

**Multiple Choice**

1. The multidimensional integrative approach to psychopathology is based on understanding of
- Biological causes.
  - Psychological causes.
  - Emotional, social and developmental influences.
  - All of the above.

*ANSWER:* d

*DIFFICULTY:* Easy

*REFERENCES:* One-Dimensional versus Multidimensional Models

*LEARNING OBJECTIVES:* ABNO.DURA.16.APA1.3.e - Incorporate several appropriate levels of complexity (e.g. cellular, individual, group/system, society/cultural) to explain behavior

*OTHER:* TYPE: Conceptual

2. Within the multidimensional integrative approach to understanding psychopathology, learned helplessness is considered a \_\_\_\_\_ dimension.

- biological
- physiological
- emotional
- psychological

*ANSWER:* d

*DIFFICULTY:* Moderate

*REFERENCES:* One-Dimensional versus Multidimensional Models

*LEARNING OBJECTIVES:* ABNO.DURA.16.APA1.3.e - Incorporate several appropriate levels of complexity (e.g. cellular, individual, group/system, society/cultural) to explain behavior

*OTHER:* TYPE: Conceptual

3. The basis of the multidimensional integrative approach to understanding psychopathology is that each dimension (psychological, biological, emotional, etc.)

- operates independently.
- is sufficient to cause pathology.
- builds on the dimension that precedes it.
- is influenced by the other dimensions.

*ANSWER:* d

*DIFFICULTY:* Moderate

*REFERENCES:* One-Dimensional versus Multidimensional Models

*LEARNING OBJECTIVES:* ABNO.DURA.16.APA1.3.e - Incorporate several appropriate levels of complexity (e.g. cellular, individual, group/system, society/cultural) to explain behavior

*OTHER:* TYPE: Conceptual

4. Your uncle spent most of his teen years in a hospital undergoing treatment for a severe physical illness. As an adult, he is rather shy and withdrawn, particularly around women. He has been diagnosed with social phobia, and you believe that it is entirely due to lack of socialization during his teen years. Your theory or model of what caused his phobia is

- multidimensional.
- integrative.
- one-dimensional.
- biological.

*ANSWER:* c  
*DIFFICULTY:* Easy  
*REFERENCES:* One-Dimensional versus Multidimensional Models  
*LEARNING OBJECTIVES:* ABNO.DURA.16.APA1.3.e - Incorporate several appropriate levels of complexity (e.g. cellular, individual, group/system, society/cultural) to explain behavior  
*OTHER:* TYPE: Applied

5. Amanda is 12 years old, and her sister Samantha is five. While riding in a car with their parents, the girls witness a major automobile accident where a number of people are injured. The girls react very differently to the accident. This is probably due to

- a. biological differences.
- b. developmental differences.
- c. psychological differences.
- d. sociocultural differences.

*ANSWER:* b  
*DIFFICULTY:* Moderate  
*REFERENCES:* One-Dimensional versus Multidimensional Models  
*LEARNING OBJECTIVES:* ABNO.DURA.16.APA1.2.a(4) - Read and summarize general ideas and conclusions from psychological sources accurately  
*OTHER:* TYPE: Applied

6. The most accurate way to think of genes is that they

- a. set boundaries for our development.
- b. determine both our physical and psychological characteristics.
- c. determine physical but not psychological characteristics.
- d. actually have very little to do with any of the characteristics that we display.

*ANSWER:* a  
*DIFFICULTY:* Difficult  
*REFERENCES:* Genetic Contributions to Psychopathology  
*LEARNING OBJECTIVES:* ABNO.DURA.16.APA1.2.a(3) - Read and summarize general ideas and conclusions from psychological sources accurately  
*OTHER:* TYPE: Conceptual

7. Many factors determine whether genes are “turned on,” including

- a. Social influences.
- b. biological influences.
- c. cultural influences.
- d. All of the above.

*ANSWER:* d  
*DIFFICULTY:* Moderate  
*REFERENCES:* Genetic Contributions to Psychopathology  
*LEARNING OBJECTIVES:* ABNO.DURA.16.APA1.2.a(3) - Read and summarize general ideas and conclusions from psychological sources accurately  
*OTHER:* TYPE: Factual

8. Most psychological disorders appear to be influenced by many individual genes rather than caused by one single gene, a type of influence referred to as

- a. systemic.
- b. polygenic.
- c. unigenic.
- d. morphogenic.

**ANSWER:** b

**DIFFICULTY:** Easy

**REFERENCES:** Genetic Contributions to Psychopathology

**LEARNING OBJECTIVES:** ABNO.DURA.16.APA1.2.a(3) - Read and summarize general ideas and conclusions from psychological sources accurately

**OTHER:** TYPE: Factual

9. The most recent estimates of the contribution of genetics to the development of personality characteristics such as shyness or activity level are approximately \_\_\_\_\_ percent.

- a. 10 - 20
- b. 30 - 50
- c. 75 - 85
- d. zero.

**ANSWER:** b

**DIFFICULTY:** Moderate

**REFERENCES:** Genetic Contributions to Psychopathology

**LEARNING OBJECTIVES:** ABNO.DURA.16.APA1.2.a(3) - Read and summarize general ideas and conclusions from psychological sources accurately

**OTHER:** YPE: Factual

10. Recent evidence regarding genetic influence on most psychological disorders has shown that

- a. single culprit genes are usually responsible for psychological disorders.
- b. genes that influence psychopathology are usually recessive.
- c. there is no evidence that genes influence psychopathology.
- d. multiple genes interact, with each gene contributing a small effect.

