**Chapter 1: Abnormal Psychology: 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 abnormality and classify mental disorders. | Multiple Choice | 5, 9, 11 | 10 | 7, 8 | 6, 12 |
| Short Answer |  | 64 |  |  |
| Essay |  |  | 74 |  |
| 1.2 Describe the advantages and disadvantages of classification. | Multiple Choice | 17 | 13, 14, 18 | 15, 16 |  |
| Short Answer |  |  | 65 |  |
| Essay |  |  |  |  |
| 1.3 Explain how culture affects what is considered abnormal, and describe two different culture-specific disorders. | Multiple Choice |  | 19 |  |  |
| Short Answer |  |  | 66 |  |
| Essay |  |  |  |  |
| 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders. | Multiple Choice | 20, 21, 22, 25, 26, 31 | 28, 29, 30, 33, 34 | 23, 24 | 27, 32 |
| Short Answer | 68 | 67 |  |  |
| Essay |  |  |  |  |
| 1.5 Discuss why abnormal psychology research can be conducted in almost any setting. | Multiple Choice | 35 | 36 |  |  |
| Short Answer |  |  |  |  |
| Essay |  |  |  |  |
| 1.6 Describe three different approaches used to gather information about mental disorders. | Multiple Choice |  | 37 | 38 |  |
| Short Answer |  | 70 | 69 |  |
| Essay |  |  | 75 |  |
| 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis. | Multiple Choice | 40, 42 | 39, 41 | 43, 44 |  |
| Short Answer |  |  | 71 |  |
| Essay |  |  |  |  |
| 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences. | Multiple Choice | 45, 50, 51 | 46, 47, 48, 49 | 52 | 53, 54 |
| Short Answer |  |  |  |  |
| Essay |  |  |  | 76 |
| 1.9 Explain the key features of an experimental design. | Multiple Choice |  | 55, 57, 58, 59 | 56, 62 | 60, 61, 63 |
| Short Answer | 73 | 72 |  |  |
| Essay |  |  |  |  |

**Chapter 1: Abnormal Psychology: Overview and Research Approaches**

**MULTIPLE CHOICE**

1. Which of the following individuals would most likely be a subject of specialists in abnormal psychology?

a. Stacy, a college student who is consistently 15 minutes late to class

b. Jason, a stock trader who rarely leaves 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. Which of the following is an example of family aggregation?

a. Both Jane and her husband are alcoholics.

b. Jim and John, 21-year-old friends, are both schizophrenics.

c. Karen, her mother, and her grandmother have all been diagnosed with generalized anxiety disorder.

d. Kim committed suicide, apparently in reaction to her mother’s abuse.

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. Abnormal behavior usually produces more distress in others than in the person who engages in the abnormal behavior.

b. Abnormal behavior covers a wide range of behavioral disturbances.

c. Most people who suffer from abnormal behavior 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

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 abnormality difficult?

a. There are so many types of abnormal behavior that they can’t be accurately described.

b. There is no one behavior that serves to make someone abnormal.

c. Most of us are abnormal much of the time, so we cannot tell what is normal.

d. Criteria for abnormality have yet to be developed.

Answer: b

Learning Objective: 1.1 Explain how we define abnormality and classify mental disorders.

Topic: Indicators of Abnormality

Difficulty Level: Moderate

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

6. Which of the following statements accurately describes a characteristic indicator of abnormality?

a. Subjective distress must be present in order for a behavior, emotion, or thought to be deemed abnormal.

b. A behavior, emotion, or thought that is statistically rare and desirable is considered abnormal.

c. Violating the standards of society, particularly when statistically rare, is abnormal.

d. Engaging in highly dangerous activities on a regular basis reflects abnormal behavior.

Answer: c

Learning Objective: 1.1 Explain how we define abnormality and classify mental disorders.

Topic: Indicators of Abnormality

Difficulty Level: Difficult

Skill Level: Analyze It

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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 abnormality and classify mental disorders.

Topic: Indicators of Abnormality

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 consistently drinks a fifth of vodka at least five times per week. This has greatly increased his chance of serious liver damage and premature death. Because he drinks at home, the behavior harms no one else. According to the *DSM-5*, is Brett’s behavior consistent with the definition of a mental disorder?

a. Yes, because many people in society engage in this behavior

b. Yes, because he is persistently acting in a way that is harmful and dangerous

c. No, because his behavior must also harm the well-being of others in the community

d. No, because there is no evidence that his actions are out of his own control

Answer: b

Learning Objective: 1.1 Explain how we define abnormality and classify mental disorders.

