

**TEST BANK**

*Essentials of*  
**Abnormal  
Psychology**  
FOURTH EDITION



V. Mark Durand  
David H. Barlow

# Chapter 2--An Integrative Approach to Psychopathology

Student: \_\_\_\_\_

1. The best description of the multidimensional integrative approach to understanding psychopathology is that it is based on
  - A. biological and psychological causes.
  - B. biological causes only.
  - C. learned helplessness and social learning theory.
  - D. the physical structure and chemical processes of the brain.
  
2. Within the multidimensional integrative approach to understanding psychopathology, learned helplessness is considered a \_\_\_\_ dimension.
  - A. biological
  - B. psychological
  - C. emotional
  - D. psychological
  
3. The basis of the multidimensional integrative approach to understanding psychopathology is that each dimension (psychological, biological, emotional, etc.)
  - A. operates independently.
  - B. is sufficient to cause pathology.
  - C. builds on the dimension that precedes it.
  - D. is influenced by the other dimensions.
  
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 As an adult, he is rather shy and withdrawn, particularly around women.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
  - A. multidimensional.
  - B. integrative.
  - C. one-dimensional.
  - D. biological.

5. According to the multidimensional integrative approach to psychopathology, the following statement is true for most psychological disorders:
- A. If one identical twin has a particular disorder, the other twin will definitely have the disorder as well.
  - B. Identical twins are no more likely to share psychological disorders than any other siblings.
  - C. Identical twins are no more likely to share disorders than any other two people selected at random from the population.
  - D. If one identical twin has a particular psychological disorder, the other twin is more likely to have the disorder than the rest of the population.
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.
7. Referring to behavior and personality as polygenic means that both are
- A. influenced by only a few genes, but each has a large effect.
  - B. influenced by many genes, with each individual gene contributing a relatively small effect.
  - C. influenced by individual genes only rarely.
  - D. a result of our genetic structure only.
8. Many factors that determine whether genes are “turned on” are in the environment in the form of
- A. social influences.
  - B. parental influences.
  - C. cultural influences.
  - D. social and cultural influences.
9. 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. multigenic.
  - B. polygenic.
  - C. unigenic.
  - D. morphogenic.
10. The most recent estimate of the contribution of genetics to the development of general cognitive ability (IQ) is approximately
- A. 20%.
  - B. 60%.
  - C. 80%.
  - D. zero.

11. The most recent estimates of the contribution of genetics to the development of personality characteristics such as shyness or activity level are approximately
  - A. 10 - 20%.
  - B. 30 - 50%.
  - C. 75 - 85%.
  - D. zero.
  
12. According to recent estimates, genetic contributions to the development of most psychological disorders are
  - A. below 50%.
  - B. above 50%.
  - C. different for each disorder (estimates range from 0 to 100%).
  - D. nonexistent.
  
13. Recent evidence regarding genetic influence on most psychological disorders has shown that
  - A. single 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.
  
14. In the diathesis-stress model, “diathesis” refers to
  - A. an inherited disorder.
  - B. conditions in the environment that can trigger a disorder depending upon how severe the stressors are.
  - C. an inherited tendency or condition that makes a person susceptible to developing a disorder.
  - D. the inheritance of multiple disorders.
  
15. In the diathesis-stress model, “stress” refers to
  - A. life events, in combination with an inherited tendency, that trigger a disorder.
  - B. inherited tendencies, in combination with life events, that trigger a disorder.
  - C. defective genes.
  - D. exposure to very unusual and extreme environmental conditions.
  
16. According to the diathesis-stress model, psychopathology is the result of the
  - A. interaction between normal and defective or damaged genes.
  - B. stress level of an individual and how stress is managed in a person’s life.
  - C. family history of an individual.
  - D. interaction of an inherited tendency and events in the person’s life.

17. 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.
18. According to the diathesis-stress model, which statement is true?
- A. Given a certain level of stress, a disorder will develop.
  - B. Once a diathesis for a particular disorder is inherited, the disorder will eventually develop.
  - C. An individual's inherited tendencies will influence the stressful life events the person encounters.
  - D. It is possible to inherit a diathesis and never develop a disorder.
19. 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
20. 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.
21. 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 this situation and the cause of his depression is the \_\_\_\_ model
- A. diathesis-stress
  - B. biological
  - C. reciprocal gene-environment
  - D. interpersonal
22. Some people may be genetically predisposed to seek out difficult relationships. These difficult relationships may contribute to their experience of depression. This is an example of the
- A. diathesis-stress model.
  - B. reciprocal gene-environment model.
  - C. genetic model.
  - D. quantitative genetics.

23. Research studies have shown that genetically emotional and reactive young animals raised by calm mothers tended to be
- A. calm.
  - B. emotional and reactive.
  - C. calm but emotional and reactive when raising their own young.
  - D. emotional and reactive but calm when raising their own young.
24. Looking at the findings of many nongenomic “inheritance” of behavior studies (Francis et al., 1999; Suomi, 1999; Tienari, et al., 1994) it appears that positive interventions such as good parenting in early life may
- A. have little effect in terms of preventing psychopathology in those genetically predisposed to such conditions.
  - B. dramatically change the genetics of individuals genetically predisposed to psychopathology.
  - C. have a greater effect on future generations than on the individual exposed to the “good parenting.”
  - D. override the genetically influenced tendency to develop psychopathology in later life.
25. Some of the most recent research studies regarding genetic vs. environmental causes of disorders in animals and humans have suggested
- A. genetic influences are greater than originally observed because positive environmental conditions do not prevent disorders.
  - B. genetics and the environment share equal roles in the development of all psychological disorders.
  - C. the relative contributions of genetics and the environment in the development of psychological disorders are different for lower animals than for humans.
  - D. genetic influences may have been overstated by previous studies; i.e., without sufficient environmental stress, the genetic predisposition may never be activated.
26. 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.
27. 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.
28. The area between the axon of one neuron and the dendrite of another neuron is the
- A. axon terminal.
  - B. soma.
  - C. synaptic cleft.
  - D. transmission cleft.

