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| 1. A group of emotional, cognitive, or behavioral symptoms that cause significant distress or significant problems is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | mental disorder. | |  | b. | deviation. | |  | c. | stressor. | |  | d. | abnormal concept. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | easy | | *REFERENCES:* | Introduction to Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 2. Abnormal psychology is   |  |  |  | | --- | --- | --- | |  | a. | the scientific study of troublesome feelings, thoughts, and behaviors associated with mental disorders. | |  | b. | assertions about what might be abnormal emotional experience based on sociocultural norms. | |  | c. | a scientific study of how and why people become unique in ways that are potentially maladaptive. | |  | d. | focused on intrapsychic causes rather than biologic influences. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 3. Amanda has been severely depressed in the past year. She is constantly sad, almost to the point of numbness. She ruminates constantly about what a failure she is and how nothing she does is ever right. She finds it hard to get out of bed and get going. Which of these symptoms is an example of a cognitive symptom of Amanda's mental disorder?   |  |  |  | | --- | --- | --- | |  | a. | constant sadness | |  | b. | feeling numb | |  | c. | ruminating on her failures | |  | d. | difficulty getting out of bed |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | moderate | | *REFERENCES:* | Introduction to Abnormal Psychology | | *OTHER:* | TYPE: application | |

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| 4. Michael is experiencing a number of thoughts that are making it difficult for him to stay focused on his work. Although he is still able to accomplish his assigned tasks, he is very upset by the difficulties he is having. He may be classified as having a mental disorder on the basis of   |  |  |  | | --- | --- | --- | |  | a. | the distress he is causing his coworkers. | |  | b. | feelings of rejection. | |  | c. | his own distress at his cognitive symptoms. | |  | d. | number of negative thoughts |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: application | |

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| 5. Dr. Elliot is teaching a course on different mental disorders. The course focuses on exploring scientific thought on problematic feelings, thoughts, and behaviors associated with mental disorders. The learning objectives include strategies for evaluating patients who might have a mental disorder, understanding the causes behind mental disorders, and prevention and treatment strategies for mental disorders. The title of Dr. Elliot's course is most likely   |  |  |  | | --- | --- | --- | |  | a. | Abnormal Psychology. | |  | b. | Testing and Assessment. | |  | c. | Counseling Psychology. | |  | d. | Community Psychology. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | moderate | | *REFERENCES:* | Introduction to Abnormal Psychology | | *OTHER:* | TYPE: application | |

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| 6. John has been reading articles posted on the web by people who say they suffer from mental disorders. He tells his friend that he is engaging in the study of abnormal psychology. According to your text, what is missing from his definition of abnormal psychology?   |  |  |  | | --- | --- | --- | |  | a. | the fact that scientific study is involved | |  | b. | examining troublesome feelings associated with mental disorders | |  | c. | studying behavior that is considered abnormal | |  | d. | applying the techniques of psychology to abnormal behavior |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | moderate | | *REFERENCES:* | Introduction to Abnormal Psychology | | *OTHER:* | TYPE: conceptual | |

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| 7. According to your text, abnormal psychology is designed to evaluate, understand, \_\_\_\_, and prevent mental disorders and help those who are \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | predict; unable to function | |  | b. | categorize; in distress | |  | c. | categorize; unable to function | |  | d. | predict; in distress |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | moderate | | *REFERENCES:* | Introduction to Abnormal Psychology | | *OTHER:* | TYPE: conceptual | |

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| 8. Your textbook describes normal behavior as behaviors that   |  |  |  | | --- | --- | --- | |  | a. | we see in all people at all times. | |  | b. | we observe in particular cultures. | |  | c. | characterize most people. | |  | d. | are legal in most countries. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | easy | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 9. Which criterion for determining whether an emotion, thought, or behavior is abnormal is discussed in the textbook?   |  |  |  | | --- | --- | --- | |  | a. | deviance from the norm | |  | b. | presence of depression | |  | c. | existence of a biological mechanism | |  | d. | whether it tends to run in families |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | easy | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 10. Deviance, adaptation difficulties, and personal distress are concepts used to describe   |  |  |  | | --- | --- | --- | |  | a. | intellectual impairment. | |  | b. | students on probation from college. | |  | c. | abnormal behavior. | |  | d. | psychological adjustment. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 11. Which criterion is considered when determining whether a behavior is normal or abnormal?   |  |  |  | | --- | --- | --- | |  | a. | ability to learn from mistakes | |  | b. | poor academic performance | |  | c. | experience of personal distress | |  | d. | outward appearance |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 12. Patterns of behavior that deviate from the norms of society would be called   |  |  |  | | --- | --- | --- | |  | a. | prosocial behavior. | |  | b. | normal behavior. | |  | c. | abnormal behavior. | |  | d. | college behavior. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | easy | | *REFERENCES:* | What is a Mental Disorder? | |

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| 13. Treva Throneberry vanished as a young woman and turned up in another town insisting that she was a high-school student named Brianna Stewart. Her behavior would be considered abnormal because it   |  |  |  | | --- | --- | --- | |  | a. | deviated from the norm. | |  | b. | caused distress for people around her. | |  | c. | showed an attempt to fit in. | |  | d. | involved a change in location. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: application | |

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| 14. John is diagnosed as having a mental disorder after he was found repeatedly cutting himself. In terms of the criteria for abnormal behavior, cutting could be considered   |  |  |  | | --- | --- | --- | |  | a. | deviant from the norm. | |  | b. | difficult to watch. | |  | c. | disturbing. | |  | d. | ritualistic. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: application | |

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| 15. Suppose you are trying to determine how much physical activity is normal. A definition of abnormal levels of physical activity based on the statistical approach would include   |  |  |  | | --- | --- | --- | |  | a. | only extremely high levels of activity. | |  | b. | only extremely low levels of activity. | |  | c. | both extremely high and low levels of activity. | |  | d. | only average levels of activity. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | easy | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: conceptual | |

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| 16. Which criterion is particularly attractive to researchers because it offers clear guidelines for distinguishing between normal and abnormal behavior?   |  |  |  | | --- | --- | --- | |  | a. | statistical deviance | |  | b. | cultural appropriateness | |  | c. | difficulty adapting | |  | d. | distress caused by symptoms |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: conceptual | |