**ANSWER:** d

**DIFFICULTY:** Moderate

**REFERENCES:** Genetic Contributions to Psychopathology

**LEARNING OBJECTIVES:** ABNO.DURA.16.APA1.2.a(3) - Read and summarize general ideas and conclusions from psychological sources accurately

**OTHER:** TYPE: Factual

11. The study of twins has shown us that

- a. The influence of genes can be overwhelmed by various environmental factors.
- b. The influence of genes is almost entirely overridden by biological environmental factors like nutrition.
- c. The influence of genes is almost entirely overridden by social environmental factors like parenting.
- d. The influence of genes cannot be changed by environmental factors.

**ANSWER:** a

**DIFFICULTY:** Moderate

**REFERENCES:** Genetic Contributions to Psychopathology

**LEARNING OBJECTIVES:** ABNO.DURA.16.APA1.2.a(3) - Read and summarize general ideas and conclusions from psychological sources accurately

**OTHER:** TYPE: Factual

12. In the diathesis-stress model, “diathesis” refers to
- a. an inherited disorder.
  - b. conditions in the environment that can trigger a disorder.
  - c. an inherited tendency or condition that makes a person susceptible to developing a disorder.
  - d. the inheritance of a single gene that makes on susceptible to a psychological disorder.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: Genetic Contributions to Psychopathology

LEARNING OBJECTIVES: ABNO.DURA.16.APA1.2.a(3) - Read and summarize general ideas and conclusions from psychological sources accurately

OTHER: TYPE: Factual

13. In the diathesis-stress model, “stress” refers to
- a. life events, in combination with an inherited tendency, that trigger the onset of a disorder.
  - b. Internal conflicts that trigger the onset of a disorder.
  - c. The expression of defective genes.
  - d. exposure to unusual and extreme situations that often lead to psychological disorders.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: Genetic Contributions to Psychopathology

LEARNING OBJECTIVES: ABNO.DURA.16.APA1.2.a(3) - Read and summarize general ideas and conclusions from psychological sources accurately

OTHER: TYPE: Factual

14. According to the diathesis-stress model, psychopathology is the result of the
- a. interaction between normal and defective or damaged genes.
  - b. An individual’s level of daily stress levels.
  - c. An individual’s psychological and medical history.
  - d. interaction of an inherited tendency and events in an individual’s life.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: Genetic Contributions to Psychopathology

LEARNING OBJECTIVES: ABNO.DURA.16.APA1.2.a(3) - Read and summarize general ideas and conclusions from psychological sources accurately

OTHER: TYPE: Factual

15. According to the diathesis-stress model, identical twins raised in the same household will
- a. not necessarily have the same disorders because of potential differences in their diathesis.
  - b. have the same disorders because their diathesis and stress are exactly the same.
  - c. not necessarily have the same disorders because of potential differences in their stress.
  - d. have no more likelihood of sharing a disorder than any other two individuals randomly selected from the population.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: Genetic Contributions to Psychopathology

LEARNING OBJECTIVES: ABNO.DURA.16.APA1.2.a(3) - Read and summarize general ideas and conclusions from

psychological sources accurately

*OTHER:*

TYPE: Applied

16. The model that describes the development of psychopathology as a combination of an inherited predisposition and the events that have occurred in the individual's life is the \_\_\_\_\_ model.

- a. diathesis-stress
- b. genetic
- c. bio-behavioral
- d. psychoanalytic

*ANSWER:* a

*DIFFICULTY:* Moderate

*REFERENCES:* Genetic Contributions to Psychopathology

*OTHER:* TYPE: Factual

17. The idea that our inherited tendencies influence the probability that we will encounter stressful life events is a characteristic of the

- a. diathesis-stress model.
- b. reciprocal gene-environment model.
- c. genetic model.
- d. psycho-social model.

*ANSWER:* b

*DIFFICULTY:* Moderate

*REFERENCES:* Genetic Contributions to Psychopathology

*LEARNING OBJECTIVES:* ABNO.DURA.16.APA1.2.a(3) - Read and summarize general ideas and conclusions from psychological sources accurately

*OTHER:* TYPE: Conceptual

18. John has inherited a personality trait that makes him more likely to keep to himself than to socialize. As a result, he does not have many friends and spends a lot of time alone. If John were to develop depression, the model that would probably best explain the cause of his depression is the \_\_\_\_\_ model

- a. diathesis-stress
- b. biological
- c. gene-environment correlation model
- d. interpersonal

*ANSWER:* c

*DIFFICULTY:* Difficult

*REFERENCES:* Genetic Contributions to Psychopathology

*LEARNING OBJECTIVES:* ABNO.DURA.16.APA1.2.a(3) - Read and summarize general ideas and conclusions from psychological sources accurately

*OTHER:* TYPE: Applied

19. Lee has inherited a physiological trait that makes her more prone to anxiety. When she was 11, she was stung by a wasp while playing outside. If Lee were to develop a phobia of wasps, the model that would probably best explain the cause of her phobia is the \_\_\_\_\_ model

- a. diathesis-stress
- b. biological
- c. gene-environment correlation model

d. interpersonal

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: Genetic Contributions to Psychopathology

LEARNING OBJECTIVES: ABNO.DURA.16.APA1.2.a(3) - Read and summarize general ideas and conclusions from psychological sources accurately

OTHER: TYPE: Applied

20. Some of the most recent research studies regarding genetic versus environmental causes of disorders in animals and humans have suggested

- a. genetic influences are greater for animals than for humans because humans learn more from their environments.
- b. genetics and the environment share equal roles in the development of all psychological traits.
- c. genetic influences may have been understated by previous.
- d. genetic influences may have been overstated by previous studies.