29. 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.
30. Neurotransmitters are important because they
- A. allow neurons to send signals to other neurons.
  - B. maintain the oxygenation of the brain.
  - C. prevent the development of psychopathology.
  - D. allow the brain to maintain its structural integrity.
31. The chemicals that allow the transmission of signals between neurons are called
- A. reuptake inhibitors.
  - B. hormones.
  - C. neurotransmitters.
  - D. genes.
32. GABA, dopamine, and norepinephrine are all examples of
- A. electrical brain waves.
  - B. neurons.
  - C. neurotransmitters.
  - D. areas of the brain.
33. Most automatic functions—e.g., breathing, sleeping and motor coordination—are controlled by the part of the brain called the
- A. brain stem.
  - B. forebrain.
  - C. cortex.
  - D. frontal lobe.
34. The part of the brain that controls motor coordination is the
- A. reticular activating system (RAS).
  - B. medulla.
  - C. pons.
  - D. cerebellum.
35. 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.

36. Functions of the limbic system include control or regulation of
- A. basic body functions such as breathing.
  - B. sleep cycles.
  - C. emotional experiences, expressions, impulse control, and basic drives such as aggression, sex, hunger, and thirst.
  - D. body posture, coordinated movement, and involuntary responses such as reflexes and other automatic processes.
37. About 80% of the neurons contained in the brain are located in the
- A. cerebral cortex.
  - B. brain stem.
  - C. midbrain.
  - D. basal ganglia.
38. 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.
39. 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
40. 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 cortex
  - B. left hemisphere of the cortex
  - C. frontal lobe
  - D. midbrain
41. For most people, verbal and cognitive processes are usually controlled by the
- A. left hemisphere of the cortex.
  - B. right hemisphere of the cortex.
  - C. entire cortex.
  - D. midbrain.



42. For most people, perception and the creation of images are usually handled by the
- A. left hemisphere of the cortex.
  - B. entire cortex.
  - C. midbrain.
  - D. right hemisphere of the cortex.
43. The part of the brain most associated with memory, thought, and reasoning is the
- A. occipital lobe.
  - B. brain stem.
  - C. left parietal lobe.
  - D. frontal lobe.
44. The peripheral nervous system is made up of the
- A. endocrine system.
  - B. brain stem and cortex.
  - C. somatic and autonomic nervous system.
  - D. brain and spinal cord.
45. 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.
46. 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.
47. 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.

48. 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. neurotransmitter pathways.
  - D. brain stem activity.
49. 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.
50. According to your text's discussion of how neurotransmitters such as serotonin work, the term "biochemical imbalance" for the cause of disorders such as depression is probably
- A. an oversimplification.
  - B. about accurate.
  - C. completely incorrect.
  - D. a perfect description.
51. Drugs that increase the activity of a neurotransmitter are called
- A. agonists.
  - B. antagonists.
  - C. enhancers.
  - D. inverse agonists.
52. Drugs that decrease the activity of a neurotransmitter are called
- A. agonists.
  - B. blockers.
  - C. reuptake inhibitors.
  - D. antagonists.
53. Drugs that produce effects opposite to those produced by the neurotransmitter are called
- A. agonists.
  - B. antagonists.
  - C. blockers.
  - D. inverse agonists.
54. The neurotransmitter associated with the regulation of mood, behavior, and thought processes is
- A. GABA.
  - B. norepinephrine.
  - C. serotonin.
  - D. dopamine.

55. The neurotransmitter associated with the inhibition of anxiety is
- A. norepinephrine.
  - B. dopamine.
  - C. serotonin.
  - D. GABA.
56. 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.
57. The neurotransmitter associated with both schizophrenia and Parkinson's disease is
- A. GABA.
  - B. norepinephrine.
  - C. dopamine.
  - D. serotonin.
58. 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.
59. Extremely high levels of GABA are associated with
- A. decreased anxiety.
  - B. increased depression.
  - C. increased anxiety.
  - D. decreased depression.
60. Extremely low levels of dopamine activity are associated with
- A. muscle rigidity, tremors, and impaired judgment.
  - B. schizophrenia.
  - C. pleasure seeking.
  - D. exploratory behaviors.

61. 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. chemical imbalances of the brain are the cause of psychopathology.
  - C. simple cause/effect conclusions stating 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.
62. 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.
63. What is one of the conclusions generally drawn from the 1990s studies of OCD, brain imaging, and cognitive-behavioral therapy by Baxter et al., and the follow up studies by Schwartz, et al.?
- A. Neurotransmitters affect how people feel and act.
  - B. Drugs are the only way to impact faulty neurotransmitter circuits.
  - C. Neurotransmitters are a result of how people feel and act, not a cause.
  - D. Psychosocial factors such as therapy affect neurotransmitters.
64. Insel, Scanlan, Champoux, and Suomi (1988) raised one group of rhesus monkeys with the ability to control things in their environment, and another group of monkeys who had no control of their environment (e.g., when they would receive treats and toys). When injected with a drug that produces a feeling of severe anxiety, the monkeys
- A. raised with a sense of control appeared angry and aggressive, while the monkeys raised without a sense of control appeared very anxious.
  - B. raised with a sense of control appeared anxious, while the monkeys raised without a sense of control appeared angry and aggressive.
  - C. in both groups appeared anxious.
  - D. in both groups appeared angry and aggressive.
65. The significance of the study conducted by Insel, Scanlan, Champoux, Suomi (1988), in which rhesus monkeys were raised either with a sense of control or without a sense of control and later exposed to an anxiety-inducing drug, is that it indicates that chemicals such as neurotransmitters
- A. have very direct effects on behavior.
  - B. influence behavior in different ways depending upon the psychological history of the individual.
  - C. influence individuals in fairly direct and consistent ways regardless of the psychological history of the individual.
  - D. have few reliable and consistent effects on observed behavior.