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| 17. Statistical methods would be used to assess abnormality based on the criterion of   |  |  |  | | --- | --- | --- | |  | a. | survival of the fittest. | |  | b. | experience of personal distress. | |  | c. | deviance from the norm. | |  | d. | difficulty adapting to life's demands. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: conceptual | |

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| 18. Less frequent or less probable behaviors are considered to be abnormal or statistically   |  |  |  | | --- | --- | --- | |  | a. | deviant. | |  | b. | significant. | |  | c. | irrelevant. | |  | d. | modifiable. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | easy | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 19. One disadvantage of the deviation-from-the-norm criterion for mental disorders is that   |  |  |  | | --- | --- | --- | |  | a. | not all behaviors are maladaptive. | |  | b. | cultures differ in how they define what is normal. | |  | c. | daily problems prompt people to seek treatment. | |  | d. | statistical deviance offers clear guidelines for researchers. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 20. Different cultures have different ideas about what normal behavior is. This is a key limitation of which criterion for defining abnormal behavior?   |  |  |  | | --- | --- | --- | |  | a. | deviance from the norm | |  | b. | impact on one's occupation | |  | c. | difficulties adapting to life's demands | |  | d. | experience of personal distress |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 21. Dr. Jones is working with a client from a culture other than his own. He would like to use the deviation-from-the-norm criteria based on this. This would be inappropriate to use because   |  |  |  | | --- | --- | --- | |  | a. | daily problems prompt people to seek treatment. | |  | b. | statistical deviance only offers guidelines for researchers. | |  | c. | cultures differ in how they define what is normal. | |  | d. | none of these are correct – this is in fact an appropriate criterion. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: application | |

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| 22. How does the Einstein example in your text illustrate a drawback of the statistical deviance approach to defining mental disorders?   |  |  |  | | --- | --- | --- | |  | a. | Deviance is always a disorder. | |  | b. | The measurement accuracy is limited. | |  | c. | Too many people have high intelligence. | |  | d. | Statistical deviance is not necessarily a disorder. |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 23. Suddenly disappearing from home and assuming a new identity, as Treva (discussed in your text) did, would be considered statistically   |  |  |  | | --- | --- | --- | |  | a. | deviant from the norm. | |  | b. | within normal limits. | |  | c. | close to the norm. | |  | d. | irrelevant. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | easy | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 24. When a mental health professional treats someone from another culture, it is important for the professional to remember that   |  |  |  | | --- | --- | --- | |  | a. | a uniform approach to mental disorder may be used cross-culturally. | |  | b. | symptoms of mental disorders differ from culture to culture. | |  | c. | cultural analysis of scores is nearly impossible to perform. | |  | d. | scoring high on an intelligence score may indicate culturally biased questions. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 25. Problems with the deviance from the norm approach include a(n)   |  |  |  | | --- | --- | --- | |  | a. | risk of an arbitrary cut-off. | |  | b. | lack of a scientific rationale. | |  | c. | overemphasis on cultural differences. | |  | d. | insensitivity to biological factors. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: conceptual | |

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| 26. One difficulty of using the deviation-from-the-norm criterion in determining if a behavior is abnormal is deciding   |  |  |  | | --- | --- | --- | |  | a. | the statistical point at which a behavior is abnormal. | |  | b. | who will be responsible for measuring behavior. | |  | c. | the definition of maladaptive behavior. | |  | d. | which theory should serve as a framework. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 27. In determining whether a behavior is abnormal, one key criterion that mental health professionals look at is   |  |  |  | | --- | --- | --- | |  | a. | how long a specific behavior has occurred. | |  | b. | if a cultural bias exists within the therapeutic relationship. | |  | c. | whether the individual is experiencing sadness and irritability at the same time. | |  | d. | whether the behavior interferes with a person’s ability to function effectively. |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: conceptual | |

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| 28. Josh is 18 and he believes that something outside of him is influencing his thoughts and that he must retrace his steps four times to keep his thoughts under his control. This behavior causes him to be fired from his job due to being late to work and failing to complete projects on time. A mental health professional would say that his behavior is abnormal because it   |  |  |  | | --- | --- | --- | |  | a. | interferes with his ability to function effectively. | |  | b. | has presented quite early in life. | |  | c. | is not accepted in his culture. | |  | d. | exposes him to ridicule. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: application | |

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| 29. According to your text, a \_\_\_\_ behavior is one that interferes with a person’s life, including the ability to care for oneself, to have good relationships with others, and to function well at school or at work.   |  |  |  | | --- | --- | --- | |  | a. | useless | |  | b. | withdrawn | |  | c. | depressed | |  | d. | maladaptive |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | easy | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 30. Sasha worries about her mother’s cancer so much that she cannot concentrate on her schoolwork, which causes her grades to drop. Her continual thoughts about her mother and her trouble concentrating would be considered maladaptive because she   |  |  |  | | --- | --- | --- | |  | a. | deviates from the norm of her family. | |  | b. | experiences difficulties adapting to life’s demands. | |  | c. | expresses personal distress to her therapist. | |  | d. | is unlikely to be helpful to her mother. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: application | |

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| 31. Bob has always been a clean-shaven, well-kept individual. Lately he has failed to shower on a regular basis, neglected his clothing, and has been uninterested in eating. It appears that Bob has begun to exhibit   |  |  |  | | --- | --- | --- | |  | a. | damage to the occipital lobe. | |  | b. | maladaptive behavior. | |  | c. | suicidal tendencies. | |  | d. | personal distress. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: application | |

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| 32. Emotional experience and expression are MOST clearly influenced by   |  |  |  | | --- | --- | --- | |  | a. | intelligence. | |  | b. | maladaptation. | |  | c. | age. | |  | d. | culture. |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | easy | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 33. One problem with the difficulties-adapting-to-life-demands criterion in diagnosing a person as having a mental disorder is that people may engage in unusual behaviors that   |  |  |  | | --- | --- | --- | |  | a. | do not harm others. | |  | b. | do not affect family members. | |  | c. | are seen as normal in other cultures. | |  | d. | do not interfere in daily functioning. |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: conceptual | |