ANSWER: d

DIFFICULTY: Difficult

REFERENCES: Genetic Contributions to Psychopathology

LEARNING OBJECTIVES: ABNO.DURA.16.APA1.2.d(1) - Articulate criteria for identifying objective sources of psychology information

OTHER: TYPE: Factual

21. *Epigenetics* refers to the process of cellular material influencing traits by

- a. Creating mutations in the genome.
- b. Inheriting mutations from an individual's parents.
- c. Activating the endocrine system when an individual encounters stressful events.
- d. Turning on or off genes from outside of the genome itself.

ANSWER: d

DIFFICULTY: Difficult

REFERENCES: Genetic Contributions to Psychopathology

LEARNING OBJECTIVES: ABNO.DURA.16.APA1.2.d(1) - Articulate criteria for identifying objective sources of psychology information

OTHER: TYPE: Factual

22. The central nervous system is made up of the

- a. brain and spinal cord.
- b. brain only.
- c. spinal cord only.
- d. nerves leading to and from the brain.

ANSWER: a

DIFFICULTY: Easy

REFERENCES: Neuroscience and Its Contributions to Psychopathology

OTHER: TYPE: Factual

23. The autonomic and somatic nervous systems are segments of the

- a. peripheral nervous system.
- b. somatic nervous system.

- c. parasympathetic nervous system.
- d. central nervous system.

ANSWER: a

DIFFICULTY: Easy

REFERENCES: Neuroscience and Its Contributions to Psychopathology

OTHER: TYPE: Factual

24. Which of the following statements is true?

- a. Glial cells are passive cells that serve to connect and insulate neurons.
- b. There are less glial cells than there are neurons.
- c. There are different types of glial cells with several specific functions.
- d. None of these

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: Neuroscience and Its Contributions to Psychopathology

LEARNING OBJECTIVES: ABNO.DURA.16.APA1.2.a(3) - Read and summarize general ideas and conclusions from psychological sources accurately

OTHER: TYPE: Conceptual

25. The synaptic cleft is the area between the

- a. soma of one neuron and the dendrite of another neuron.
- b. axon of one neuron and the dendrite of another neuron.
- c. axon of one neuron and the soma of another neuron.
- d. somas of two neurons.

ANSWER: b

DIFFICULTY: Easy

REFERENCES: Neuroscience and Its Contributions to Psychopathology

OTHER: TYPE: Factual

26. Neurotransmitters are important because they

- a. allow neurons to send signals to other neurons.
- b. maintain the oxygenation of the brain.
- c. connect and insulate neurons.
- d. allow the brain to maintain its structural integrity.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: Neuroscience and Its Contributions to Psychopathology

OTHER: TYPE: Factual

27. The chemicals that allow the transmission of signals between neurons are called

- a. reuptake inhibitors.
- b. hormones.
- c. neurotransmitters.
- d. genes.

ANSWER: c

DIFFICULTY: Easy

*REFERENCES:* Neuroscience and Its Contributions to Psychopathology

*OTHER:* TYPE: Factual

28. GABA, dopamine, and norepinephrine are all examples of

- a. electrical brain waves.
- b. Types of neurons.
- c. neurotransmitters.
- d. areas of the brain.

*ANSWER:* c

*DIFFICULTY:* Easy

*REFERENCES:* Neuroscience and Its Contributions to Psychopathology

*OTHER:* TYPE: Factual

29. Most automatic functions such as breathing, sleeping, and motor coordination are controlled by the part of the brain called the

- a. brain stem.
- b. forebrain.
- c. cortex.
- d. midbrain.

*ANSWER:* a

*DIFFICULTY:* Moderate

*REFERENCES:* Neuroscience and Its Contributions to Psychopathology

*LEARNING OBJECTIVES:* ABNO.DURA.16.APA1.2.a(3) - Read and summarize general ideas and conclusions from psychological sources accurately

*OTHER:* TYPE: Factual

30. The part of the brain that controls motor coordination is the

- a. reticular activating system (RAS).
- b. medulla.
- c. pons.
- d. cerebellum.

*ANSWER:* d

*DIFFICULTY:* Moderate

*REFERENCES:* Neuroscience and Its Contributions to Psychopathology

*OTHER:* TYPE: Factual

31. The part of the brain stem that regulates vital activities such as heartbeat, breathing, and digestion is the

- a. cerebellum.
- b. reticular activating system (RAS).
- c. hindbrain.
- d. thalamus.

*ANSWER:* c

*DIFFICULTY:* Easy

*REFERENCES:* Neuroscience and Its Contributions to Psychopathology

*OTHER:* TYPE: Factual



32. Emotional experiences, expressions, impulse control, and basic drives such as aggression, sex, hunger, and thirst are the function of the

- a. endocrine system.
- b. sympathetic system.
- c. limbic system.
- d. autonomic system.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: Neuroscience and Its Contributions to Psychopathology

OTHER: TYPE: Factual

33. About 80 percent of the neurons contained in the brain are

- a. Located in the cerebral cortex.
- b. Located in the brain stem.
- c. are glial cells.
- d. are unused and represent untapped human potential.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: Neuroscience and Its Contributions to Psychopathology

OTHER: TYPE: Factual

34. The ability to plan, think, reason, and create is located in the part of the brain called the

- a. thalamus.
- b. midbrain.
- c. cerebral cortex.
- d. brain stem.