66. 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 psychosocial factors affect the brain.
  - 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.
67. 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, 1990), the cerebellums of the more active rats
- A. contained more neuronal connections and dendrites.
  - B. contained fewer neuronal connections but more axons and dendrites.
  - C. were less likely to possess pathological neurotransmitter circuits.
  - D. were exactly the same as the inactive rats.
68. Studies regarding rat learning and brain structure by Greenough, et al. (1990) and Wallace, et al. (1992), suggest that
- A. early experiences such as learning cause physical changes in the brain.
  - B. psychopathology is the result of early learning experiences.
  - C. while psychopathology is often a result of early life experiences, it is generally due to the physical changes in the brain that such experiences cause.
  - D. genetically-caused brain structure problems can be corrected by positive life experiences.
69. One conclusion that can be drawn from the studies regarding rat learning and brain structure (Greenough, et al., 1990; Wallace, et al., 1992) is that
- A. early psychological experience affects the development of the nervous system and will absolutely determine whether or not the individual will develop a psychological disorder later in life.
  - B. early psychological experience does not result in physical changes to the nervous system but can still influence whether or not one develops a psychological disorder.
  - C. early psychological experience affects the development of the nervous system and influences vulnerability to psychological disorders later in life.
  - D. early psychological experience has little to do with brain structure or later development of psychopathology.

70. Regarding biological influences on the development of psychopathology, the most accurate statement is that
- A. both genetics and life events play a part in the development of brain structure and function that can affect vulnerability to psychopathology.
  - B. life events can only cause changes in brain structure or function for those with genetic defects.
  - C. early life events play a much greater role in the development of brain structure or function than genetics.
  - D. vulnerability to psychopathology has little to do with the brain changes associated with genetics or early life events.
71. When one examines the current state of knowledge regarding genetics and life experience effects on brain structure and function, the best overall conclusion is that 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.
72. Learned helplessness is demonstrated in laboratory animals by
- A. creating aversive stimuli (such as electrical shocks to the foot) that the animal can control.
  - B. creating aversive stimuli (such as electrical shocks to the foot) that the animal cannot control.
  - C. creating pleasant stimuli (such as a food pellet) that the animal cannot control.
  - D. creating pleasant stimuli (such as a food pellet) that the animal can control.
73. Placing a rat in a cage where electrical shocks, over which the rat has no control, are occasionally administered through the floor is a way to create
- A. social learning.
  - B. learned helplessness.
  - C. unconscious learning.
  - D. negative neurotransmitter pathways.
  - E. one angry rat.
74. 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
- A. panic disorder.
  - B. depression.
  - C. mania.
  - D. schizophrenia.

75. The behavior of an individual who believes that no matter how hard she studies, she will never succeed in college can best be explained by
- A. personality disorder.
  - B. faulty neurotransmitter circuits.
  - C. learned helplessness.
  - D. internal conflicts.
76. 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 towards aging
- A. lived four years longer than 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.
77. 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 a model.
  - D. acquire all of their behavior patterns by imitating the actions of others.
78. One important contribution of the work of Albert Bandura regarding modeling or observational learning is that
- A. much of our learned behavior depends upon our interactions with those around us.
  - B. our learned behavior has much more to do with the types of consequences (reinforcements and punishments) of our actions than our interactions with those around us.
  - C. it is impossible to learn behavioral patterns without observing those around us.
  - D. learning acquired through observation is much more resistant to extinction than behavior acquired through classical or operant conditioning.
79. 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 \_\_\_\_ where 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

80. 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.
81. In the Stroop color-naming paradigm, a patient with a blood phobia would be expected to name the color of the printed word "wound"
- 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.
82. Strong emotional reactions such as extreme fear are generally experienced as unpleasant to the individual. In panic disorder, for example, patients may experience these sensations quite frequently. The primary function of human capability for such strong emotion appears to be
- A. survival.
  - B. recreation.
  - C. empathy.
  - D. creativity.
83. Emotion is generally thought to be comprised of
- A. behavior, physiology, and cognition.
  - B. mood and affect.
  - C. cognition, behavior, and affect.
  - D. behavior physiology and mood.
84. 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
85. The relationship between emotion and health is demonstrated by the fact 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.



86. Studies examining the effects of anger and hostility on the cardiovascular system have demonstrated that anger results in
- A. decreased pumping efficiency of the heart.
  - B. increased pumping efficiency of the heart.
  - C. heart changes similar to those found when exercising.
  - D. few if any measurable changes in the heart.
87. 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 social environment on our physical and psychological health.
  - C. power of the supernatural model of psychopathology.
  - D. isolated cultural phenomena with little practical significance.
88. 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.
89. The victims of the disorder bulimia nervosa are almost always 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.
90. The influences of culture and gender on psychopathology are most clearly evident in the disorder of
- A. bulimia.
  - B. panic disorder.
  - C. bipolar disorder.
  - D. depression.
91. People who have many social contacts and live their lives continually interacting with others
- A. develop more infections and have poorer overall health.
  - B. have not been found to differ on any health outcome.
  - C. often suffer from psychological disorders such as dependency.
  - D. live longer and healthier lives.

92. Research in which subjects were exposed to the virus that causes the common cold (Cohen, Doyle, Skoner, Rabin, and Gwaltney (1997) demonstrated that
- A. the lower the individual's socialization, the lower the chances of contracting a cold.
  - B. the greater the individual's socialization, the lower the chances of contracting a cold.
  - C. extent of socialization and chances of contracting a cold were unrelated.
  - D. the quality of social contact predicted whether the individual would contract a cold, but the frequency of social contact did not.
93. 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.
94. Depression and schizophrenia seem to appear in all cultures but tend to be characterized by different symptoms within individual cultures. For example, depression in Western culture is generally characterized by feelings of guilt and inadequacy, where in developing countries it is characterized by physical distress such as fatigue or illness. This is most likely due to
- A. genetic differences between individuals living in different cultures.
  - B. differences in treatment provided in different cultures.
  - C. reasons that our current methods of study are incapable of understanding.
  - D. the fact that social and cultural factors influence psychopathology.
95. Research with the elderly has found that depression is more likely in those individuals who
- A. have frequent social contacts.
  - B. live in group settings.
  - C. have fewer social contacts.
  - D. receive increased attention from their families when they are sick.
96. 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.