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| 34. Terrance refuses to leave home due to his belief that the government is using chemicals sprayed from planes to try to harm him.. He is successfully working from home, has all of his food and other needs delivered to him, and communicates on a regular basis with friends and family, with whom he enjoys positive relationships. This illustrates the problem with the difficulties-adapting-to-life-demands criterion for diagnosing a mental disorder because people engage in   |  |  |  | | --- | --- | --- | |  | a. | behaviors that harm others from birth. | |  | b. | behaviors to become self-actualizing. | |  | c. | behaviors that are normal in other cultures than their own. | |  | d. | odd behaviors that do not interfere with their daily functioning. |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: conceptual | |

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| 35. What is one problem with interpreting the difficulty-adapting-to-life demands criterion?   |  |  |  | | --- | --- | --- | |  | a. | that people often do not recognize the significance of their problems. | |  | b. | the impact of nature and nurture become confused. | |  | c. | challenges in determining whether behavior really is maladaptive. | |  | d. | being too judgmental and harsh about people’s private behavior. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: conceptual | |

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| 36. One problem with interpreting the difficulty-adapting-to-life demands criterion is that   |  |  |  | | --- | --- | --- | |  | a. | maladaptive behavior often results in considerable personal distress. | |  | b. | people who engage in maladaptive behavior typically seek help. | |  | c. | the criterion is too easily swayed by cultural considerations. | |  | d. | what some people consider appropriate others may see as maladaptive. |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | easy | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: conceptual | |

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| 37. One problem that mental health professionals encounter when using personal distress as a measure of maladaptive behavior is   |  |  |  | | --- | --- | --- | |  | a. | establishing a cut-off point that indicates abnormality. | |  | b. | determining appropriate therapeutic guidelines. | |  | c. | combining culture and emotional response. | |  | d. | identifying a suitable theoretical framework. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 38. Which limitation does the text cite regarding the interpretation of statistical deviance from the norm?   |  |  |  | | --- | --- | --- | |  | a. | Labels are typically beneficial. | |  | b. | Culture conflict is quite minimal. | |  | c. | Identification is always cut and dried. | |  | d. | There are arbitrary cutoffs. |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | easy | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: conceptual | |

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| 39. Defining abnormality successfully involves characterizing   |  |  |  | | --- | --- | --- | |  | a. | thoughts, movements, and intentions. | |  | b. | deviance, dysfunction, and personal distress. | |  | c. | time, date, and place. | |  | d. | measures developed by each practitioner. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | easy | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 40. One critical aspect of being able to understand and effectively treat mental disorders such as intimate partner violence (IPV) is the   |  |  |  | | --- | --- | --- | |  | a. | need for a standard or consistent definition. | |  | b. | use of counter conditioning and reciprocal abuse. | |  | c. | willingness of the abuser to acknowledge the abuse. | |  | d. | importance of distinguishing between the person and the behavior |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | easy | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: conceptual | |

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| 41. John’s thoughts of death are causing him to lose sleep, eat poorly, and constantly worry. He expresses much concern over his current mental state, so much so that he has made an appointment to see a counselor. We would refer to his thoughts as abnormal since they   |  |  |  | | --- | --- | --- | |  | a. | are statistically within expectations. | |  | b. | may cause him to experience legal problems. | |  | c. | cause him great personal distress. | |  | d. | do not meet the criteria for mental disorder. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | easy | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: application | |

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| 42. Which professionals study mental problems to see how disorders develop and continue and how they can be prevented or alleviated?   |  |  |  | | --- | --- | --- | |  | a. | counseling psychologists | |  | b. | psychopathologists | |  | c. | mentalists | |  | d. | social workers |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | easy | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 43. A standard or consistent definition of intimate partner violence (IPV) is important because individuals who are physically violent against a partner may   |  |  |  | | --- | --- | --- | |  | a. | differ from those who are emotionally or sexually violent. | |  | b. | be similar to those who are emotionally or sexually violent. | |  | c. | engage in primarily adaptive and prosocial behaviors | |  | d. | impede our understanding of abnormal psychology. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: conceptual | |

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| 44. Experts in abnormal psychology view the abnormality of emotions, thoughts, or behaviors as   |  |  |  | | --- | --- | --- | |  | a. | a clear dichotomy. | |  | b. | a matter of degree. | |  | c. | relatively unimportant. | |  | d. | solely dependent on heredity. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | easy | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 45. Using deviance from the norm as a criterion for abnormality requires an understanding of   |  |  |  | | --- | --- | --- | |  | a. | normality as an all or nothing phenomenon. | |  | b. | how to determine the reliability and validity of an assessment. | |  | c. | a person's alter ego. | |  | d. | normality as a continuum. |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 46. When mental health professionals say that behaviors exist on a continuum, they are describing   |  |  |  | | --- | --- | --- | |  | a. | the possible magnitude of a potential problem behavior. | |  | b. | how they believe a disorder developed. | |  | c. | how many similar behaviors exist in a population. | |  | d. | the extent to which nature and nurture affect the behavior. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: application | |

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| 47. An important consideration when evaluating the anxiety and stress levels of an individual is   |  |  |  | | --- | --- | --- | |  | a. | how much of the stress is created by the individual. | |  | b. | the amount of impairment in daily functioning. | |  | c. | whether the individual can label his or her emotions. | |  | d. | the individual’s levels of isolation. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: conceptual | |

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| 48. A person’s overall mood is also known as his or her   |  |  |  | | --- | --- | --- | |  | a. | cognitive state. | |  | b. | self-esteem. | |  | c. | emotional state. | |  | d. | cognitive style. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | easy | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 49. When a mental health clinician describes an individual’s emotional state, the clinician is referring to   |  |  |  | | --- | --- | --- | |  | a. | overall mood. | |  | b. | avoidance behavior. | |  | c. | cognitive outlook. | |  | d. | emotional tendencies. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: conceptual | |

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| 50. Which statement illustrates the individual's cognitive style?   |  |  |  | | --- | --- | --- | |  | a. | Elliot tends to avoid people. | |  | b. | Shannon tends to feel nervous a lot. | |  | c. | Zoe likes to maintain an active lifestyle. | |  | d. | Brandon constantly thinks pessimistic thoughts. |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: application | |