ANSWER: c

DIFFICULTY: Easy

REFERENCES: Neuroscience and Its Contributions to Psychopathology

OTHER: TYPE: Factual

35. What are the parts of the brain that are involved broadly with regulating behavior and emotion?

- a. Left and right hemisphere
- b. Midbrain and brain stem
- c. Medulla and pons
- d. Thalamus and hypothalamus

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: Neuroscience and Its Contributions to Psychopathology

OTHER: TYPE: Factual

36. Current theories about dyslexia suggest that it may be a result of specific problems in which part of the brain?

- a. Right hemisphere of the cerebral cortex
- b. Left hemisphere of the cerebral cortex
- c. Frontal lobe
- d. Midbrain

*ANSWER:* b

*DIFFICULTY:* Moderate

*REFERENCES:* Neuroscience and Its Contributions to Psychopathology

*OTHER:* TYPE: Factual

37. For most people, verbal and cognitive processes are usually controlled by the

- a. left hemisphere of the cerebral cortex.
- b. right hemisphere of the cerebral cortex.
- c. entire cortex.
- d. midbrain.

*ANSWER:* a

*DIFFICULTY:* Moderate

*REFERENCES:* Neuroscience and Its Contributions to Psychopathology

*OTHER:* TYPE: Factual

38. For most people, perception and the creation of images are usually handled by the

- a. left hemisphere of the cerebral cortex.
- b. entire cerebral cortex.
- c. midbrain.
- d. right hemisphere of the cerebral cortex.

*ANSWER:* d

*DIFFICULTY:* Moderate

*REFERENCES:* Neuroscience and Its Contributions to Psychopathology

*OTHER:* TYPE: Factual

39. The part of the brain most associated with conscious thought and reasoning is the

- a. occipital lobe.
- b. brain stem.
- c. left parietal lobe.
- d. frontal lobe.

*ANSWER:* d

*DIFFICULTY:* Moderate

*REFERENCES:* Neuroscience and Its Contributions to Psychopathology

*OTHER:* TYPE: Factual

40. If Jean suffers severe damage to her somatic nervous system, she is most likely to have impairment in

- a. Moving her muscles.
- b. Thinking conceptually.
- c. Seeing in full colors.
- d. Remembering her past.

*ANSWER:* a

*DIFFICULTY:* Easy

*REFERENCES:* Neuroscience and Its Contributions to Psychopathology

*OTHER:* TYPE: Applied

41. The major function of the peripheral nervous system is to

- a. coordinate with the brain stem.
- b. process information received from the central nervous system.
- c. regulate arousal.
- d. control hormonal activity.

ANSWER: a

DIFFICULTY: Difficult

REFERENCES: Neuroscience and Its Contributions to Psychopathology

OTHER: TYPE: Factual

42. The part of the autonomic nervous system primarily responsible for our “emergency” or “alarm” response to stress is the

- a. parasympathetic nervous system.
- b. sympathetic nervous system.
- c. endocrine system.
- d. cortex.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: Neuroscience and Its Contributions to Psychopathology

OTHER: TYPE: Factual

43. Balancing the “emergency” or “alarm” response to stress and returning the body to a state of “normal arousal” is a function of the

- a. sympathetic nervous system.
- b. parasympathetic nervous system.
- c. endocrine system.
- d. cortex.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: Neuroscience and Its Contributions to Psychopathology

OTHER: TYPE: Factual

44. When those studying the brain speak of brain circuits, they are referring to

- a. clusters of similar neurotransmitter-sensitive neurons.
- b. physical brain structures.
- c. endocrine pathways.
- d. brain stem activity.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: Neuroscience and Its Contributions to Psychopathology

OTHER: TYPE: Factual

45. Virtually all drugs that are used to treat psychopathology work by influencing

- a. neurotransmitters.
- b. the electrical conductivity of neurons.
- c. brain structure.
- d. neuronal structure.

*ANSWER:* a

*DIFFICULTY:* Easy

*REFERENCES:* Neuroscience and Its Contributions to Psychopathology

*OTHER:* TYPE: Factual

46. Drugs that increase the activity of a neurotransmitter are called

- a. agonists.
- b. antagonists.
- c. enhancers.
- d. inverse agonists.

*ANSWER:* a

*DIFFICULTY:* Moderate

*REFERENCES:* Neuroscience and Its Contributions to Psychopathology

*OTHER:* TYPE: Factual

47. Drugs that decrease the activity of a neurotransmitter are called

- a. agonists.
- b. blockers.
- c. reuptake inhibitors.
- d. antagonists.

*ANSWER:* d

*DIFFICULTY:* Moderate

*REFERENCES:* Neuroscience and Its Contributions to Psychopathology

*OTHER:* TYPE: Factual

48. Drugs that produce effects opposite to those produced by the neurotransmitter are called

- a. agonists.
- b. antagonists.
- c. blockers.
- d. inverse agonists.

*ANSWER:* d

*DIFFICULTY:* Moderate

*REFERENCES:* Neuroscience and Its Contributions to Psychopathology

*OTHER:* TYPE: Factual

49. The neurotransmitter associated with the regulation of mood, behavior, and thought processes is

- a. GABA.
- b. norepinephrine.
- c. serotonin.
- d. dopamine.

*ANSWER:* c

*DIFFICULTY:* Moderate

*REFERENCES:* Neuroscience and Its Contributions to Psychopathology

*OTHER:* TYPE: Factual

50. The neurotransmitter associated with the inhibition of anxiety is

- a. norepinephrine.
- b. dopamine.
- c. serotonin.
- d. GABA.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: Neuroscience and Its Contributions to Psychopathology

OTHER: TYPE: Factual

51. The neurotransmitter thought to regulate or moderate certain behavioral tendencies rather than directly influencing specific patterns of behavior or psychological disorders is

- a. norepinephrine.
- b. GABA.
- c. dopamine.
- d. serotonin.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: Neuroscience and Its Contributions to Psychopathology

OTHER: TYPE: Factual

52. The neurotransmitter associated with both schizophrenia and Parkinson's disease is

- a. GABA.
- b. norepinephrine.
- c. dopamine.
- d. serotonin.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: Neuroscience and Its Contributions to Psychopathology

OTHER: TYPE: Factual

53. Extremely low activity levels of serotonin are associated with

- a. aggression, suicide, and impulsive behavior.
- b. schizophrenia.
- c. anxiety disorders and general feelings of nervousness.
- d. mania.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: Neuroscience and Its Contributions to Psychopathology

OTHER: TYPE: Factual

54. Extremely high levels of GABA are associated with

- a. decreased anxiety.
- b. increased depression.
- c. increased anxiety.
- d. decreased depression.

