Flett, Kocovski, Davison, Neale: *Abnormal Psychology*, Sixth Canadian Edition   Testbank

Chapter 3
Clinical Assessment, Classification, and Diagnosis

Question type: True/False

1) Clinical assessment is a completely objective process.

Answer: False

Section Reference: Clinical Assessment, Classification, and Diagnosis
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

2) Therapeutic assessment and clinical assessment are the same thing.

Answer: False

Section Reference: Clinical Assessment, Classification, and Diagnosis
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

3) If a person obtains a similar score on the same test taken twice, the test is said to have internal consistency reliability.

Answer: False

Section Reference: 3.1Reliability and Validity in Assessment
Difficulty: Medium
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Comprehension

4) Predictive validity is a kind of criterion validity.

Answer: True

Section Reference: 3.1 Reliability and Validity in Assessment
Difficulty: Medium
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.

Bloom's: Comprehension

5) A test can be reliable without being valid.

Answer: True

Section Reference: 3.1 Reliability and Validity in Assessment
Difficulty: Hard
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Comprehension

6) The manner in which a clinical interview is conducted can impact the information obtained.

Answer: True

Section Reference: 3.2 Psychological Assessment
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

7) Lack of awareness of assessment techniques is one reason clinicians do not engage in evidence-based assessment.

Answer: False

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

8) Test norms represent the average score on a psychological test.

Answer: False

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

9) The MMPI-2 can be used as a diagnostic measure.

Answer: True

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

10) Intelligence tests are based on the assumption that a person's intellectual functioning can predict success in school.

Answer: True

Section Reference: 3.2 Psychological Assessment
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

11) If one particular group (e.g., Inuit) score in an abnormal manner on an IQ test, it means the group is abnormal.

Answer: False

Section Reference: Canadian Perspectives 3.1
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

12) A cognitive therapist will pay particular attention to a client's negative thoughts.

Answer: True

Section Reference: 3.2 Psychological Assessment
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

13) CT and MRI scans can assess for structural damage in the brain.

Answer: True

Section Reference: 3.3 Biological Assessment
Difficulty: Easy
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Knowledge

14) fMRI has been used to diagnose schizophrenia.

Answer: False

Section Reference: 3.3 Biological Assessment
Difficulty: Medium
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: K

15) Imaging studies can be used to confirm diagnoses like ADHD and dementia.

Answer: True

Section Reference: 3.3 Biological Assessment
Difficulty: Easy
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Knowledge

16) Neurologists and neuropsychologists specialize in disorders of the central nervous system.

Answer: True

Section Reference: 3.3 Biological Assessment
Difficulty: Easy
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Knowledge

17) Psychophysiological assessment measures arousal.

Answer: True

Section Reference: 3.3 Biological Assessment
Difficulty: Easy

Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Knowledge

18) *DSM* stands for Disease and Statistics Manual.

Answer: False

Section Reference: 3.4 Diagnosis: Why it Matters
Difficulty: Easy
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Knowledge

19) The *International Statistical Classification of Diseases, Injuries, and Causes of Death* (*ICD*) was the first attempt at classifying mental illness by the American Psychiatric Association.

Answer: False

Section Reference: 3.5 A Brief History of Classification
Difficulty: Easy
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Knowledge

20) *DSM-5* uses a similar multiaxial system for diagnosis as *DSM-IV-TR*.

Answer: False

Section Reference: 3.5 A Brief History of Classification
Difficulty: Easy
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Comprehension

21) The *DSM* is based on a medical model of disease.

Answer: True

Section Reference: 3.5 A Brief History of Classification
Difficulty: Easy
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Knowledge

22) *DSM* V-codes are for disorders that require further study.

Answer: False

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association
Difficulty: Medium
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Knowledge

23) Stigmatization is a potential consequence of being diagnosed with mental illness.