Topic: Indicators of Abnormality

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 abnormal psychology, 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: The *DSM-5* and the Definition of Mental Disorder

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

10. The current version of the *DSM*—the *DSM-5*—is \_\_\_\_\_\_\_\_\_\_, and it contains a total of \_\_\_\_\_\_\_\_\_\_ diagnostic categories.

a. a complete guide to the origin, diagnosis, and treatment of mental disorders; 256

b. a collection of random opinions about diagnosing mental disorders; 323

c. a fundamentally flawed collection of unfounded assumptions about mental disorders; 415

d. a work in progress that classifies mental disorders based on what is currently known; 541

Answer: d

Learning Objective: 1.1 Explain how we define abnormality and classify mental disorders.

Topic: The *DSM-5* and the Definition of Mental Disorder

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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: The *DSM-5* and the Definition of Mental Disorder

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. Incorporating new research findings while maintaining continuity with the prevision edition

d. Eliminating the influence of bias from experts in each of the working groups

Answer: a

Learning Objective: 1.1 Explain how we define abnormality and classify mental disorders.

Topic: The *DSM-5* and the Definition of Mental Disorder

Difficulty Level: Difficult

Skill Level: Analyze It

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*?

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

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 facilitate a shared, simplified communication system across professional boundaries

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: What Are the Disadvantages of Classification?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

15. Mitchell 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 comprehend the material and is afraid he will be labeled as dumb or ignorant. What term defines Mitchell’s fears?

a. Stereotype

b. Shyness

c. Stigma

d. Sensitivity

Answer: c

Learning Objective: 1.2 Describe the advantages and disadvantages of classification.

Topic: What Are the Disadvantages of Classification?

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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 female

b. Barry, a 57-year-old male

c. Traci, a 42-year-old female

d. Harold, a 23-year-old male

Answer: d

Learning Objective: 1.2 Describe the advantages and disadvantages of classification.

Topic: What Are the Disadvantages of Classification?

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

17. As it relates to the stigma of mental illness, what is meant by “stereotyping”?

a. The reluctance of people to discuss their psychological problems because they are afraid others won’t like them

b. The fact that people become sad and upset when they find out they have a mental illness

c. The automatic and incorrect beliefs many have about people with a psychiatric diagnosis

d. The problem of removing a diagnosis of mental illness, even if people make a full recovery

Answer: c

Learning Objective: 1.2 Describe the advantages and disadvantages of classification.

Topic: What Are the Disadvantages of Classification?

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

18. Which of the following has been shown to reducestigma 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: How Can We Reduce Prejudicial Attitudes Toward People Who Are Mentally Ill?

Difficulty Level: Easy

Skill Level: Understand the Concepts

APA Learning Objective: 1.3 Describe applications that employ discipline-based problem solving.

19. Martine believes that the trees on her family farm occasionally speak to her. In deciding if Martine has a mental illness or not, which of the following should first be evaluated?

a. How old is Martine?

b. Is Martine’s belief consistent with the beliefs of her culture?

c. Do people in general consider Martine’s belief to be abnormal?

d. Does her belief match any of the symptoms in the disorders in the *DSM-5*?

Answer: b

Learning Objective: 1.3 Explain how culture affects what is considered abnormal, and describe two different culture-specific disorders.

Topic: Culture and Abnormality

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 1.2 Develop a working knowledge of psychology’s content domains.

20. 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: Prevalence and Incidence

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

21. 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

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: Prevalence and Incidence

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

22. \_\_\_\_\_\_\_\_\_\_ 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: Prevalence and Incidence

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

23. 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: Prevalence and Incidence

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 2.2 Demonstrate psychology information literacy.

24. 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 rate

c. point prevalence

d. acute occurrence

Answer: b

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

Topic: Prevalence and Incidence

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 2.2 Demonstrate psychology information literacy.

25. 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: Prevalence Estimates for Mental Disorders

Difficulty Level: Easy

Skill Level: Remember the Facts

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

26. 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: Prevalence Estimates for Mental Disorders

Difficulty Level: Easy

Skill Level: Remember the Facts

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

27. Which of the following statements illuminates a significant shortcoming in the results of the National Comorbidity Survey Replication (NCS-R)?

a. Meeting diagnostic criteria is synonymous with serious impairment by the disorder.

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 NCS-R study assessed eating disorders, schizophrenia, and autism.

d. The NCS-R data is well over two decades old, and therefore irrelevant.

Answer: b

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

Topic: Prevalence Estimates for Mental Disorders

Difficulty Level: Difficult

Skill Level: Analyze It

APA Learning Objective: 2.3 Engage is innovative and integrative thinking and problem-solving.

28. Comorbidity means \_\_\_\_\_\_\_\_\_\_.

a. that a disorder is often fatal

b. that a person has two or more disorders

c. that a person has a more severe form of a disorder

d. that a person is unlikely to recover from a disorder

Answer: b

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

Topic: Prevalence Estimates for Mental Disorders

Difficulty Level: Easy

Skill Level: Understand the Concepts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

29. 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. Over 50 percent of those with a disorder rated as serious have two or more other 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.

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.