ANSWER: a

*DIFFICULTY:* Moderate

*REFERENCES:* Neuroscience and Its Contributions to Psychopathology

*OTHER:* TYPE: Factual

55. Extremely low levels of dopamine activity are associated with

- a. muscle rigidity, tremors, and impaired judgment.
- b. schizophrenia.
- c. pleasure seeking.
- d. exploratory behaviors.

*ANSWER:* a

*DIFFICULTY:* Moderate

*REFERENCES:* Neuroscience and Its Contributions to Psychopathology

*OTHER:* TYPE: Factual

56. Recent research and increased understanding about the role of neurotransmitters in psychopathology point out that

- a. each psychological disorder is caused by a deficit in a specific neurotransmitter.
- b. only severe psychological disorders like schizophrenia are caused by imbalances of neurotransmitter activity.
- c. simple cause/effect conclusions that an individual neurotransmitter abnormality causes a disorder are incomplete.
- d. neurotransmitters have very little to do with psychopathology for most individuals but may be the single cause of disorders for others.

*ANSWER:* c

*DIFFICULTY:* Moderate

*REFERENCES:* Neuroscience and Its Contributions to Psychopathology

*OTHER:* TYPE: Conceptual

57. In the 1992 studies conducted by Baxter et al., OCD patients were provided with cognitive-behavioral therapy (exposure and response prevention) but no drugs. This study is important because brain imaging showed that

- a. the neurotransmitter circuits of the brain had been normalized.
- b. the patients' OCD symptoms improved without changes in neurotransmitter function.
- c. neither OCD symptoms nor neurotransmitter function had improved.
- d. neurotransmitter circuits are the direct and only cause of OCD.

*ANSWER:* a

*DIFFICULTY:* Moderate

*REFERENCES:* Neuroscience and Its Contributions to Psychopathology

*OTHER:* TYPE: Applied

58. The most recent research evidence suggests that the relationship between the brain (structure, function, neurotransmitters) and psychosocial factors (socialization, rearing, life events) is best described as

- a. a system where the brain directly influences behavior and psychosocial factors but not the other way around.
- b. an interaction where the brain affects psychosocial factors and vice versa.
- c. a system where behavior and psychosocial factors impact the brain but not the other way around.
- d. far too complex to ever understand how one system influences the other.

*ANSWER:* b

*DIFFICULTY:* Difficult

*REFERENCES:* Neuroscience and Its Contributions to Psychopathology

*OTHER:* TYPE: Conceptual

59. When comparing the brains of rats raised in a rich environment requiring lots of learning and motor behavior with the brains of rats raised as “couch potatoes” (Greenough, et al., 1990), the cerebellums of the more active rats
- a. contained more neuronal connections and dendrites.
  - b. contained fewer neuronal connections but more dendrites.
  - c. were less likely to possess pathological neurotransmitter circuits.
  - d. were exactly the same as the inactive rats.

ANSWER: a

DIFFICULTY: Difficult

REFERENCES: Neuroscience and Its Contributions to Psychopathology

OTHER: TYPE: Applied

60. The current state of knowledge regarding genetics and life experience effects on brain structure and function concludesthat most psychological disorders are
- a. the result of a complex interaction of genetics and faulty neurotransmitter circuits.
  - b. the result of stressful early life experiences and the negative effects such experiences have on brain structure or function.
  - c. the result of both biological and psychosocial factors.
  - d. beyond our current ability to understand in any meaningful way.

ANSWER: c

DIFFICULTY: Easy

REFERENCES: Neuroscience and Its Contributions to Psychopathology

OTHER: TYPE: Conceptual

61. Cognitive-behavior therapy facilitates changes in thinking patterns in the cortex, which in turn affects the emotional brain in the lower brain. This is called
- a. confabulation.
  - b. consolidation.
  - c. top-down processing.
  - d. bottom-up processing.

ANSWER: c

DIFFICULTY: Moderate

REFERENCES: Behavioral and Cognitive Psychology

OTHER: TYPE: Conceptual

62. Drugs often seem to work in a \_\_\_\_\_ manner, enacting changes in the lower brain first andreaching higher areas of the cortex last. This is called
- a. consolidating.
  - b. stepwise.
  - c. top-down.
  - d. bottom-up.

ANSWER: d

DIFFICULTY: Easy

REFERENCES: Behavioral and Cognitive Psychology

LEARNING OBJECTIVES: ABNO.DURA.16.APA1.2.a(1) - Read and summarize general ideas and conclusions from psychological sources accurately

OTHER: TYPE: Conceptual

63. Learned helplessness is demonstrated in laboratory animals by
- creating aversive stimuli (such as electrical shocks to the foot) that the animal can control.
  - creating aversive stimuli (such as electrical shocks to the foot) that the animal cannot control.
  - creating pleasant stimuli (such as a food pellet) that the animal cannot control.
  - creating pleasant stimuli (such as a food pellet) that the animal can control.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: Behavioral and Cognitive Psychology

OTHER: TYPE: Factual

64. A rat is placed in a cage and given electrical shocks over which it has no control. When placed in a shuttle box, the rat does not attempt to escape the shock due to
- social learning.
  - learned helplessness.
  - unconscious learning.
  - one angry rat.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: Behavioral and Cognitive Psychology

OTHER: TYPE: Factual

65. It is important to understand the process of how learned helplessness is created in laboratory animals because learned helplessness in animals resembles the human disorder of
- panic disorder.
  - depression.
  - mania.
  - schizophrenia.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: Behavioral and Cognitive Psychology

LEARNING OBJECTIVES: ABNO.DURA.16.APA1.2.a(1) - Read and summarize general ideas and conclusions from psychological sources accurately

OTHER: TYPE: Conceptual

66. Marsha believes that she will never succeed in college because she got mediocre grades in high school no matter how hard she studied. Her belief is best explained by
- personality disorder.
  - faulty neurotransmitter circuits.
  - learned helplessness.
  - internal conflicts.

