Consider This: The A phase in an ABAB design is the baseline phase; the B phase is the treatment phase. 1.9 Explain the key features of an experimental design.
d) evaluate for the presence of potential experimental confounds
Consider This: The A phase in an ABAB design is the baseline phase; the B phase is the treatment phase. 1.9 Explain the key features of an experimental design.
Answer: a
Learning Objective: 1.9 Explain the key features of an experimental design.
Topic: The Experimental Method in Psychopathology
Skill Level: Understand
Difficulty Level: Moderate

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