30. The most prevalent psychological disorders among adults in the United States are \_\_\_\_\_\_\_\_\_\_, while \_\_\_\_\_\_\_\_\_\_ account(s) for the greatest percentage of the global burden of disease.

a. anxiety disorders; depressive disorders

b. mood disorders; tuberculosis

c. substance abuse disorders; HIV/AIDS

d. dissociative disorders; drug use disorders

Answer: a

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

Topic: The Global Burden of Disease

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 2.2 Demonstrate psychology information literacy.

31. 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: Treatment

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 2.2 Demonstrate psychology information literacy.

32. 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: Treatment

Difficulty Level: Difficult

Skill Level: Analyze It

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

33. 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: Treatment

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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

34. A \_\_\_\_\_\_\_\_\_\_ might work with mental health clients to help resolve family problems, 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: Mental Health Professionals

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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

35. Describing a disorder as acute means that \_\_\_\_\_\_\_\_\_\_.

a. it causes very severe distress and impairment

b. it causes very mild distress and impairment

c. it is a very long-lasting disorder

d. it is a disorder that is short in duration

Answer: d

Learning Objective: 1.5 Discuss why abnormal psychology research can be conducted in almost any setting.

Topic: Research Approaches in Abnormal Psychology

Difficulty Level: Moderate

Skill Level: Remember the Facts

APA Learning Objective: 2.2 Demonstrate psychology information literacy.

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

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 abnormal psychology research can be conducted in almost any setting.

Topic: Research Approaches in Abnormal Psychology

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 2.2 Demonstrate psychology information literacy.

37. Why is it inaccurate and poor scientific judgment to make conclusions based on case studies?

a. Case studies can provide little information about a disorder.

b. Few patients are willing to be used as case studies.

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: Case Studies

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 2.3 Engage in innovative and integrative thinking and problem-solving.

38. 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

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: Self-Report Data

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

39. 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*.

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.

40. Why is a representative sample desirable?

a. Such samples are random.

b. Hypotheses can only be tested on representative samples.

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: Sampling and Generalization

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 1.2 Develop a working knowledge of psychology’s content domains.

41. 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: Sampling and Generalization

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 1.2 Develop a working knowledge of psychology’s content domains.

42. What is external validity?

a. The extent to which research findings are consistent with hypotheses

b. The extent to which the sample equals the population

c. The extent to which research findings can be generalized beyond the study

d. A measure of how powerful the statistics being used are within a study

Answer: c

Learning Objective: 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.

Topic: Internal and External Validity

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 1.2 Develop a working knowledge of psychology’s content domains.

43. In Dr. Lu’s study of eating disorders, she looked at the academic histories of girls with eating disorders and girls who did not have such problems. In this example, the girls with eating disorders are the \_\_\_\_\_\_\_\_\_\_ group.

a. comparison

b. control

c. criterion

d. treatment

Answer: c

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.

44. 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.

45. 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.

46. Why are correlational research designs often used in abnormal psychology?

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 abnormal psychology.

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.

47. It has been demonstrated that those who were prenatally exposed to the influenza virus are more likely to develop schizophrenia. In other words, prenatal exposure to the influenza virus is \_\_\_\_\_\_\_\_\_\_ correlated with developing schizophrenia.

a. not

b. randomly

c. negatively

d. positively

Answer: d

Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

Topic: Measuring Correlation

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 2.2 Demonstrate psychology information literacy.

48. 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: Measuring Correlation

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 2.2 Demonstrate psychology information literacy.

49. 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: Statistical Significance

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 2.2 Demonstrate psychology information literacy.

50. What is the term for the statistical approach that calculates and then combines the effect sizes from multiple studies?

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: Meta-Analysis

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 2.4 Interpret, design, and conduct basic psychological research.

51. 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: Correlations and Causality

Difficulty Level: Easy

Skill Level: Remember the Facts

APA Learning Objective: 2.2 Demonstrate psychology information literacy.

52. 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?

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: Correlations and Causality

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 2.4 Interpret, design, and conduct basic psychological research.

53. Individuals who have alcohol problems tend to come from families with other individuals who have alcohol problems. This suggests that \_\_\_\_\_\_\_\_\_\_.

a. genetic factors cause an individual to have alcohol problems

b. environmental factors cause an individual to have alcohol problems

c. both genetic and environmental factors cause an individual to have alcohol problems

d. although there is an association between genetics and alcoholism, 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: Correlations and Causality

Difficulty Level: Difficult

Skill Level: Analyze It

APA Learning Objective: 2.4 Interpret, design, and conduct basic psychological research.

54. 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 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: Retrospective versus Prospective Strategies

Difficulty Level: Moderate

Skill Level: Analyze It

APA Learning Objective: 2.4 Interpret, design, and conduct basic psychological research.

55. 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 Abnormal Psychology

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 2.2 Demonstrate psychology information literacy.