ANSWER: c

DIFFICULTY: Easy

REFERENCES: Behavioral and Cognitive Psychology

OTHER: TYPE: Applied

67. In a study by Levy, Slade, Kunkel, & Kasl (2002), individuals between the ages of 50 and 94 who had positive views



about themselves as well as positive attitudes toward aging

- a. had different brain structures from those without such positive attitudes.
- b. lived seven and a half years longer than those without such positive attitudes.
- c. were found to be less likely to have heart disease.
- d. were found to be more likely to be involved with positive community activities.

ANSWER: b

DIFFICULTY: 3

REFERENCES: Behavioral and Cognitive Psychology

OTHER: TYPE: Factual

68. The work of Albert Bandura regarding modeling helps us to understand the development of psychopathology because it demonstrates that animals

- a. can learn patterns of behavior by observing others.
- b. must learn through direct experience such as classical or operant conditioning.
- c. will only learn behavior patterns if they are reinforced by consistent rewards.
- d. acquire pathological traits by imitating the actions of others.

ANSWER: a

DIFFICULTY: 3

REFERENCES: Behavioral and Cognitive Psychology

OTHER: TYPE: Conceptual

69. The major difference between the modern cognitive science idea of the unconscious and Freud's view of the unconscious is that Freud saw the unconscious as \_\_\_\_\_, whereas modern cognitive science views the unconscious as \_\_\_\_\_.

- a. the function of the id; the result of multiple neuronal pathways interacting with the stimuli presented to the individual
- b. a seething caldron of emotional conflicts; neuronal pathways interacting with the stimuli presented to the individual
- c. the function of the superego; the ability to process, store, and act upon information without awareness
- d. a seething caldron of emotional conflicts; the ability to process, store, and act upon information without awareness

ANSWER: d

DIFFICULTY: Difficult

REFERENCES: Behavioral and Cognitive Psychology

LEARNING OBJECTIVES: ABNO.DURA.16.APA1.2.a(1) - Read and summarize general ideas and conclusions from psychological sources accurately

OTHER: TYPE: Conceptual

70. According to modern cognitive science, the unconscious

- a. clearly exists in much the same way that Freud imagined.
- b. may or may not exist, as it is impossible to study material that we are not aware of.
- c. clearly does not exist.
- d. clearly exists but in a very different way than Freud imagined.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: Behavioral and Cognitive Psychology

LEARNING OBJECTIVES: ABNO.DURA.16.APA1.2.a(1) - Read and summarize general ideas and conclusions from

psychological sources accurately

*OTHER:*

TYPE: Conceptual

71. In the Stroop color-naming paradigm, a patient with a snake phobia would be expected to name the color of the printed word “fangs”

- a. more quickly than a neutral word.
- b. in about the same time it takes to name the color of a neutral word.
- c. more slowly than a neutral word.
- d. with a great deal of difficulty or not at all.

*ANSWER:* c

*DIFFICULTY:* Difficult

*REFERENCES:* Behavioral and Cognitive Psychology

*LEARNING OBJECTIVES:* ABNO.DURA.16.APA1.2.a(1) - Read and summarize general ideas and conclusions from psychological sources accurately

*OTHER:* TYPE: Applied

72. Meno is 64 years old. Although continuously faced with considerable stress and difficulty in his life, he always displays an optimistic, upbeat attitude. According to research, Meno should

- a. probably live longer than those without such positive attitudes.
- b. develop a larger frontal lobe over time than those without such positive attitudes.
- c. be less likely to have heart disease than those without such positive attitudes
- d. Be more likely to be involved with positive community activities than those without such positive attitudes.

*ANSWER:* a

*DIFFICULTY:* Difficult

*REFERENCES:* Behavioral and Cognitive Psychology

*LEARNING OBJECTIVES:* ABNO.DURA.16.APA1.2.a(1) - Read and summarize general ideas and conclusions from psychological sources accurately

*OTHER:* TYPE: Applied

73. According to Seligman, if a person who is faced with considerable stress and difficulty in his or her life displays an optimistic, upbeat attitude, he or she is likely to function better psychologically and physically. He called this

- a. learned optimism.
- b. learned helplessness.
- c. learned awareness.
- d. learned predictability.

*ANSWER:* a

*DIFFICULTY:* Moderate

*REFERENCES:* Behavioral and Cognitive Psychology

*LEARNING OBJECTIVES:* ABNO.DURA.16.APA1.2.a(1) - Read and summarize general ideas and conclusions from psychological sources accurately

*OTHER:* TYPE: Factual

74. The primary function of human capability for strong emotions appears to be

- a. survival.
- b. recreation.
- c. empathy.
- d. creativity.