97. Massive population movements from rural to urban areas in a country tend to \_\_\_\_ the rate of psychological disorders in the country.
- A. decrease
  - B. have little effect on
  - C. have unpredictable effects on
  - D. increase
98. 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/her life.
  - B. developed during the psychosexual stages of his/her life.
  - C. resolved conflicts in early life.
  - D. sees himself/herself as part of a family, a community, and a culture.
99. When therapists ask patients how they are feeling and how they are experiencing their disorder today, it is essentially taking "snap-shots" 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.
100. 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 life span.
  - 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.
101. 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
- A. equifinality.
  - B. psychopathology.
  - C. pathogenesis.
  - D. orthogonal causation.
102. 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.

103. The “Abnormal Psychology Live!” presentation for this chapter deals with how biological, social, and psychological factors
- A. each have unique implications in psychopathology and therefore each must be studied in isolation.
  - B. interact and influence one another in an integrated system in psychopathology.
  - C. cannot be fully understood until we learn the brain’s structure, in terms of the number of receptors on cells in the brain.
  - D. have not been studied with much depth in the past.
104. During the “Abnormal Psychology Live!” presentation for this chapter, Dr. Barlow suggests it is possible that psychological treatments we know to affect brain function may in fact also
- A. change patient outlook.
  - B. change brain structure.
  - C. affect the attitudes of the psychologist providing treatment.
  - D. affect the physical health of the patient.
105. In the “Abnormal Psychology Live!” presentation for this chapter, Dr. Barlow relates to us that we now know that the application of pharmacological therapies can not only affect brain function but also
- A. thoughts, feelings, and behaviors.
  - B. sensory sensitivities.
  - C. physical strength and well being.
  - D. our understanding of psychopathology.
106. In the “Abnormal Psychology Live!” presentation for this chapter, Dr. Barlow suggests that we now have the tools, the technology, and the \_\_\_\_\_ with which to understand psychopathology.
- A. expertise
  - B. knowledge
  - C. beginnings of knowledge
  - D. in-depth knowledge

**107. Study Guide**

The part of the nervous system that is activated in times of stress is the \_\_\_\_\_ nervous system.

- A. parasympathetic
- B. somatic
- C. sympathetic
- D. central

### 108. Study Guide

Obsessive-compulsive disorder appears to be linked to the area of the brain called the \_\_\_\_\_. The implications of this finding are that \_\_\_\_\_.

- A. orbital frontal cortex; although the disorder is related to a particular brain circuit, the causes of the disorder are not necessarily completely biological.
- B. orbital frontal cortex; the disorder is probably due only to brain damage in this area.
- C. occipital lobe; although the disorder is related to a particular brain circuit, the disorder causes the abnormalities in the brain.
- D. occipital lobe; the disorder is most likely due to purely psychological causes.

### 109. Study Guide

Research indicates that the relationship between psychological treatment and brain circuits is such that

- A. psychological treatment works regardless of the brain circuit activity.
- B. psychological treatment can alter brain circuits.
- C. brain circuit activity alone determines the response to psychological treatment.
- D. psychological treatment is not effective due to the changes in the brain caused by mental disorders.

### 110. Study Guide

According to the principle of prepared learning, humans

- A. are genetically predisposed to know certain things.
- B. inherit a capacity to learn certain things that are beneficial to the survival of the species.
- C. ready to learn to read by the age of six.
- D. are unable to learn the same things that rats learn.

### 111. Study Guide

The “fight or flight” response refers to

- A. an Air Force principle for dealing with conflict.
- B. a typical response to learned helplessness.
- C. a technique used in Ellis’s rational-emotive therapy.
- D. an alarm reaction in the face of adverse circumstances.

### 112. Study Guide

The limbic system, which includes the hippocampus, gyrus, septum, and amygdala, is responsible for

- A. regulation of emotional experience.
- B. the ability to learn.
- C. control of impulses.
- D. all of these.

**113. Study Guide**

Judy's blood-injury-injection phobia described in the text was likely caused by

- A. a biological predisposition
- B. behavioral influences
- C. social influences
- D. all of these

**114. Study Guide**

Which part of the brain gives humans the capacity to think, plan, and reason?

- A. cerebellum
- B. thalamus
- C. limbic system
- D. cerebral cortex

**115. Study Guide**

Which of the following could result in learned helplessness?

- A. being in a stressful situation one cannot control
- B. being in a stressful situation and refusing to control it
- C. being in control and then encountering stressors
- D. perceiving control when none is present
- E. none of these

**116. Study Guide**

Equifinality refers to the idea that

- A. different paths may lead to the same outcome.
- B. a psychological disorder is caused by more than one factor.
- C. a disorder will have a different prognosis, depending on the individual.
- D. the same disorder can have multiple symptoms.

117. Describe the diathesis-stress model, and use the model to explain how one identical twin suffers from clinical depression while the other does not.

118. Explain the difference between the modern cognitive science view of the unconscious and the Freudian idea of the unconscious.

119. Explain why is it considered too simplistic to say that disorders like depression are caused by too little serotonin or that schizophrenia is caused by too much dopamine.

120. Psychoactive medications (drugs that impact our thoughts, emotions, and behavior) usually work as either agonists or antagonists for various neurotransmitters. Explain how both an agonist and an antagonist operate on a neurotransmitter. Explain, also, the process of reuptake inhibition and the effect it has on a neurotransmitter.
121. Describe the basic components of the multidimensional integrative model. What are the dimensions and what does the term integrative mean in this model?
122. Name three important neurotransmitters and describe what impact each one is thought to have on human experience.



123. Describe learned helplessness. How is it developed in laboratory animals, and how does it help us to understand human depression?
124. Several studies (Baxter et al., 1992; Brody, et al, 2001; Leuchter et al., 2002) have demonstrated the ability of psychological/environmental factors to influence brain function. Discuss the methods used in one or more of these studies and explain the resulting implications of this type of research for understanding the causes of psychopathology in humans.
125. Socialization is considered one of the most important parts of human experience. Describe some of the research findings that demonstrate the importance of relationships to our psychological well being.