Answer: True

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Easy
Learning Objective: 3.6 Discuss issues in the classification of abnormal behaviour.
Bloom's: Comprehension

24) The *DSM-5* is based on dimensional diagnostic criteria.

Answer: False

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Easy
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Knowledge

25) When two independent raters come up with the same diagnosis for a client, the diagnosis is said to have construct validity.

Answer: False

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Medium
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Analysis

26) When psychologists find that people who experience delusions and hallucinations have schizophrenia, the diagnosis is said to have construct validity.

Answer: True

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Medium
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Analysis

27) Asperger's syndrome is a diagnosis in *DSM-5.*

Answer: False

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association
Difficulty: Easy
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Knowledge

28) While the *DSM-5* was not able to fully embrace a dimensional approach to diagnosis, where possible, dimensional ratings exist to indicate severity.

Answer: True

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association
Difficulty: Easy
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Knowledge

29) Non-suicidal self-injury is not a disorder on its own, as it is a symptom of borderline personality disorder.

Answer: False

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association
Difficulty: Medium
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Comprehension

30) According to Canadian statistics, rates of autism are increasing.

Answer: True

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association
Difficulty: Easy
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Knowledge

Question Type: Multiple Choice

31) The process of clinical assessment involves

a) conducting individual and group psychotherapy.
b) figuring out clients' issues and what might improve their conditions.
c) testing the reliability and validity of a client's presenting symptoms.
d) all of the above.

Answer: b

Section Reference: Clinical Assessment, Classification, and Diagnosis
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

32) The manner in which clinical assessment is completed depends on:

a) The presenting problem
b) The theoretical orientation of the client
c) The theoretical orientation of the therapist
d) Whether the therapist uses a structured interview or not

Answer: c

Section Reference: Clinical Assessment, Classification, and Diagnosis
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

33) Diane was taking a personality test. The test has items that are all closely related to one another. This is an example of:

a) External validity

b) Internal consistency reliability
c) Internal validity
d) Test-retest reliability

Answer: b

Section Reference: 3.1 Reliability and Validity in Assessment
Difficulty: Medium
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Application

34) Jim was given an intelligence test in March, and re-administered the same test one year later. His score both times was the same. This indicates that the intelligence test has

a) high test-retest reliability.
b) high inter-rater agreement.
c) internal consistency.
d) none of the above are correct.

Answer: a

Section Reference: 3.1 Reliability and Validity in Assessment
Difficulty: Easy
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Application

35) Esther was given a memory test in January and administered a different memory test one year later. She scored almost identically on both tests. This indicates that the memory tests have

a) high test-retest reliability.
b) high inter-rater agreement.
c) alternate-form reliability.
d) none of the above are correct.

Answer: c

Section Reference: 3.1 Reliability and Validity in Assessment
Difficulty: Medium
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Application

36) Dr. X and Dr. Y are diagnosing a patient. After administering the SCID for DSM-5, Dr. X decides the patient is suffering from schizophrenia while Dr. Y decides the patient is suffering from schizoaffective disorder. This kind of disagreement is an example of:

a) Low content reliability
b) Low predictive reliability
c) Low test-retest reliability
d) Low inter-rater reliability

Answer: d

Section Reference: 3.1 Reliability and Validity in Assessment
Difficulty: Medium
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Application

37) Dr. Hu is concerned about cheating in his abnormal psychology class. He decides to give two different versions of his final exam and finds that students performed better on one version than the other. He concludes that the students who did poorly must have cheated off students with the other form. This conclusion is:

a) Correct – good for him for catching the cheaters
b) Incorrect – there are too many other factors that could have influenced the difference
c) Incorrect – he may not have made sure each version of the test was equivalent
d) Inconclusive – based on this limited information, he could be right or wrong

Answer: c

Section Reference: 3.1 Reliability and Validity in Assessment
Difficulty: Hard
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Analysis