56. 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 Abnormal Psychology

Difficulty Level: Difficult

Skill Level: Apply What You Know

APA Learning Objective: 2.2 Demonstrate psychology information literacy.

57. In a study of the effects of ice cream on mood, the ice cream can be described as \_\_\_\_\_\_\_\_\_\_.

a. the dependent variable

b. the independent variable

c. a correlational variable

d. a confounding variable

Answer: b

Learning Objective: 1.9 Explain the key features of an experimental design.

Topic: The Experimental Method in Abnormal Psychology

Difficulty Level: Easy

Skill Level: Understand the Concepts

APA Learning Objective: 2.2 Demonstrate psychology information literacy.

58. In a study of the effects of ice cream on mood, the mood after ice cream exposure 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 Abnormal Psychology

Difficulty Level: Easy

Skill Level: Understand the Concepts

APA Learning Objective: 2.2 Demonstrate psychology information literacy.

59. 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 has a chance of being placed within the treatment condition

Answer: c

Learning Objective: 1.9 Explain the key features of an experimental design.

Topic: Studying the Efficacy of Therapy

Difficulty Level: Easy

Skill Level: Understand the Concepts

APA Learning Objective: 2.2 Demonstrate psychology information literacy.

60. 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.

Topic: Studying the Efficacy of Therapy

Difficulty Level: Difficult

Skill Level: Analyze It

APA Learning Objective: 2.2 Demonstrate psychology information literacy.

61. 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.

62. 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.

63. 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**

64. Why is it difficult to agree on a definition of abnormal behavior?

Answer: There are no sufficient or necessary conditions. Also, what is abnormal at one point in time may no longer be considered abnormal at another time.

Learning Objective: 1.1 Explain how we define abnormality and classify mental disorders.

Topic: Indicators of Abnormality

Difficulty Level: Easy

Skill Level: Understand the Concepts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

65. Discuss one disadvantage of developing a classification system for mental disorders.

Answer: Multiple possible answers: (1) There is a loss of information when a classification scheme is applied to behavior, as will happen when any single word is used to convey something as complex as a mental disorder. (2) In addition, there may be some stigma attached to receiving a psychiatric diagnosis. (3) Stereotyping may occur, leading to incorrect assumptions and expectations around an individual who has received a psychiatric diagnosis.

Learning Objective: 1.2 Describe the advantages and disadvantages of classification.

Topic: What Are the Disadvantages of Classification?

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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

Answer: A culture-specific disorder is a disorder that occurs most commonly, or exclusively, in a specific culture. While many disorders may present themselves differently in different cultures, these are disorders that are unique to particular cultures. Koro, a disorder seen most commonly in young Asian males, is one example. This anxiety disorder is characterized by an extreme fear that a body part is shrinking.

Learning Objective: 1.3 Explain how culture affects what is considered abnormal, 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.

67. 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: Prevalence and Incidence

Difficulty Level: Moderate

Skill Level: Understand the Concepts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

68. What is comorbidity?

Answer: The presence of two of more disorders in the same person. This is common in serious mental disorders, rarer for mild disorders.

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

Topic: Prevalence Estimates for Mental Disorders

Difficulty Level: Moderate

Skill Level: Remember the Facts

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

69. 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: Case Studies

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 2.3 Engage in innovative and integrative thinking and problem-solving.

70. 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: Self-Report Data

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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

71. What is sampling, and why is it important?

Answer: Sampling is the procedure used to select subjects to study. As it is not possible to study all of the population of interest, a subset of the population is selected. The sample studied needs to resemble the larger population on all relevant variables so that findings made when studying the sample can be generalized to the population. In other words, results obtained with a sample should provide accurate information about the larger population.

Learning Objective: 1.7 Explain why a control (or comparison group) is necessary to adequately test a hypothesis.

Topic: Sampling and Generalization

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.2 Develop a working knowledge of psychology’s content domains.

72. 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: Studying the Efficacy of Therapy

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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

73. 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: Animal Research

Difficulty Level: Moderate

Skill Level: Remember the Facts

APA Learning Objective: 2.2 Demonstrate psychology information literacy.

**ESSAY QUESTIONS**

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

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*, 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 abnormality and classify mental disorders.

Topic: The *DSM-5* and the Definition of Mental Disorder

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

75. What is an observational research design, and how can such an approach further our understanding of abnormal behavior? 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 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: Observational Approaches

Difficulty Level: Moderate

Skill Level: Apply What You Know

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

76. 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: Retrospective versus Prospective Strategies

Difficulty Level: Difficult

Skill Level: Analyze It

APA Learning Objective: 2.4 Interpret, design and conduct basic psychological research.