126. Describe the concept of equifinality. What does this concept say regarding the causes of psychopathology?
127. In the “Abnormal Psychology Live!” presentation for this chapter, Dr. Barlow appears very optimistic about our ability to make progress in our current and future understanding of the causes of psychopathology. At the same time he indicates that such understanding will not come from simple, one-dimensional models. Based on Dr. Barlow’s presentation, explain what you think the future will bring regarding our understanding of the causes of psychopathology.

## Chapter 2--An Integrative Approach to Psychopathology **Key**

1. The best description of the multidimensional integrative approach to understanding psychopathology is that it is based on
  - A. biological and psychological causes.
  - B. biological causes only.
  - C. learned helplessness and social learning theory.
  - D. the physical structure and chemical processes of the brain.
2. Within the multidimensional integrative approach to understanding psychopathology, learned helplessness is considered a \_\_\_\_ dimension.
  - A. biological
  - B. psychological
  - C. emotional
  - D. psychological
3. The basis of the multidimensional integrative approach to understanding psychopathology is that each dimension (psychological, biological, emotional, etc.)
  - A. operates independently.
  - B. is sufficient to cause pathology.
  - C. builds on the dimension that precedes it.
  - D. is influenced by the other dimensions.
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
  - A. multidimensional.
  - B. integrative.
  - C. one-dimensional.
  - D. biological.

5. According to the multidimensional integrative approach to psychopathology, the following statement is true for most psychological disorders:
- A. If one identical twin has a particular disorder, the other twin will definitely have the disorder as well.
  - B. Identical twins are no more likely to share psychological disorders than any other siblings.
  - C. Identical twins are no more likely to share disorders than any other two people selected at random from the population.
  - D.** If one identical twin has a particular psychological disorder, the other twin is more likely to have the disorder than the rest of the population.
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.
7. Referring to behavior and personality as polygenic means that both are
- A. influenced by only a few genes, but each has a large effect.
  - B.** influenced by many genes, with each individual gene contributing a relatively small effect.
  - C. influenced by individual genes only rarely.
  - D. a result of our genetic structure only.
8. Many factors that determine whether genes are “turned on” are in the environment in the form of
- A. social influences.
  - B. parental influences.
  - C. cultural influences.
  - D.** social and cultural influences.
9. 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. multigenic.
  - B.** polygenic.
  - C. unigenic.
  - D. morphogenic.
10. The most recent estimate of the contribution of genetics to the development of general cognitive ability (IQ) is approximately
- A. 20%.
  - B.** 60%.
  - C. 80%.
  - D. zero.

11. The most recent estimates of the contribution of genetics to the development of personality characteristics such as shyness or activity level are approximately
- A. 10 - 20%.
  - B.** 30 - 50%.
  - C. 75 - 85%.
  - D. zero.
12. According to recent estimates, genetic contributions to the development of most psychological disorders are
- A.** below 50%.
  - B. above 50%.
  - C. different for each disorder (estimates range from 0 to 100%).
  - D. nonexistent.
13. Recent evidence regarding genetic influence on most psychological disorders has shown that
- A. single 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.
14. In the diathesis-stress model, “diathesis” refers to
- A. an inherited disorder.
  - B. conditions in the environment that can trigger a disorder depending upon how severe the stressors are.
  - C.** an inherited tendency or condition that makes a person susceptible to developing a disorder.
  - D. the inheritance of multiple disorders.
15. In the diathesis-stress model, “stress” refers to
- A.** life events, in combination with an inherited tendency, that trigger a disorder.
  - B. inherited tendencies, in combination with life events, that trigger a disorder.
  - C. defective genes.
  - D. exposure to very unusual and extreme environmental conditions.
16. According to the diathesis-stress model, psychopathology is the result of the
- A. interaction between normal and defective or damaged genes.
  - B. stress level of an individual and how stress is managed in a person’s life.
  - C. family history of an individual.
  - D.** interaction of an inherited tendency and events in the person’s life.

17. 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.
18. According to the diathesis-stress model, which statement is true?
- A. Given a certain level of stress, a disorder will develop.
  - B. Once a diathesis for a particular disorder is inherited, the disorder will eventually develop.
  - C. An individual's inherited tendencies will influence the stressful life events the person encounters.
  - D.** It is possible to inherit a diathesis and never develop a disorder.
19. 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
20. 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.
21. 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 this situation and the cause of his depression is the \_\_\_\_ model
- A. diathesis-stress
  - B. biological
  - C.** reciprocal gene-environment
  - D. interpersonal
22. Some people may be genetically predisposed to seek out difficult relationships. These difficult relationships may contribute to their experience of depression. This is an example of the
- A. diathesis-stress model.
  - B.** reciprocal gene-environment model.
  - C. genetic model.
  - D. quantitative genetics.

23. Research studies have shown that genetically emotional and reactive young animals raised by calm mothers tended to be
- A. calm.
  - B. emotional and reactive.
  - C. calm but emotional and reactive when raising their own young.
  - D. emotional and reactive but calm when raising their own young.
24. Looking at the findings of many nongenomic “inheritance” of behavior studies (Francis et al., 1999; Suomi, 1999; Tienari, et al., 1994) it appears that positive interventions such as good parenting in early life may
- A. have little effect in terms of preventing psychopathology in those genetically predisposed to such conditions.
  - B. dramatically change the genetics of individuals genetically predisposed to psychopathology.
  - C. have a greater effect on future generations than on the individual exposed to the “good parenting.”
  - D. override the genetically influenced tendency to develop psychopathology in later life.
25. Some of the most recent research studies regarding genetic vs. environmental causes of disorders in animals and humans have suggested
- A. genetic influences are greater than originally observed because positive environmental conditions do not prevent disorders.
  - B. genetics and the environment share equal roles in the development of all psychological disorders.
  - C. the relative contributions of genetics and the environment in the development of psychological disorders are different for lower animals than for humans.
  - D. genetic influences may have been overstated by previous studies; i.e., without sufficient environmental stress, the genetic predisposition may never be activated.
26. 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.
27. 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.
28. The area between the axon of one neuron and the dendrite of another neuron is the
- A. axon terminal.
  - B. soma.
  - C. synaptic cleft.
  - D. transmission cleft.