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| 51. Which mental disorder is characterized by avoidance behaviors, intense anxiety, and clinically significant impairment in functioning?   |  |  |  | | --- | --- | --- | |  | a. | social anxiety disorder | |  | b. | bipolar disorder | |  | c. | dissociation disorder | |  | d. | antisocial personality disorder |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 52. Research suggests that the same causal factors are responsible for anxiety-related symptoms whether those symptoms are characterized as   |  |  |  | | --- | --- | --- | |  | a. | mild or moderate. | |  | b. | moderate or severe. | |  | c. | mild or severe. | |  | d. | mild, moderate, or severe. |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | easy | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 53. Which description of behavior is most consistent with a more severe mental disorder?   |  |  |  | | --- | --- | --- | |  | a. | ​skipping a few classes and feeling somewhat unmotivated to study | |  | b. | unable to get out of bed, eat, or leave the house, along with a lack of energy and frequent crying | |  | c. | going to classes and making yourself studying for the next round of tests | |  | d. | ​going to classes, but having some trouble studying and wanting less contact with others |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What Is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 54. As you read the textbook you will undoubtedly identify with some of the symptoms and disorders that are presented. This   |  |  |  | | --- | --- | --- | |  | a. | most likely indicates that you have a mental disorder. | |  | b. | does not necessarily mean that you have a mental disorder. | |  | c. | indicates abnormal behavior that should be evaluated immediately. | |  | d. | confirms that a high percentage of the population suffers from mental disorders. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 55. Lorenzo has been worried about his grades for about three months. In particular, he often thinks that everyone in class is doing better than he is and that if he asks a question, he will appear stupid. This is an example of Lorenzo’s   |  |  |  | | --- | --- | --- | |  | a. | cognitive style. | |  | b. | behavioral goals. | |  | c. | emotional state. | |  | d. | alter ego. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | easy | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 56. ​In East Asian cultures, expression of \_\_\_\_ is considered more acceptable than is expression of \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​pride in self; anger | |  | b. | ​anger; pride in self | |  | c. | ​self-criticism; anger | |  | d. | ​anger; self-criticism |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | easy | | *REFERENCES:* | What Is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 57. Which scenario is most indicative of the individual's behavioral style?   |  |  |  | | --- | --- | --- | |  | a. | Elliot tends to avoid people. | |  | b. | Shannon tends to feel nervous a lot. | |  | c. | Zoe likes to maintain an active lifestyle. | |  | d. | Brandon constantly thinks pessimistic thoughts. |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | easy | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 58. Your text cautions that, as you read about disorders, you may recognize that you experience some of the symptoms. For example, you may be extremely neat and organized, a quality that serves you well at school in particular, and wonder whether you have OCD. The point of the discussion is that   |  |  |  | | --- | --- | --- | |  | a. | having a symptom that does not cause dysfunction is not a disorder. | |  | b. | everyone is susceptible to OCD if given enough stress. | |  | c. | OCD is entirely controlled by genetic predispositions. | |  | d. | all anxiety disorders are interchangeable. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What is a Mental Disorder? | | *OTHER:* | TYPE: conceptual | |

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| 59. Which method of defining abnormality has the advantages of being the hallmark of many disorders and of being easy for most individuals to report?   |  |  |  | | --- | --- | --- | |  | a. | deviance from the norm | |  | b. | cultural relativism | |  | c. | difficulties with adaptation | |  | d. | experience of personal distress |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 60. Research has suggested that social, political, and economic forces \_\_\_\_ mental health and disorders.   |  |  |  | | --- | --- | --- | |  | a. | are completely unrelated to trends in | |  | b. | have shaped ideas concerning | |  | c. | are, at most, inconsistently related to | |  | d. | only influence the lower socioeconomic strata with respect to |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | moderate | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: conceptual | |

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| 61. During a time of economic hardship, what would you expect to be emphasized with regard to mental disorders?   |  |  |  | | --- | --- | --- | |  | a. | sociocultural causes of mental disorders | |  | b. | environmental causes of mental disorders | |  | c. | psychological treatments for mental disorders | |  | d. | biological treatments for mental disorders |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 62. If you were a person living in the times of ancient Egypt and developed a mental disorder, what sort of treatment would you be most likely to receive?   |  |  |  | | --- | --- | --- | |  | a. | a stay in an asylum | |  | b. | rest and abstinence from alcohol | |  | c. | bleeding and purging | |  | d. | exorcism |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | moderate | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: application | |

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| 63. Early attempts at treating abnormal behavior have a predominant belief in   |  |  |  | | --- | --- | --- | |  | a. | the mind-brain connection. | |  | b. | rejuvenation and experimentation. | |  | c. | how community elders diagnosed that disorder. | |  | d. | the supernatural. |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 64. Which treatment involves cutting a hole in a person’s skull to help release a harmful spirit?   |  |  |  | | --- | --- | --- | |  | a. | exorcism | |  | b. | excision | |  | c. | trephination | |  | d. | tumorization |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 65. Magic, noisemaking, incantations, prayer, flogging, starvation, and medicinal techniques or potions all play a role in the practice of   |  |  |  | | --- | --- | --- | |  | a. | trephination. | |  | b. | analysis. | |  | c. | exorcism. | |  | d. | maladaptation. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | moderate | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 66. The development of medical concepts among Egyptians and Greeks helped to   |  |  |  | | --- | --- | --- | |  | a. | replace supernatural theories with natural ones. | |  | b. | restore normal brain function through exorcism. | |  | c. | provide a rationale for the dissection of human cadavers. | |  | d. | defer the treatment of mental disorders to clergy. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: conceptual | |

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| 67. Which individual, known as the father of modern medicine, believed that brain dysfunction, not demons and evil spirits, was the cause of abnormal behavior?   |  |  |  | | --- | --- | --- | |  | a. | Socrates | |  | b. | Hippocrates | |  | c. | Plato | |  | d. | Bhutto |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 68. Hippocrates asserted that mental disorders were caused by   |  |  |  | | --- | --- | --- | |  | a. | demons or evil spirits. | |  | b. | personal weakness. | |  | c. | brain disorders. | |  | d. | lack of faith. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 69. Throughout Greece and Rome, physicians emphasized a \_\_\_\_ approach to learning about the causes of abnormal behavior.   |  |  |  | | --- | --- | --- | |  | a. | theoretical | |  | b. | spiritual | |  | c. | scientific | |  | d. | theological |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 70. The Middle Ages had continued scientific progress in the Middle East while post-Roman empire Europe   |  |  |  | | --- | --- | --- | |  | a. | discovered many natural drug substances. | |  | b. | returned to supernatural theories. | |  | c. | was polarized between humane treatment and torture. | |  | d. | reverted to Neanderthal morphology. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | moderate | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 71. During the European Renaissance period, treatment for abnormality   |  |  |  | | --- | --- | --- | |  | a. | continued on a dismal path of superstition and torture. | |  | b. | sought a total abandonment of the concept. | |  | c. | often portrayed insanity. | |  | d. | saw a return of natural and scientific approaches. |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: conceptual | |