**REVEL QUIZZES**

*The following questions appear at the end of each module and at the end of the chapter in Revel for* Abnormal Psychology, *Eighteenth Edition.*

**End of Module Quiz 1.1: What Do We Mean By Abnormality?**

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 situation is "abnormal"?

a) Subjective distress is not a sufficient or necessary condition for us to consider something as abnormal.

b) Subjective distress is necessary but not a sufficient condition for us to consider something as abnormal.

Consider This: Think about various circumstances, both normal and abnormal, where subjective distress occurs. 1.1 Explain how we define abnormality and classify mental disorders.

c) Subjective distress is not necessary but is a sufficient condition for us to consider something as abnormal.

Consider This: Think about various circumstances, both normal and abnormal, where subjective distress occurs. 1.1 Explain how we define abnormality and classify mental disorders.

d) In order to consider something as abnormal, subjective distress is both necessary and sufficient.

Consider This: Think about various circumstances, both normal and abnormal, where subjective distress occurs. 1.1 Explain how we define abnormality and classify mental disorders.

Answer: a

Learning Objective: 1.1 Explain how we define abnormality and classify mental disorders.

Module: What Do We Mean By Abnormality?

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 abnormal for having done so. This demonstrates the pitfall of using \_\_\_\_\_\_\_\_\_\_ as a lone criterion of abnormality.

a) statistical deviancy

b) subjective distress

Consider This: Simply considering uncommon behavior to be abnormal does not provide us with a solution to our problem of defining abnormality. 1.1 Explain how we define abnormality and classify mental disorders.

c) maladaptiveness

Consider This: Simply considering uncommon behavior to be abnormal does not provide us with a solution to our problem of defining abnormality. 1.1 Explain how we define abnormality and classify mental disorders.

d) dangerousness

Consider This: Simply considering uncommon behavior to be abnormal does not provide us with a solution to our problem of defining abnormality. 1.1 Explain how we define abnormality and classify mental disorders.

Answer: a

Learning Objective: 1.1 Explain how we define abnormality and classify mental disorders.

Module: What Do We Mean By Abnormality?

Skill Level: Apply

Difficulty Level: Moderate

EOM Q1.1.3

Which symptom represents the irrationality and unpredictability criterion of abnormality?

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 abnormality 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 abnormality and classify mental disorders.

d) a person who is able to hold their breath under water for 3 full minutes

Consider This: It would be unpredictable, and it would make no sense to you. 1.1 Explain how we define abnormality and classify mental disorders.

Answer: a

Learning Objective: 1.1 Explain how we define abnormality and classify mental disorders.

Module: What Do We Mean By Abnormality?

Skill level: Understand

Difficulty: Easy

EOM Q1.1.4

The current version of the *Diagnostic and Statistical Manual of Mental Disorders*, \_\_\_\_\_\_\_\_\_\_, was published in 2013.

a) *DSM-5*

b) *DSM-IV-TR*

Consider This: The volume is nearly a thousand pages long and contains 541 total diagnostic categories. 1.1 Explain how we define abnormality and classify mental disorders.

c) *DSM-III-R*

Consider This: The volume is nearly a thousand pages long and contains 541 total diagnostic categories. 1.1 Explain how we define abnormality and classify mental disorders.

d) *DSM-7.1*

Consider This: The volume is nearly a thousand pages long and contains 541 total diagnostic categories. 1.1 Explain how we define abnormality and classify mental disorders.

Answer: a

Learning Objective: 1.1 Explain how we define abnormality and classify mental disorders.

Module: What Do We Mean By Abnormality?

Skill Level: Remember

Difficulty Level: Easy

EOM Q1.1.5

What is meant by the statement that the development of the most recent version of the *DSM* was based on some contradictory themes?

a) The process sought to maintain continuity with the previous edition while also placing no limits on the changes that were needed.

b) The new *DSM* significantly reduced the number of identified mental disorders in an era where mental illness appears to be increasing.

Consider This: Sometimes it is very difficult to strike a balance between two seemingly competing demands. 1.1 Explain how we define abnormality and classify mental disorders.

c) The most recent *DSM* has separated diagnoses into those that are deemed "treatable" and those that are believed to be "untreatable."

Consider This: Sometimes it is very difficult to strike a balance between two seemingly competing demands. 1.1 Explain how we define abnormality and classify mental disorders.

d) Diagnostic categories that have been validated by years of research were removed from the latest *DSM* because insurance companies refused to pay for the treatment of these conditions.

Consider This: Sometimes it is very difficult to strike a balance between two seemingly competing demands. 1.1 Explain how we define abnormality and classify mental disorders.

Answer: a

Learning Objective: 1.1 Explain how we define abnormality and classify mental disorders.

Module: What Do We Mean By Abnormality?

Skill Level: Understand

Difficulty Level: Difficult

**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 situations.

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.

Module: Classification and Diagnosis

Skill Level: Remember

Difficulty Level: Easy

EOM Q1.2.2

Automatic beliefs concerning other people that we learn as we grow up in a given culture are called \_\_\_\_\_\_\_\_\_\_.

a) stereotypes

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.