29. 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.
30. Neurotransmitters are important because they
- A.** allow neurons to send signals to other neurons.
  - B. maintain the oxygenation of the brain.
  - C. prevent the development of psychopathology.
  - D. allow the brain to maintain its structural integrity.
31. The chemicals that allow the transmission of signals between neurons are called
- A. reuptake inhibitors.
  - B. hormones.
  - C.** neurotransmitters.
  - D. genes.
32. GABA, dopamine, and norepinephrine are all examples of
- A. electrical brain waves.
  - B. neurons.
  - C.** neurotransmitters.
  - D. areas of the brain.
33. Most automatic functions—e.g., breathing, sleeping and motor coordination—are controlled by the part of the brain called the
- A.** brain stem.
  - B. forebrain.
  - C. cortex.
  - D. frontal lobe.
34. The part of the brain that controls motor coordination is the
- A. reticular activating system (RAS).
  - B. medulla.
  - C. pons.
  - D.** cerebellum.



35. 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.
36. Functions of the limbic system include control or regulation of
- A. basic body functions such as breathing.
  - B. sleep cycles.
  - C. emotional experiences, expressions, impulse control, and basic drives such as aggression, sex, hunger, and thirst.**
  - D. body posture, coordinated movement, and involuntary responses such as reflexes and other automatic processes.
37. About 80% of the neurons contained in the brain are located in the
- A. cerebral cortex.**
  - B. brain stem.
  - C. midbrain.
  - D. basal ganglia.
38. 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.
39. 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**
40. 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 cortex
  - B. left hemisphere of the cortex**
  - C. frontal lobe
  - D. midbrain

41. For most people, verbal and cognitive processes are usually controlled by the
- A.** left hemisphere of the cortex.
  - B. right hemisphere of the cortex.
  - C. entire cortex.
  - D. midbrain.
42. For most people, perception and the creation of images are usually handled by the
- A. left hemisphere of the cortex.
  - B. entire cortex.
  - C. midbrain.
  - D.** right hemisphere of the cortex.
43. The part of the brain most associated with memory, thought, and reasoning is the
- A. occipital lobe.
  - B. brain stem.
  - C. left parietal lobe.
  - D.** frontal lobe.
44. The peripheral nervous system is made up of the
- A. endocrine system.
  - B. brain stem and cortex.
  - C.** somatic and autonomic nervous system.
  - D. brain and spinal cord.
45. 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.
46. 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.

47. 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.
48. 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. neurotransmitter pathways.
  - D. brain stem activity.
49. 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.
50. According to your text’s discussion of how neurotransmitters such as serotonin work, the term “biochemical imbalance” for the cause of disorders such as depression is probably
- A.** an oversimplification.
  - B. about accurate.
  - C. completely incorrect.
  - D. a perfect description.
51. Drugs that increase the activity of a neurotransmitter are called
- A.** agonists.
  - B. antagonists.
  - C. enhancers.
  - D. inverse agonists.
52. Drugs that decrease the activity of a neurotransmitter are called
- A. agonists.
  - B. blockers.
  - C. reuptake inhibitors.
  - D.** antagonists.

53. Drugs that produce effects opposite to those produced by the neurotransmitter are called
- A. agonists.
  - B. antagonists.
  - C. blockers.
  - D.** inverse agonists.
54. The neurotransmitter associated with the regulation of mood, behavior, and thought processes is
- A. GABA.
  - B. norepinephrine.
  - C.** serotonin.
  - D. dopamine.
55. The neurotransmitter associated with the inhibition of anxiety is
- A. norepinephrine.
  - B. dopamine.
  - C. serotonin.
  - D.** GABA.
56. 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.
57. The neurotransmitter associated with both schizophrenia and Parkinson's disease is
- A. GABA.
  - B. norepinephrine.
  - C.** dopamine.
  - D. serotonin.
58. 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.
59. Extremely high levels of GABA are associated with
- A.** decreased anxiety.
  - B. increased depression.
  - C. increased anxiety.
  - D. decreased depression.

60. Extremely low levels of dopamine activity are associated with
- A. muscle rigidity, tremors, and impaired judgment.
  - B. schizophrenia.
  - C. pleasure seeking.
  - D. exploratory behaviors.
61. 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. chemical imbalances of the brain are the cause of psychopathology.
  - C. simple cause/effect conclusions stating 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.
62. 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.
63. What is one of the conclusions generally drawn from the 1990s studies of OCD, brain imaging, and cognitive-behavioral therapy by Baxter et al., and the follow up studies by Schwartz, et al.?
- A. Neurotransmitters affect how people feel and act.
  - B. Drugs are the only way to impact faulty neurotransmitter circuits.
  - C. Neurotransmitters are a result of how people feel and act, not a cause.
  - D. Psychosocial factors such as therapy affect neurotransmitters.
64. Insel, Scanlan, Champoux, and Suomi (1988) raised one group of rhesus monkeys with the ability to control things in their environment, and another group of monkeys who had no control of their environment (e.g., when they would receive treats and toys). When injected with a drug that produces a feeling of severe anxiety, the monkeys
- A. raised with a sense of control appeared angry and aggressive, while the monkeys raised without a sense of control appeared very anxious.
  - B. raised with a sense of control appeared anxious, while the monkeys raised without a sense of control appeared angry and aggressive.
  - C. in both groups appeared anxious.
  - D. in both groups appeared angry and aggressive.

65. The significance of the study conducted by Insel, Scanlan, Champoux, Suomi (1988), in which rhesus monkeys were raised either with a sense of control or without a sense of control and later exposed to an anxiety-inducing drug, is that it indicates that chemicals such as neurotransmitters
- A. have very direct effects on behavior.
  - B.** influence behavior in different ways depending upon the psychological history of the individual.
  - C. influence individuals in fairly direct and consistent ways regardless of the psychological history of the individual.
  - D. have few reliable and consistent effects on observed behavior.
66. 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 psychosocial factors affect the brain.
  - 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.
67. 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, 1990), the cerebellums of the more active rats
- A.** contained more neuronal connections and dendrites.
  - B. contained fewer neuronal connections but more axons and dendrites.
  - C. were less likely to possess pathological neurotransmitter circuits.
  - D. were exactly the same as the inactive rats.
68. Studies regarding rat learning and brain structure by Greenough, et al. (1990) and Wallace, et al. (1992), suggest that
- A.** early experiences such as learning cause physical changes in the brain.
  - B. psychopathology is the result of early learning experiences.
  - C. while psychopathology is often a result of early life experiences, it is generally due to the physical changes in the brain that such experiences cause.
  - D. genetically-caused brain structure problems can be corrected by positive life experiences.