*ANSWER:* a  
*DIFFICULTY:* Moderate  
*REFERENCES:* Emotions  
*LEARNING OBJECTIVES:* ABNO.DURA.16.APA1.3.e - Incorporate several appropriate levels of complexity (e.g. cellular, individual, group/system, society/cultural) to explain behavior  
*OTHER:* TYPE: Conceptual

75. Emotion is generally thought to be comprised of  
a. behavior, physiology, and cognition.  
b. mood and affect.  
c. Primarily cognition.  
d. Primarily physiology.

*ANSWER:* a  
*DIFFICULTY:* Moderate  
*REFERENCES:* Emotions  
*LEARNING OBJECTIVES:* ABNO.DURA.16.APA1.3.e - Incorporate several appropriate levels of complexity (e.g. cellular, individual, group/system, society/cultural) to explain behavior  
*OTHER:* TYPE: Conceptual

76. You and a friend are lost while walking on a street in a foreign city. A stranger approaches, and you are concerned that the stranger may try to mug you. Your friend assumes that the stranger is approaching to give you directions. As the stranger approaches, you experience fear, but your friend experiences relief. Your different emotional reactions can be explained by the \_\_\_\_\_ theory of emotion.  
a. physiological  
b. neurological  
c. affective  
d. cognitive

*ANSWER:* d  
*DIFFICULTY:* Moderate  
*REFERENCES:* Emotions  
*LEARNING OBJECTIVES:* ABNO.DURA.16.APA1.2.a(1) - Read and summarize general ideas and conclusions from psychological sources accurately  
*OTHER:* TYPE: Applied

77. An example of the relationship between emotion and health is demonstrated by the finding that  
a. panic is related to poor concentration.  
b. people with chronic diseases are often angry about their care.  
c. those in poor physical health almost always develop psychological disorders.  
d. anger increases the risk of heart disease.

*ANSWER:* d  
*DIFFICULTY:* Moderate  
*REFERENCES:* Emotions  
*LEARNING OBJECTIVES:* ABNO.DURA.16.APA1.3.e - Incorporate several appropriate levels of complexity (e.g. cellular, individual, group/system, society/cultural) to explain behavior  
*OTHER:* TYPE: Factual

78. The “evil eye,” Latin American *susto*, and the Haitian phenomenon of voodoo death are currently viewed as examples

of the

- a. unsubstantiated myths that people can become ill without physical cause.
- b. power of the cultural environment on our physical and psychological health.
- c. power of the supernatural model of psychopathology.
- d. isolated cultural phenomena with little practical significance.

ANSWER: b

DIFFICULTY: Moderate

REFERENCES: Cultural, Social, and Interpersonal Factors

LEARNING OBJECTIVES: ABNO.DURA.16.APA1.3.e - Incorporate several appropriate levels of complexity (e.g. cellular, individual, group/system, society/cultural) to explain behavior

OTHER: TYPE: Conceptual

79. The fact that women are more likely to suffer from insect phobias than men is most likely due to

- a. biological differences.
- b. differences in neurochemical pathways.
- c. cultural expectations.
- d. genetic influences.

ANSWER: c

DIFFICULTY: Easy

REFERENCES: Cultural, Social, and Interpersonal Factors

LEARNING OBJECTIVES: ABNO.DURA.16.APA1.3.e - Incorporate several appropriate levels of complexity (e.g. cellular, individual, group/system, society/cultural) to explain behavior

OTHER: TYPE: Conceptual

80. The victims of the disorder bulimia nervosa are predominantly young females. One likely explanation for this is that young females are

- a. more likely to feel an intense cultural pressure to be thin.
- b. have weaker eating control than older females and males.
- c. objectified by fashion designers and gay men.
- d. naturally more likely to suffer from “nervous stomach” disorders than other groups.

ANSWER: a

DIFFICULTY: Easy

REFERENCES: Cultural, Social, and Interpersonal Factors

OTHER: TYPE: Conceptual

81. Regarding the research on socialization and health, the safest conclusion is that

- a. social support is important, but more so for those individuals who are at high risk for various physical or psychological disorders.
- b. having a supportive group of people around us is important to our physical health but not our psychological well-being.
- c. having a supportive group of people around us is important to our psychological well-being but not our physical health.
- d. having a supportive group of people around us is one of the most important parts of maintaining our physical and mental health.

ANSWER: d

DIFFICULTY: Moderate

REFERENCES: Cultural, Social, and Interpersonal Factors

*LEARNING OBJECTIVES:* ABNO.DURA.16.APA1.3.e - Incorporate several appropriate levels of complexity (e.g. cellular, individual, group/system, society/cultural) to explain behavior

*OTHER:* TYPE: Factual

82. Research with the elderly has found that depression is more likely in those individuals who

- a. had poorer physical health.
- b. live in group settings.
- c. have fewer social contacts.
- d. carried a lot of healthcare related debt.

*ANSWER:* c

*DIFFICULTY:* Moderate

*REFERENCES:* Cultural, Social, and Interpersonal Factors

*LEARNING OBJECTIVES:* ABNO.DURA.16.APA1.3.e - Incorporate several appropriate levels of complexity (e.g. cellular, individual, group/system, society/cultural) to explain behavior

*OTHER:* TYPE: Factual

83. When we compare the incidence of psychological disorders across countries and cultures, we find that

- a. there is remarkable similarity in the rates of various disorders in different countries and cultures.
- b. all Western countries have a similar rate of common disorders, but this is not true for developing countries.
- c. developing countries have a much higher rate of psychological disorder than Western countries.
- d. there are enormous differences in the rates of various disorders in different countries and cultures.