Module: 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 suffering from \_\_\_\_\_\_\_\_\_\_.

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.

Module: Classification and Diagnosis

Skill Level: Remember

Difficulty Level: Moderate

EOM Q1.2.4

Which of the following would be the best use of language to describe a person who has been diagnosed with a psychiatric condition?

a) a 23-year-old person with schizophrenia

b) a 40-year-old manic-depressive

Consider This: Remember that someone with a psychiatric disorder is a human being, not a diagnosis. 1.2 Describe the advantages and disadvantages of classification.

c) a 15-year-old anorexic

Consider This: Remember that someone with a psychiatric disorder is a human being, not a diagnosis. 1.2 Describe the advantages and disadvantages of classification.

d) a 65-year-old insomniac

Consider This: Remember that someone with a psychiatric disorder is a human being, not a diagnosis. 1.2 Describe the advantages and disadvantages of classification.

Answer: a

Learning Objective: 1.2 Describe the advantages and disadvantages of classification.

Module: Classification and Diagnosis

Skill Level: Understand

Difficulty Level: Easy

EOM Q1.2.5

Which of the following would most likely reduce stigma toward people with mental illness?

a) an assignment completed by a group of students, some of whom have mental illness and some of whom do not

b) teaching people that mental illnesses are "brain disorders"

Consider This: Contrary to hypotheses, evidence that mental illnesses have biological underpinnings has not helped to reduce stigma. 1.2 Describe the advantages and disadvantages of classification.

c) separating students with mental illnesses into their own classrooms so they do not slow down other students

Consider This: Contrary to hypotheses, evidence that mental illnesses have biological underpinnings has not helped to reduce stigma. 1.2 Describe the advantages and disadvantages of classification.

d) participating in studies on mental illness

Consider This: Contrary to hypotheses, evidence that mental illnesses have biological underpinnings has not helped to reduce stigma. 1.2 Describe the advantages and disadvantages of classification.

Answer: a

Learning Objective: 1.2 Describe the advantages and disadvantages of classification.

Module: 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 culture affects what is considered abnormal, 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 abnormal, 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 abnormal, and describe two different culture-specific disorders.

Answer: a

Learning Objective: 1.3 Explain how culture affects what is considered abnormal, and describe two different culture-specific disorders.

Module: Culture and Abnormality

Skill Level: Understand

Difficulty Level: Difficult

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) Native 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 abnormal, and describe two different culture-specific disorders.

c) Native Alaskan

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 abnormal, 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 abnormal, and describe two different culture-specific disorders.

Answer: a

Learning Objective: 1.3 Explain how culture affects what is considered abnormal, and describe two different culture-specific disorders.

Module: Culture and Abnormality

Skill Level: Analyze

Difficulty Level: Easy

EOM Q1.3.3

José's father, Bastian, immigrated to America from the Caribbean ten 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 suffering from \_\_\_\_\_\_\_\_\_\_.

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 abnormal, 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 abnormal, 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 abnormal, and describe two different culture-specific disorders.

Answer: a

Learning Objective: 1.3 Explain how culture affects what is considered abnormal, and describe two different culture-specific disorders.

Module: Culture and Abnormality

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 of a given condition or disorder that occurs during a 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.

Module: How Common Are Mental Disorders?

Skill Level: Remember

Difficulty Level: Easy

EOM Q1.4.2

Why are there no comprehensive lifetime prevalence data regarding diagnosis of disorders as spelled out in the *DSM-5*?

a) The manual has not been in use long enough to gather those data.

b) The American Psychiatric Association has not allowed the data to be released to the public.

Consider This: Think about when the *DSM-5* was published. 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.

c) Insurance companies are unwilling to let the general public be informed about overall prevalence rates of psychiatric disorders.

Consider This: Think about when the *DSM-5* was published. 1.4 Distinguish between incidence and prevalence, and identify the most common and prevalent mental disorders.

d) It is unethical to collect data on such prevalence rates according to a single diagnostic system.

Consider This: Think about when the *DSM-5* was published. 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.

Skill Level: Understand

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.

Module: 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

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

Module: 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.

Module: How Common Are Mental Disorders?

Skill Level: Understand

Difficulty Level: Difficult

**End of Module Quiz 1.5: Research Approaches in Abnormal Psychology**

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 abnormal psychology 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 abnormal psychology 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 abnormal psychology research can be conducted in almost any setting.

Answer: a

Learning Objective: 1.5 Discuss why abnormal psychology research can be conducted in almost any setting.

Module: Research Approaches in Abnormal Psychology

Skill Level: Understand

Difficulty Level: Easy

EOM Q1.5.2

What is a main reason why our understanding of mental disorders has grown so much over time?

a) The methodologies used to study these conditions are constantly expanding and improving.

b) We no longer rely on non-experimental techniques to study these illnesses.