69. One conclusion that can be drawn from the studies regarding rat learning and brain structure (Greenough, et al., 1990; Wallace, et al., 1992) is that
- A. early psychological experience affects the development of the nervous system and will absolutely determine whether or not the individual will develop a psychological disorder later in life.
  - B. early psychological experience does not result in physical changes to the nervous system but can still influence whether or not one develops a psychological disorder.
  - C.** early psychological experience affects the development of the nervous system and influences vulnerability to psychological disorders later in life.
  - D. early psychological experience has little to do with brain structure or later development of psychopathology.
70. Regarding biological influences on the development of psychopathology, the most accurate statement is that
- A.** both genetics and life events play a part in the development of brain structure and function that can affect vulnerability to psychopathology.
  - B. life events can only cause changes in brain structure or function for those with genetic defects.
  - C. early life events play a much greater role in the development of brain structure or function than genetics.
  - D. vulnerability to psychopathology has little to do with the brain changes associated with genetics or early life events.
71. When one examines the current state of knowledge regarding genetics and life experience effects on brain structure and function, the best overall conclusion is that 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.
72. Learned helplessness is demonstrated in laboratory animals by
- A. creating aversive stimuli (such as electrical shocks to the foot) that the animal can control.
  - B.** creating aversive stimuli (such as electrical shocks to the foot) that the animal cannot control.
  - C. creating pleasant stimuli (such as a food pellet) that the animal cannot control.
  - D. creating pleasant stimuli (such as a food pellet) that the animal can control.
73. Placing a rat in a cage where electrical shocks, over which the rat has no control, are occasionally administered through the floor is a way to create
- A. social learning.
  - B.** learned helplessness.
  - C. unconscious learning.
  - D. negative neurotransmitter pathways.
  - E. one angry rat.

74. 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
- A. panic disorder.
  - B.** depression.
  - C. mania.
  - D. schizophrenia.
75. The behavior of an individual who believes that no matter how hard she studies, she will never succeed in college can best be explained by
- A. personality disorder.
  - B. faulty neurotransmitter circuits.
  - C.** learned helplessness.
  - D. internal conflicts.
76. 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 towards aging
- A. lived four years longer than 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.
77. 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 a model.
  - D. acquire all of their behavior patterns by imitating the actions of others.
78. One important contribution of the work of Albert Bandura regarding modeling or observational learning is that
- A.** much of our learned behavior depends upon our interactions with those around us.
  - B. our learned behavior has much more to do with the types of consequences (reinforcements and punishments) of our actions than our interactions with those around us.
  - C. it is impossible to learn behavioral patterns without observing those around us.
  - D. learning acquired through observation is much more resistant to extinction than behavior acquired through classical or operant conditioning.



79. 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 \_\_\_\_\_ where 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
80. 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.
81. In the Stroop color-naming paradigm, a patient with a blood phobia would be expected to name the color of the printed word "wound"
- 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.
82. Strong emotional reactions such as extreme fear are generally experienced as unpleasant to the individual. In panic disorder, for example, patients may experience these sensations quite frequently. The primary function of human capability for such strong emotion appears to be
- A.** survival.
  - B. recreation.
  - C. empathy.
  - D. creativity.
83. Emotion is generally thought to be comprised of
- A.** behavior, physiology, and cognition.
  - B. mood and affect.
  - C. cognition, behavior, and affect.
  - D. behavior physiology and mood.

84. 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**
85. The relationship between emotion and health is demonstrated by the fact 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.**
86. Studies examining the effects of anger and hostility on the cardiovascular system have demonstrated that anger results in
- A. decreased pumping efficiency of the heart.**
  - B. increased pumping efficiency of the heart.
  - C. heart changes similar to those found when exercising.
  - D. few if any measurable changes in the heart.
87. 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 social environment on our physical and psychological health.**
  - C. power of the supernatural model of psychopathology.
  - D. isolated cultural phenomena with little practical significance.
88. 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.
89. The victims of the disorder bulimia nervosa are almost always 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.

90. The influences of culture and gender on psychopathology are most clearly evident in the disorder of
- A.** bulimia.
  - B. panic disorder.
  - C. bipolar disorder.
  - D. depression.
91. People who have many social contacts and live their lives continually interacting with others
- A. develop more infections and have poorer overall health.
  - B. have not been found to differ on any health outcome.
  - C. often suffer from psychological disorders such as dependency.
  - D.** live longer and healthier lives.
92. Research in which subjects were exposed to the virus that causes the common cold (Cohen, Doyle, Skoner, Rabin, and Gwaltney (1997) demonstrated that
- A. the lower the individual's socialization, the lower the chances of contracting a cold.
  - B.** the greater the individual's socialization, the lower the chances of contracting a cold.
  - C. extent of socialization and chances of contracting a cold were unrelated.
  - D. the quality of social contact predicted whether the individual would contract a cold, but the frequency of social contact did not.
93. 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.
94. Depression and schizophrenia seem to appear in all cultures but tend to be characterized by different symptoms within individual cultures. For example, depression in Western culture is generally characterized by feelings of guilt and inadequacy, where in developing countries it is characterized by physical distress such as fatigue or illness. This is most likely due to
- A. genetic differences between individuals living in different cultures.
  - B. differences in treatment provided in different cultures.
  - C. reasons that our current methods of study are incapable of understanding.
  - D.** the fact that social and cultural factors influence psychopathology.