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| 72. The asylums created during the European Renaissance were generally   |  |  |  | | --- | --- | --- | |  | a. | highly therapeutic with first rate treatment for the day. | |  | b. | lacking in treatment with poor living conditions. | |  | c. | about the same as the monasteries of the time. | |  | d. | only for the wealthy and therefore quite luxurious |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: conceptual | |

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| 73. In Europe, treatment during the Middle Ages focused on   |  |  |  | | --- | --- | --- | |  | a. | confinement and exorcism. | |  | b. | early forms of talk therapy. | |  | c. | healthy exercise and eating. | |  | d. | psychosurgery. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 74. During the \_\_\_\_, episodes of mass madness such as tarantism were reported in Europe.   |  |  |  | | --- | --- | --- | |  | a. | Middle Ages | |  | b. | Stone Ages | |  | c. | Enlightenment | |  | d. | Reform Movement |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 75. One possible cause of mass hysteria is the   |  |  |  | | --- | --- | --- | |  | a. | lack of emotional stability. | |  | b. | lack of feelings such as fear and panic. | |  | c. | ingestion of fungi on food. | |  | d. | belief that a person with mental disorders is holy |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 76. During the Renaissance, Europeans with mental disorders might be treated   |  |  |  | | --- | --- | --- | |  | a. | with psychogenicism | |  | b. | using lycanthropy | |  | c. | in asylums | |  | d. | by tarantism |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 77. Paracelsus introduced the notion of psychic or mental causes for abnormal behavior and posed a treatment that would become known as   |  |  |  | | --- | --- | --- | |  | a. | behaviorism. | |  | b. | hypnosis. | |  | c. | asylums. | |  | d. | tarantism. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | moderate | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: conceptual | |

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| 78. During the Renaissance, \_\_\_\_ were places set aside for people with mental disorders.   |  |  |  | | --- | --- | --- | |  | a. | asylums | |  | b. | refuges | |  | c. | hospitals | |  | d. | prisons |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 79. Which individual played a key role in the movement to change the deplorable conditions found in asylums?   |  |  |  | | --- | --- | --- | |  | a. | Hippocrates | |  | b. | Aristotle | |  | c. | William James | |  | d. | Philippe Pinel |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 80. If you were to travel in time to meet Philippe Pinel and ask him what his life's work involved, he would probably tell you,   |  |  |  | | --- | --- | --- | |  | a. | "to rid the world of supernatural approaches to treating mental disorders." | |  | b. | "to promote mental health through exorcism and religiosity." | |  | c. | "to create more humane conditions in mental hospitals." | |  | d. | "to integrate biological methods into the treatment of mental disorder." |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | difficult | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: application | |

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| 81. Philippe Pinel introduced changes in the living condition of patients that included   |  |  |  | | --- | --- | --- | |  | a. | mandatory physical labor. | |  | b. | opportunities to exercise. | |  | c. | isolation from others. | |  | d. | daily medication. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 82. The reform movement instigated by Pinel was characterized by   |  |  |  | | --- | --- | --- | |  | a. | a slogan with change through revolution. | |  | b. | government takeover of mental illness diagnoses. | |  | c. | advances in the humane treatment of mental patients. | |  | d. | separation of rural and urban medical practices. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: conceptual | |

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| 83. The humane type of care emphasized during the reform movement was sometimes referred to as   |  |  |  | | --- | --- | --- | |  | a. | palliative care. | |  | b. | moral treatment. | |  | c. | hospice care. | |  | d. | treatment by choice. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 84. The type of treatment that paved the way for the modern approach to mental disorders was known as   |  |  |  | | --- | --- | --- | |  | a. | the mental hygiene movement. | |  | b. | institutionalization in asylums. | |  | c. | supernatural treatment. | |  | d. | moral treatment. |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | difficult | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: conceptual | |

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| 85. The \_\_\_\_ perspective emphasizes the importance of making informed decisions about mental health issues.   |  |  |  | | --- | --- | --- | |  | a. | prevention | |  | b. | diversity | |  | c. | dimensional | |  | d. | consumer |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | moderate | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: factual | |

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| 86. Pinel’s reforms in France soon spread to other locations. In America, \_\_\_\_ is credited with making the most significant changes in treating individuals with mental disorders.   |  |  |  | | --- | --- | --- | |  | a. | William Tuke | |  | b. | Clifford Beers | |  | c. | Dorothea Dix | |  | d. | Clara Barton |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 87. The mental hygiene movement emerged from a book titled *A Mind that Found Itself* by   |  |  |  | | --- | --- | --- | |  | a. | Clifford Beers. | |  | b. | Dorothea Dix. | |  | c. | Philip Pinel. | |  | d. | Clara Barton. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 88. David’s physician is concerned that his symptoms, which include what would now be called hallucinations and delusions, are getting worse and making it impossible for him to function normally. The physician proposes that David be placed in one of the new asylums, which are places to send people who cannot care for themselves. David most likely lives in   |  |  |  | | --- | --- | --- | |  | a. | Ancient Egypt. | |  | b. | Ancient China. | |  | c. | Renaissance Europe. | |  | d. | Europe during the Middle Ages. |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | moderate | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 89. Elizabeth’s physician is treating her for anxiety. He proposes a revolutionary idea – that there are mental causes for her abnormal behavior. Elizabeth’s physician is most likely   |  |  |  | | --- | --- | --- | |  | a. | Vitus. | |  | b. | Paracelsus. | |  | c. | Pinel. | |  | d. | ​Hippocrates. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | moderate | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 90. The somatogenic perspective deals with \_\_\_\_ causes, while the psychogenic perspective focuses on \_\_\_\_ causes.   |  |  |  | | --- | --- | --- | |  | a. | psychological; physical | |  | b. | physical; psychological | |  | c. | arbitrary; concrete | |  | d. | metaphysical; behavioral |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | moderate | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: conceptual | |