Consider This: How have techniques like neuroimaging contributed to our understanding of both psychiatric and medical conditions in the last 50 years? 1.5 Discuss why abnormal psychology research can be conducted in almost any setting.

c) The ethical restrictions that once prevented such research are no longer in place.

Consider This: How have techniques like neuroimaging contributed to our understanding of both psychiatric and medical conditions in the last 50 years? 1.5 Discuss why abnormal psychology research can be conducted in almost any setting.

d) Research journals have finally started publishing data related to the incidence and prevalence of psychiatric conditions.

Consider This: How have techniques like neuroimaging contributed to our understanding of both psychiatric and medical conditions in the last 50 years? 1.5 Discuss why abnormal psychology research can be conducted in almost any setting.

Answer: a

Learning Objective: 1.5 Discuss why abnormal psychology research can be conducted in almost any setting.

Module: Research Approaches in Abnormal Psychology

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 abnormal psychology 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 abnormal psychology 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 abnormal psychology research can be conducted in almost any setting.

Answer: a

Learning Objective: 1.5 Discuss why abnormal psychology research can be conducted in almost any setting.

Module: Research Approaches in Abnormal Psychology

Skill Level: Understand

Difficulty Level: Moderate

**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.

Module: 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 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.

Module: 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.

Module: 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

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.

Module: 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.

Module: Forming and Testing Hyphotheses

Skill Level: Understand

Difficulty Level: Moderate

EOM Q1.7.2

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.

Module: Forming and Testing Hypotheses

Skill Level: Apply

Difficulty Level: Moderate

EOM Q1.7.3

What is the difference between a comparison group and a criterion group in abnormal psychology research?

a) The comparison group consists of people who do not exhibit the disorder being studied, while people in the criterion group do.

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

Module: Forming and Testing Hypotheses

Skill Level: Understand

Difficulty Level: Moderate

EOM Q1.7.4

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.

Module: Forming and Testing Hypotheses

Skill Level: Analyze

Difficulty Level: Difficult

**End of Module Quiz 1.8: Correlational Research Designs**

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.

Module: 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

Learning Objective: 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

Module: 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.

Module: 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.

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.

Module: Correlational Research Designs

Skill Level: Apply

Difficulty Level: Moderate

**End of Module Quiz 1.9: The Experimental Method in Abnormal Psychology**

EOM Q1.9.1

In experimental research, a phenomenon that is observed—the outcome variable of interest—is called 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

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.

Module: The Experimental Method in Abnormal Psychology

Skill Level: Remember

Difficulty Level: Easy

EOM Q1.9.2

Why does experimental research allow for conclusions about cause-and-effect relationships between variables?

a) There is manipulation of one variable and then observation of how another variable is affected.

b) This type of research allows for the elimination of a control group.

Consider This: Think of the definition of the different components that comprise an experimental research design. 1.9 Explain the key features of an experimental design.

c) It is the only type of research that gathers data capable of being analyzed statistically.

Consider This: Think of the definition of the different components that comprise an experimental research design. 1.9 Explain the key features of an experimental design.

d) It allows for the determination of a correlational coefficient that describes the relationship between two variables.

Consider This: Think of the definition of the different components that comprise an experimental research design. 1.9 Explain the key features of an experimental design.

Answer: a

Learning Objective: 1.9 Explain the key features of an experimental design.

Module: The Experimental Method in Abnormal Psychology

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.

Module: The Experimental Method in Abnormal Psychology

Skill Level: Apply

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.

Module: The Experimental Method in Abnormal Psychology

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.

Module: The Experimental Method in Abnormal Psychology

Skill Level: Understand

Difficulty Level: Moderate

**End of Chapter Quiz: Abnormal Psychology: Overview and Research Approaches**

EOC Q1.1

Prior to 1974, homosexuality was included in the *DSM* and classified as a mental disorder. The removal of homosexuality from the *DSM* is an example of \_\_\_\_\_\_\_\_\_\_.

a) how social or cultural shifts affect how we define abnormality

b) the impact of biological explanations on understanding human behavior

Consider This: Collective definitions of deviance usually change over time. 1.1 Explain how we define abnormality and classify mental disorders.

c) the recognition by the American Psychiatric Association that homosexual persons are not dangerous

Consider This: Collective definitions of deviance usually change over time. 1.1 Explain how we define abnormality and classify mental disorders.

d) the failure of psychological assessment to find consistent indicators of abnormality with homosexual populations

Consider This: Collective definitions of deviance usually change over time. 1.1 Explain how we define abnormality and classify mental disorders.

Answer: a

Learning Objective: 1.1 Explain how we define abnormality and classify mental disorders.