*ANSWER:* d

*DIFFICULTY:* Moderate

*REFERENCES:* Cultural, Social, and Interpersonal Factors

*LEARNING OBJECTIVES:* ABNO.DURA.16.APA1.3.e - Incorporate several appropriate levels of complexity (e.g. cellular, individual, group/system, society/cultural) to explain behavior

*OTHER:* TYPE: Factual

84. A lifespan psychologist would point out that the only way to understand a patient's disorder is to understand how the individual

- a. developed and changed throughout his or her life.
- b. developed during the psychosexual stages of his or her life.
- c. resolved conflicts in early life.
- d. sees himself or herself as part of a family, a community, and a culture.

*ANSWER:* a

*DIFFICULTY:* Easy

*REFERENCES:* Lifespan Development

*LEARNING OBJECTIVES:* ABNO.DURA.16.APA1.2.a(4) - Read and summarize general ideas and conclusions from psychological sources accurately

*OTHER:* TYPE: Conceptual

85. When therapists ask patients how they are feeling and how they are experiencing their disorder today, it is essentially taking "snapshots" of their lives at the moment. This approach to understanding psychopathology is criticized as incomplete by

- a. lifespan psychologists.
- b. cognitive behaviorists.
- c. humanists.

d. all mental health workers.

ANSWER: a

DIFFICULTY: Easy

REFERENCES: Lifespan Development

LEARNING OBJECTIVES: ABNO.DURA.16.APA1.2.a(4) - Read and summarize general ideas and conclusions from psychological sources accurately

OTHER: TYPE: Conceptual

86. In an experiment by Kolb, Gibb, and Gorny (2003), animals of varying ages were placed in complex environments. Their findings suggest that

- a. the impact of the environment on the brain is different at varying stages of life.
- b. the impact of the environment on the brain is significant but uniform throughout the lifespan.
- c. environments that are beneficial to the aged may be harmful to the young.
- d. the environment has little effect on the brain throughout the lifespan.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: Lifespan Development

LEARNING OBJECTIVES: ABNO.DURA.16.APA1.2.a(4) - Read and summarize general ideas and conclusions from psychological sources accurately

OTHER: TYPE: Conceptual

87. The principle that a behavior or disorder may have several causes (e.g., delusions can be a result of amphetamine abuse or of schizophrenia) is called

- a. equifinality.
- b. multifinality.
- c. pathogenesis.
- d. orthogonal causation.

ANSWER: a

DIFFICULTY: Moderate

REFERENCES: Lifespan Development

LEARNING OBJECTIVES: ABNO.DURA.16.APA1.2.a(4) - Read and summarize general ideas and conclusions from psychological sources accurately

OTHER: TYPE: Factual

88. The term equifinality refers to the fact that

- a. once a process has begun, it will always lead to a final outcome.
- b. many causes of psychopathology are equal in influence.
- c. a number of paths can lead to the same outcome.
- d. all forms of psychopathology have similar causes.

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: Lifespan Development

LEARNING OBJECTIVES: ABNO.DURA.16.APA1.2.a(4) - Read and summarize general ideas and conclusions from psychological sources accurately

OTHER: TYPE: Factual

## Essay

89. Describe the diathesis-stress model, and use it to explain how one identical twin might suffer from clinical depression while the other does not.

**ANSWER:** Sample Answer: This model argues that a diathesis is a vulnerability and that a stress is an unpleasant experience, which together can cause behavioral and emotional disorders. Identical twins typically share the same genetic vulnerability but may not have the same life experiences.

90. Psychoactive medications (drugs that impact our thoughts, emotions, and behavior) usually work as either agonists or antagonists for various neurotransmitters. Explain both how an agonist and an antagonist operate on neurotransmitters. Explain, also, the process of reuptake inhibition and the effect it has on a neurotransmitter.

**ANSWER:** Sample Answer: Agonists increase the effects of a transmitter, while antagonists decrease their effects. Reuptake involves the process of neurons reabsorbing their own transmitters from the synapse. When reuptake is inhibited, the neurotransmitter stays in the synapse longer, which tends to prolong its effects in an agonistic way.

91. Describe the basic components of the multidimensional integrative model. What are the dimensions, and what does the term *integrative* mean in this model?

**ANSWER:** Sample Answer:

- Behavioral includes causal factors from behavioral and cognitive processes, including learned helplessness, social learning, prepared learning, and even unconscious processes.
- Biological includes causal factors from the fields of genetics and neuroscience.
- Emotional influences contribute in a variety of ways, as do social and interpersonal influences.
- Social influences and cultural factors contribute to biology and behavior.
- Developmental influences figure in any discussion of causes of psychological disorders.

This use of the term “integrative” refers to the model’s premise that many factors interact to cause any given disorder.

92. Describe learned helplessness. How is it developed in laboratory animals, and how does it help us to understand human depression?

**ANSWER:** Sample Answer: Martin Seligman described the phenomenon of ***learned helplessness***, which occurs when animals encounter conditions over which they have no control. If rats are confronted with a situation in which they receive occasional foot shocks, they can function well if they learn to cope with these shocks by doing something to avoid them (say, pressing a lever). But if the animals learn that their behavior has no effect on their environment—sometimes they get shocked and sometimes they don’t, no matter what they do—they become “helpless”; they give up attempting to cope and seem to develop the animal equivalent of depression. Seligman theorized that the same phenomenon may happen with people who are faced with uncontrollable stress. People become depressed if they “decide” or “think” they can do little about the stress in their lives, even if it seems to others that there is something they could do. This finding illustrates, again, the necessity of recognizing that different people process information about events in different ways. These cognitive differences are an important component of psychopathology.

93. Describe the concept of equifinality. What does this concept say regarding the causes of psychopathology?

**ANSWER:** Sample Answer: Equifinality indicates that a number of paths to a given outcome must be considered, for example, a hallucinatory syndrome may be the result of schizophrenia or the result of taking LSD. The different paths can also be the result of the interaction of psychological and biological factors during various stages of development.