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| 91. Which reformer raised awareness, funds, and political support and established more than 30 hospitals?   |  |  |  | | --- | --- | --- | |  | a. | Philippe Pinel | |  | b. | William Tuke | |  | c. | Benjamin Rush | |  | d. | Dorothea Dix |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | moderate | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 92. The modern approach to abnormal psychology includes   |  |  |  | | --- | --- | --- | |  | a. | accepting those with a mental disorder as people who need professional attention. | |  | b. | placing people with a mental disorder into a psychiatric hospital. | |  | c. | allowing police the ability to perform a mental hygiene arrest when necessary. | |  | d. | placing individuals into asylums for their own protection. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: conceptual | |

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| 93. Which approach to the understanding of behavior emphasizes the bodily causes of behavior?   |  |  |  | | --- | --- | --- | |  | a. | scientific | |  | b. | biomedical | |  | c. | psychological | |  | d. | somatogenic |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 94. *A Mind That Found Itself* was a highly influential book because it provided the basis for the   |  |  |  | | --- | --- | --- | |  | a. | hospitalization of patients. | |  | b. | formation of group homes. | |  | c. | mental hygiene movement. | |  | d. | development of the DSM. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | moderate | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 95. A theoretician who asserts that mental disorders are caused by mind-related factors as opposed to factors related to the body would be best described as espousing a \_\_\_\_ approach.   |  |  |  | | --- | --- | --- | |  | a. | psychogenic | |  | b. | biogenic | |  | c. | sociogenic | |  | d. | somatogenic |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 96. The somatogenic perspective emphasizes   |  |  |  | | --- | --- | --- | |  | a. | bodily causes of behavior. | |  | b. | psychological causes of behavior. | |  | c. | mind-related causes of behavior. | |  | d. | psychosomatic causes of behavior. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 97. Clifford Beers’ autobiography recounted his experience as   |  |  |  | | --- | --- | --- | |  | a. | a patient in a mental institution. | |  | b. | a physician in the 1800s. | |  | c. | a mental health counselor. | |  | d. | the first psychiatrist in America. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | easy | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: factual | |

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| 98. Charice is writing a term paper for her course in Abnormal Psychology. She has just finished reading a book she plans to use as a source in her paper. Her roommate asks her what the book is about, and Charice tells her it is a first-hand account of a man's experience with mental disorder and subsequent treatment. "You can't believe the kind of abuse and neglect that were considered 'treatment' during that era!" Charice exclaims. "This guy wrote this book about it and sparked a reform movement in treatment in the United States that later spread across the world." Charice is probably reading a book by   |  |  |  | | --- | --- | --- | |  | a. | Philippe Pinel. | |  | b. | Hippocrates. | |  | c. | Benjamin Rush. | |  | d. | Clifford Beers. |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | difficult | | *REFERENCES:* | History of Abnormal Psychology | | *OTHER:* | TYPE: application | |

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| 99. The self-help industry promotes both   |  |  |  | | --- | --- | --- | |  | a. | delusion and rehabilitation. | |  | b. | hysteria and community. | |  | c. | victimization and empowerment. | |  | d. | individualism and support. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: factual | |

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| 100. The idea that one’s current state results from factors beyond one’s control is known as   |  |  |  | | --- | --- | --- | |  | a. | victimization. | |  | b. | empowerment. | |  | c. | both victimization and empowerment. | |  | d. | neither victimization nor empowerment. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: factual | |

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| 101. The main emphasis in the dimensional perspective is on   |  |  |  | | --- | --- | --- | |  | a. | how many symptoms are present. | |  | b. | how long the symptoms have been present. | |  | c. | the degree of symptoms. | |  | d. | isolating the effects of how long a symptom has been present. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: conceptual | |

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| 102. The prevention perspective in mental health has its origins in   |  |  |  | | --- | --- | --- | |  | a. | personal hardiness. | |  | b. | mental hygiene. | |  | c. | yearly checkups. | |  | d. | consistent denial. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: factual | |

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| 103. The science of promoting mental health and thwarting mental disorder through education, early treatment, and public health measures is known as   |  |  |  | | --- | --- | --- | |  | a. | public health. | |  | b. | psychogenics. | |  | c. | somatogenics. | |  | d. | mental hygiene. |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: factual | |

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| 104. According to your text, the key to preventing mental disorder is   |  |  |  | | --- | --- | --- | |  | a. | using subjective criteria. | |  | b. | memorizing all disorder symptoms. | |  | c. | interpreting others' behavior as disorder. | |  | d. | identifying, responding to, and coping with risk factors. |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | moderate | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: conceptual | |

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| 105. A prevention approach is consistent with   |  |  |  | | --- | --- | --- | |  | a. | alternative therapies. | |  | b. | being aware of the unconscious. | |  | c. | a public health model. | |  | d. | a spiritual model. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: conceptual | |

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| 106. Which statement is most consistent with mild abnormality?   |  |  |  | | --- | --- | --- | |  | a. | ​“I’m not getting the grades I want this semester, but I’ll keep trying to do my best.” | |  | b. | “I’m so worried about these grades that my stomach hurts. I don’t know what to do." | |  | c. | “I’m struggling at school this semester. I wish I could study better, or I know I'll fail.” | |  | d. | ​“These bad grades just show what a failure I am at everything. There’s no hope; I’m not doing anything today.” |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | moderate | | *REFERENCES:* | What Is a Mental Disorder? | | *OTHER:* | TYPE: factual | |

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| 107. Historically, the field of mental health has focused on the \_\_\_\_ mental disorders.   |  |  |  | | --- | --- | --- | |  | a. | prevention of | |  | b. | treatment of | |  | c. | punishment of individuals with | |  | d. | institutionalization of individuals with |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: factual | |

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| 108. The \_\_\_\_ model focuses on promoting good health and good health practices to avert disease.   |  |  |  | | --- | --- | --- | |  | a. | public health | |  | b. | psychogenic | |  | c. | somatogenic | |  | d. | moral treatment |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: factual | |

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| 109. Primary prevention is aimed at   |  |  |  | | --- | --- | --- | |  | a. | services of primary care providers. | |  | b. | persons experiencing their first episode of a disorder. | |  | c. | large numbers of people not yet experiencing mental disorder. | |  | d. | ensuring long-term care for persons with disorders. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: conceptual | |