95. Research with the elderly has found that depression is more likely in those individuals who
- A. have frequent social contacts.
  - B. live in group settings.
  - C.** have fewer social contacts.
  - D. receive increased attention from their families when they are sick.
96. 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.
97. Massive population movements from rural to urban areas in a country tend to \_\_\_\_\_ the rate of psychological disorders in the country.
- A. decrease
  - B. have little effect on
  - C. have unpredictable effects on
  - D.** increase
98. 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/her life.
  - B. developed during the psychosexual stages of his/her life.
  - C. resolved conflicts in early life.
  - D. sees himself/herself as part of a family, a community, and a culture.
99. When therapists ask patients how they are feeling and how they are experiencing their disorder today, it is essentially taking "snap-shots" 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.
100. 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 life span.
  - 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.

101. 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
- A. equifinality.
  - B. psychopathology.
  - C. pathogenesis.
  - D. orthogonal causation.
102. 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.
103. The “Abnormal Psychology Live!” presentation for this chapter deals with how biological, social, and psychological factors
- A. each have unique implications in psychopathology and therefore each must be studied in isolation.
  - B. interact and influence one another in an integrated system in psychopathology.
  - C. cannot be fully understood until we learn the brain’s structure, in terms of the number of receptors on cells in the brain.
  - D. have not been studied with much depth in the past.
104. During the “Abnormal Psychology Live!” presentation for this chapter, Dr. Barlow suggests it is possible that psychological treatments we know to affect brain function may in fact also
- A. change patient outlook.
  - B. change brain structure.
  - C. affect the attitudes of the psychologist providing treatment.
  - D. affect the physical health of the patient.
105. In the “Abnormal Psychology Live!” presentation for this chapter, Dr. Barlow relates to us that we now know that the application of pharmacological therapies can not only affect brain function but also
- A. thoughts, feelings, and behaviors.
  - B. sensory sensitivities.
  - C. physical strength and well being.
  - D. our understanding of psychopathology.
106. In the “Abnormal Psychology Live!” presentation for this chapter, Dr. Barlow suggests that we now have the tools, the technology, and the \_\_\_\_ with which to understand psychopathology.
- A. expertise
  - B. knowledge
  - C. beginnings of knowledge
  - D. in-depth knowledge

107. **Study Guide**

The part of the nervous system that is activated in times of stress is the \_\_\_\_ nervous system.

- A. parasympathetic
- B. somatic
- C. sympathetic**
- D. central

108. **Study Guide**

Obsessive-compulsive disorder appears to be linked to the area of the brain called the \_\_\_\_\_. The implications of this finding are that \_\_\_\_\_.

- A. orbital frontal cortex; although the disorder is related to a particular brain circuit, the causes of the disorder are not necessarily completely biological.**
- B. orbital frontal cortex; the disorder is probably due only to brain damage in this area.
- C. occipital lobe; although the disorder is related to a particular brain circuit, the disorder causes the abnormalities in the brain.
- D. occipital lobe; the disorder is most likely due to purely psychological causes.

109. **Study Guide**

Research indicates that the relationship between psychological treatment and brain circuits is such that

- A. psychological treatment works regardless of the brain circuit activity.
- B. psychological treatment can alter brain circuits.**
- C. brain circuit activity alone determines the response to psychological treatment.
- D. psychological treatment is not effective due to the changes in the brain caused by mental disorders.

110. **Study Guide**

According to the principle of prepared learning, humans

- A. are genetically predisposed to know certain things.
- B. inherit a capacity to learn certain things that are beneficial to the survival of the species.**
- C. ready to learn to read by the age of six.
- D. are unable to learn the same things that rats learn.

111. **Study Guide**

The “fight or flight” response refers to

- A. an Air Force principle for dealing with conflict.
- B. a typical response to learned helplessness.
- C. a technique used in Ellis’s rational-emotive therapy.
- D.** an alarm reaction in the face of adverse circumstances.

112. **Study Guide**

The limbic system, which includes the hippocampus, gyrus, septum, and amygdala, is responsible for

- A. regulation of emotional experience.
- B.** the ability to learn.
- C. control of impulses.
- D. all of these.

113. **Study Guide**

Judy’s blood-injury-injection phobia described in the text was likely caused by

- A. a biological predisposition
- B.** behavioral influences
- C. social influences
- D. all of these

114. **Study Guide**

Which part of the brain gives humans the capacity to think, plan, and reason?

- A. cerebellum
- B. thalamus
- C. limbic system
- D.** cerebral cortex

115. **Study Guide**

Which of the following could result in learned helplessness?

- A.** being in a stressful situation one cannot control
- B. being in a stressful situation and refusing to control it
- C. being in control and then encountering stressors
- D. perceiving control when none is present
- E. none of these

116. **Study Guide**

Equifinality refers to the idea that

- A. different paths may lead to the same outcome.
- B. a psychological disorder is caused by more than one factor.
- C. a disorder will have a different prognosis, depending on the individual.
- D. the same disorder can have multiple symptoms.

117. Describe the diathesis-stress model, and use the model to explain how one identical twin suffers from clinical depression while the other does not.

Answers not provided.

118. Explain the difference between the modern cognitive science view of the unconscious and the Freudian idea of the unconscious.

Answers not provided.

119. Explain why is it considered too simplistic to say that disorders like depression are caused by too little serotonin or that schizophrenia is caused by too much dopamine.

Answers not provided.

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

Answers not provided.

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

Answers not provided.



122. Name three important neurotransmitters and describe what impact each one is thought to have on human experience.

Answers not provided.

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

Answers not provided.

124. Several studies (Baxter et al., 1992; Brody, et al, 2001; Leuchter et al., 2002) have demonstrated the ability of psychological/environmental factors to influence brain function. Discuss the methods used in one or more of these studies and explain the resulting implications of this type of research for understanding the causes of psychopathology in humans.

Answers not provided.

125. Socialization is considered one of the most important parts of human experience. Describe some of the research findings that demonstrate the importance of relationships to our psychological well being.

Answers not provided.

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

Answers not provided.

127. In the “Abnormal Psychology Live!” presentation for this chapter, Dr. Barlow appears very optimistic about our ability to make progress in our current and future understanding of the causes of psychopathology. At the same time he indicates that such understanding will not come from simple, one-dimensional models. Based on Dr. Barlow’s presentation, explain what you think the future will bring regarding our understanding of the causes of psychopathology.

Answers not provided.