Module: Abnormal Psychology: Overview and Research Approaches

Skill Level: Understand

Difficulty Level: Moderate

EOC Q1.2

During his abnormal psychology 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 abnormality 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 abnormal. 1.1 Explain how we define abnormality and classify mental disorders.

c) statistical deviancy

Consider This: Behaviors that are unorthodox or make no sense to us are likely to be considered abnormal. 1.1 Explain how we define abnormality and classify mental disorders.

d) subjective distress

Consider This: Behaviors that are unorthodox or make no sense to us are likely to be considered abnormal. 1.1 Explain how we define abnormality and classify mental disorders.

Answer: a

Learning Objective: 1.1 Explain how we define abnormality and classify mental disorders.

Module: Abnormal Psychology: Overview and Research Approaches

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?

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 militate 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.

Module: Abnormal Psychology: Overview and Approaches

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.

Module: Abnormal Psychology: Overview and Research Approaches

Skill Level: Understand

Difficulty Level: Moderate

EOC Q1.5

Some forms of psychopathology are culture-bound. For example, in Japan, an anxiety disorder called \_\_\_\_\_\_\_\_\_\_ involves a marked fear that one's body, body parts, or body functions may offend or embarrass others.

a) taijin kyofusho

b) koro

Consider This: People with this disorder are often afraid of blushing or upsetting others by their gaze, facial expression, or body odor. 1.3 Explain how culture affects what is considered abnormal, and describe two different culture-specific disorders.

c) dhat

Consider This: People with this disorder are often afraid of blushing or upsetting others by their gaze, facial expression, or body odor. 1.3 Explain how culture affects what is considered abnormal, and describe two different culture-specific disorders.

d) shenkui

Consider This: People with this disorder are often afraid of blushing or upsetting others by their gaze, facial expression, or body odor. 1.3 Explain how culture affects what is considered abnormal, and describe two different culture-specific disorders.

Answer: a

Learning Objective: 1.3 Explain how culture affects what is considered abnormal, and describe two different culture-specific disorders.

Module: Abnormal Psychology: Overview and Research Approaches

Skill Level: Remember

Difficulty Level: Easy

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 name 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 name 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 name the most common and prevalent mental disorders.

Answer: a

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

Module: Abnormal Psychology: Overview and Research Approaches

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 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 name 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 name 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 name the most common and prevalent mental disorders.

Answer: a

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

Module: Abnormal Psychology: Overview and Research Approaches

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 abnormal psychology 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 abnormal psychology 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 abnormal psychology research can be conducted in almost any setting.

Answer: a

Learning Objective: 1.5 Discuss why abnormal psychology research can be conducted in almost any setting.

Module: Abnormal Psychology: Overview and Research Approaches

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)

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.

Module: Abnormal Psychology: Overview and Research Approaches

Skill Level: Remember

Difficulty Level: Easy

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.

Module: Abnormal Psychology: Overview and Research Approaches

Skill Level: Remember

Difficulty Level: Easy

EOC Q1.11

Dr. Ratzinger has hypothesized that thimerosal vaccines cause autism spectrum disorder (ASD). He compares a group of children who received the thimerosal vaccine and have been diagnosed with ASD to a group of children who received the thimerosal but do not have a diagnosis of ASD. The group of children with diagnosis of ASD is referred to as the \_\_\_\_\_\_\_\_\_\_ group; the group of children that does not have the diagnosis is referred to as the \_\_\_\_\_\_\_\_\_\_ group.

a) criterion; comparison

b) treatment; control

Consider This: The two groups of children 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 children 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 children 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.

Module: Abnormal Psychology: Overview and Research Approaches

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.

Module: Abnormal Psychology: Overview and Research Approaches

Skill Level: Understand

Difficulty: Moderate

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.

Module: Abnormal Psychology: Overview and Research Approaches

Skill Level: Apply

Difficulty Level: Moderate

EOC Q1.14

Professor Gonzalez studied the relationship between breast milk versus formula feeding during infancy to children's IQ at age 7 using a population of 100 children. Professor Gonzalez found that children who had been breastfed during infancy had significantly higher IQ scores compared to those who had been formula fed. Professor Patel repeated Gonzalez's research using 200 children in his study and found no significant differences in IQ scores between those children who had been breast versus formula fed during infancy. What concept could explain the marked differences in results of the two researchers?

a) effect size

b) demand characteristics

Consider This: Statistical significance can be influenced by proportions of the samples when comparing findings across studies. 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

c) population attrition

Consider This: Statistical significance can be influenced by proportions of the samples when comparing findings across studies. 1.8 Discuss why correlational research designs are valuable, even though they cannot be used to make causal inferences.

d) retrospective shifts

Consider This: Statistical significance can be influenced by proportions of the samples when comparing findings across studies. 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.

Module: Abnormal Psychology: Overview and Research Approaches

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 \_\_\_\_\_\_\_\_\_\_.

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.

Module: Abnormal Psychology: Overview and Research Approaches

Skill Level: Understand

Difficulty Level: Moderate