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| 110. Secondary prevention targets   |  |  |  | | --- | --- | --- | |  | a. | emerging problems that are still manageable. | |  | b. | people who are chronically mentally ill. | |  | c. | people who are in contact with mentally ill individuals. | |  | d. | individuals with severe mental illnesses. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: conceptual | |

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| 111. Tertiary prevention is about   |  |  |  | | --- | --- | --- | |  | a. | preventing disorder through social programs. | |  | b. | reducing the severity, time length, and adverse effects of a disorder. | |  | c. | finding safe institutional placement for the mentally ill. | |  | d. | allowing the disorder to run its course naturally. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: factual | |

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| 112. Addressing emerging problems while they are still manageable and before they become resistant to intervention describes \_\_\_\_ prevention.   |  |  |  | | --- | --- | --- | |  | a. | primary | |  | b. | secondary | |  | c. | tertiary | |  | d. | multifactorial |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: conceptual | |

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| 113. Reducing the severity, duration, and negative effects of a mental disorder after it has occurred describes   |  |  |  | | --- | --- | --- | |  | a. | primary prevention. | |  | b. | secondary prevention. | |  | c. | tertiary prevention. | |  | d. | multifactorial prevention. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: conceptual | |

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| 114. Erin is depressed, and the main symptom her friends notice is that she seems sad and will not go out with them socially anymore. Alexander is depressed, and his main symptom is that he has increased his activity to an almost frenetic level so that he will not have time to dwell on the deep sadness that plagues him. The difference between Erin's experience of depression and Alexander's may be partly due to their difference in gender. This observation relates most closely to which theme of your text?   |  |  |  | | --- | --- | --- | |  | a. | stigma | |  | b. | diversity | |  | c. | consumer perspective | |  | d. | dimensional perspective |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: application | |

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| 115. Examining the effect of culture on the way people think, feel, and act is the focus of   |  |  |  | | --- | --- | --- | |  | a. | abnormal psychology. | |  | b. | multicultural psychology. | |  | c. | psychopathology. | |  | d. | the mental hygiene movement. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: factual | |

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| 116. The consumer perspective described in your text   |  |  |  | | --- | --- | --- | |  | a. | provides tips on over consumption and addiction. | |  | b. | is all-encompassing. | |  | c. | systematically rejects dissimilar perspectives. | |  | d. | helps readers become informed about scientific information on mental health. |  |  |  | | --- | --- | | *ANSWER:* | d | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: conceptual | |

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| 117. When a person is characterized by others based on a single characteristic, such as being shunned or rejected, he or she is experiencing the effects of   |  |  |  | | --- | --- | --- | |  | a. | stigma. | |  | b. | maladaptive behavior. | |  | c. | social deviance. | |  | d. | stereotypical response. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: factual | |

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| 118. The \_\_\_\_ perspective stresses that people differ only in their degree of symptoms.   |  |  |  | | --- | --- | --- | |  | a. | prevention | |  | b. | diversity | |  | c. | dimensional | |  | d. | consumer |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | moderate | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: factual | |

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| 119. Because of the stigma associated with mental disorders, people may   |  |  |  | | --- | --- | --- | |  | a. | prefer inpatient to outpatient treatment. | |  | b. | avoid seeking treatment. | |  | c. | be exceptionally open about their treatment. | |  | d. | seek treatment as soon as symptoms occur. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | moderate | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: factual | |

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| 120. The stigma of mental disorder is associated with   |  |  |  | | --- | --- | --- | |  | a. | a real tendency toward imbalance behavior. | |  | b. | the belief that people with mental disorders are unpredictable or dangerous. | |  | c. | a high number of violent acts by individuals with mental disorder. | |  | d. | an accurate understanding of mental factors. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: factual | |

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| 121. When the media focuses on negative aspects and outcomes of mental disorders   |  |  |  | | --- | --- | --- | |  | a. | the public reacts with positive support. | |  | b. | it results in prejudice and discrimination. | |  | c. | better treatment becomes available. | |  | d. | it seems to have no consequence. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: conceptual | |

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| 122. Stigma likely arises from a stereotype that people with mental disorder are   |  |  |  | | --- | --- | --- | |  | a. | dangerous and violent. | |  | b. | especially creative | |  | c. | remarkably intelligent | |  | d. | caring and concerned. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: factual | |

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| 123. The general disgrace the public confers on people with mental disorder that can result in prejudice, stereotyping, and discrimination is called   |  |  |  | | --- | --- | --- | |  | a. | personal stigma. | |  | b. | group stigma. | |  | c. | public stigma. | |  | d. | self-stigma. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: conceptual | |

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| 124. State laws that limit health insurance coverage for mental health problems are an example of \_\_\_\_ stigma.   |  |  |  | | --- | --- | --- | |  | a. | structural | |  | b. | self | |  | c. | legislative | |  | d. | personal |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | moderate | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: factual | |

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| 125. The disgrace that a person assigns to himself or herself is called   |  |  |  | | --- | --- | --- | |  | a. | group stigma. | |  | b. | self-stigma. | |  | c. | personal stigma. | |  | d. | public stigma. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: conceptual | |

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| 126. \_\_\_\_ happens when the public conveys a general disgrace, while \_\_\_\_ occurs when a person assigns a disgrace to himself or herself.   |  |  |  | | --- | --- | --- | |  | a. | Private stigma; public stigma | |  | b. | Public stigma; self-stigma | |  | c. | General stigma; specific stigma | |  | d. | Specific stigma; general stigma |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: conceptual | |

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| 127. The two main methods to fight stigma are   |  |  |  | | --- | --- | --- | |  | a. | rejection of labels and denial of symptoms. | |  | b. | communication and denunciation. | |  | c. | education and promoting personal contact. | |  | d. | influencing and refuting. |  |  |  | | --- | --- | | *ANSWER:* | c | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: factual | |

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| 128. The text attempts to fight stigma by   |  |  |  | | --- | --- | --- | |  | a. | isolated reports, sympathy building, and repetition. | |  | b. | giving factual information to dispel myths. | |  | c. | providing positive information and omitting negative information. | |  | d. | appealing to emotions. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: factual | |

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| 129. Stigma can be fought by   |  |  |  | | --- | --- | --- | |  | a. | distributing flyers to increase awareness and knowledge. | |  | b. | sending people with mental illnesses to institutions. | |  | c. | refraining from talking about mental disorders. | |  | d. | avoiding people who are mentally ill. |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: factual | |

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| 130. Stigma associated with mental disorders may best be fought by   |  |  |  | | --- | --- | --- | |  | a. | promoting personal contact with a person who has a mental disorder. | |  | b. | making discrimination against people with mental disorders illegal. | |  | c. | ensuring that only hopelessly ill people are institutionalized. | |  | d. | recognizing that little can be done to prevent or treat mental illness |  |  |  | | --- | --- | | *ANSWER:* | a | | *DIFFICULTY:* | easy | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: factual | |

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| 131. Larry has been diagnosed with schizophrenia. As part of his treatment, he writes a memoir describing what the experience of having schizophrenia is like. This first-hand account of what it is like to experience schizophrenia is an example of a(n)   |  |  |  | | --- | --- | --- | |  | a. | scenario. | |  | b. | narrative. | |  | c. | discourse. | |  | d. | explanation. |  |  |  | | --- | --- | | *ANSWER:* | b | | *DIFFICULTY:* | moderate | | *REFERENCES:* | Abnormal Psychology and Life: Themes | | *OTHER:* | TYPE: application | |

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| 132. Describe what is meant by the term "mental disorder" in your text. Offer one example of a particular mental disorder and explain how the three major categories of symptoms are manifest in that particular example.   |  |  | | --- | --- | | *ANSWER:* | Student responses should include these ideas:  A mental disorder is a group of emotions, cognition, or behavioral symptoms that cause significant distress or problems in functioning (examples of particular mental disorders may vary, but should describe the emotional, cognitive, and behavioral symptoms relevant to the example; for instance, if a student offered the example of "depression" as a particular mental disorder, then emotional symptoms might include feeling extreme sadness, cognitive symptoms might include persistent thinking about past failures, and behavioral symptoms might include lethargy)  ​ | |

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| 133. Define and describe the three approaches to abnormality as discussed in your text.   |  |  | | --- | --- | | *ANSWER:* | Student responses should mention that emotions, thoughts, and behaviors are considered abnormal when they deviate greatly from the norm, interfere with daily functioning, or cause substantial personal distress.  ​ | |

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| 134. Outline the history of abnormal psychology up to the Renaissance.   |  |  | | --- | --- | | *ANSWER:* | Student responses should include these points at a minimum:   * early theoreticians attributed abnormal behavior to supernatural causes such as demon possession with exorcism and trephination as primary forms of treatment * development of medicine among Egyptians and Greeks helped replace ancient supernatural areas with natural ones, and treatment focusing on creating therapeutic environments via healthy diet, exercise, massage, and education * the fall of the Roman empire led to supernatural theories of abnormal behavior such as demon possession with treatment focusing on prayer, holy objects, pilgrimages, confinement, and exorcism   ​ | |

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| 135. Outline the history of abnormal psychology from the Renaissance to the modern era.   |  |  | | --- | --- | | *ANSWER:* | Student responses should include these points at a minimum:   * during the end of the Middle Ages and beginning of the Renaissance, natural and scientific approaches to health and human behavior reemerged * asylums were built for those with mental disorder, but generally provided poor care and treatment * the reform movement introduced significant changes to treating mental disorder and led to modern approach, which includes accepting those with mental disorder as individuals needing treatment and applying biomedical and psychological methods | |

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| 136. Summarize at least one issue surrounding the prevention of mental disorders. For example, discuss the stigma associated with mental disorders, what its consequences can be, and how to prevent it.   |  |  | | --- | --- | | *ANSWER:* | Student responses should include these ideas:   * primary prevention targets groups of people who have not developed a disorder—to decrease overall rates of a given problem. * secondary prevention addresses problems while they are still manageable and before they become resistant to intervention * tertiary prevention reduces duration and negative effects of a mental disorder after it occurs in an individual * stigma occurs when a person is viewed negatively by others based on an individual characteristic, such as a diagnosis with a mental disorder * stigma associated with mental disorder can result in discrimination, social avoidance, and failure to seek treatment * stigma can be fought via education and by promoting personal contact with those with a mental disorder | |

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| 137. ​Define self-stigma and public stigma and discuss the consequences of each.   |  |  | | --- | --- | | *ANSWER:* | Students should note that self-stigma is the disgrace people assign themselves because of public stigma, which is the general disgrace the public confers on people with mental disorder that can result in prejudice, stereotyping, and discrimination.  Public stigma may lead some people to avoid the label of mental disorder by not seeking services that might be helpful. Self-stigma may lead people with mental disorder to feel incompetent and unworthy of help. | |

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| 138. ​What is the importance of the idea of a continuum in discussions of mental disorders?   |  |  | | --- | --- | | *ANSWER:* | ​Students should include the following ideas:   * Abnormality of thoughts, behaviors, and emotions is a matter of degree * We all have some emotions, thoughts, and behaviors associated with mental disorders * Mental disorders themselves may also be on a continuum ranging from mild to severe   ​ | |

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| 139. ​Identify and describe two major approaches advocated by the self-help movement.   |  |  | | --- | --- | | *ANSWER:* | ​Student responses should include mention of both victimization (the idea that mental disorders result from factors beyond individual control) and empowerment (the idea that many things are under the individual’s control). | |

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| 140. ​Propose a comprehensive program for the reduction of the stigma associated with mental disorders, addressing both of the techniques noted in your text.   |  |  | | --- | --- | | *ANSWER:* | Student responses should include the importance of both education and of promoting personal contact. | |

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| 141. ​What is the importance of the idea of a continuum in discussions of mental disorders?   |  |  | | --- | --- | | *ANSWER:* | ​Students should include the following ideas:   * Abnormality of thoughts, behaviors, and emotions is a matter of degree * We all have some emotions, thoughts, and behaviors associated with mental disorders * Mental disorders themselves may also be on a continuum ranging from mild to severe | |

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| 142. ​What is multicultural psychology and why is it important in discussions of abnormal psychology?   |  |  | | --- | --- | | *ANSWER:* | ​Student responses should include the following:   * Multicultural psychology refers to examining the effect of culture on the way people think, feel, and act * Multicultural psychology is important, among other reasons, for understanding what causes mental disorders and how to better and more specifically assess and treat mental disorders.   ​  ​ | |