38) You are designing a new scale that measures adolescent problem eating behaviours. You decide to administer your test with the Eating Disorders Inventory, a 'gold standard' measurement instrument. This in an example of:

a) Case validity
b) Content validity
c) Concurrent validity
d) Construct validity

Answer: C

Section Reference: 3.1 Reliability and Validity in Assessment
Difficulty: Medium
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Application

39) Many graduate school applicants are required to take the Graduate Record Examination (GRE). If the applicants were successful and the university were to correlate the scores on their GRE with their first year grade point average (GPA), a high correlation would indicate:

a) High concurrent validity
b) High predictive validity
c) High content validity
d) High construct validity

Answer: b

Section Reference: 3.1 Reliability and Validity in Assessment
Difficulty: Medium
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Analysis

40) Joan was taking a test to measure levels of depression. All of the items covered the symptoms that are typical of depression. This inventory would be said to have:

a) High discriminant validity
b) High content validity
c) High criterion validity
d) High case validity

Answer: b

Section Reference: 3.1 Reliability and Validity in Assessment
Difficulty: Medium
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Application

41) 'Criterion' validity refers to:

a) Whether a measure adequately samples the domain of interest
b) The measurement of two observable behaviours at the same point in time
c) The degree to which a measure correlates with other scales/inventories
d) The degree to which it differs from other scales/inventories

Answer: c

Section Reference: 3.1 Reliability and Validity in Assessment
Difficulty: Hard
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Comprehension

42) Ed appears to have social phobia; the determination of this diagnosis was made by his scores on a particular measure of social fear. Scores like his have been shown in the past to be related to social phobia, as well as correlated with a variety of measures of social and occupational disability associated with social phobia. The measure Ed took would be said to have:

a) High construct validity
b) High content validity
c) High criterion validity
d) High statistical validity

Answer: a

Section Reference: 3.1 Reliability and Validity in Assessment
Difficulty: Medium
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Application

43) Dr. Burns is concerned about whether his interpretations about his client, Lisa, are truly representative of her and how she interacts with her world. He seems to be concerned about:

a) Predictive validity
b) Concurrent validity
c) Case validity
d) Actual validity

Answer: c

Section Reference: 3.1 Reliability and Validity in Assessment
Difficulty: Medium

Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Application

44) Unlike a conversation with your friend, a clinical interviewer would focus on

a) structure.
b) how the person responds.
c) objectivity.
d) how the person uses humour.

Answer: b

Section Reference: 3.2 Psychological Assessment
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

45) Because interviewees often have difficulty recounting intensely personal matters, it is important that interviewers

a) have a clear paradigm.
b) establish rapport.
c) be alert to situational factors.
d) structure the interview.

Answer: b

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

46) Which of the following is true regarding interviewing the client?

a) It enables one to obtain vast amounts of information.
b) It is too subjective to be of much value in assessment.
c) It provides the most valid information in the assessment.
d) Behavioural clinicians consider it unnecessary.

Answer: a

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

47) What is the influence of adopting a paradigm when conducting a clinical interview?

a) It guides the content of the questions asked.
b) It specifies how the interviewer obtains information.
c) It directs the way the information will be interpreted.
d) All of the above.

Answer: d

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: C

48) In some measure, the information collected by clinical interviewers during an assessment is limited by:

a) What the clinical interviewers are looking for
b) The mood of the clinical interviewers
c) The clients' readiness for psychotherapy
d) The therapists' acceptance of the clients' readiness for psychotherapy

Answer: a

Section Reference: 3.2 Psychological Assessment
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

49) The psychodynamic clinician conducting therapy assumes that:

a) People are not aware of what is truly brings them to therapy
b) People will resolve their problems by observing their behaviour
c) People are fairly at ease to divulge personal matters from the start
d) None of the above

Answer: a

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

50) The reliability and validity of a clinical interview increase:

a) With the number of meeting the clinician has with the client
b) With the level of trust the client has in the clinician
c) When the clinician reveals personal information about oneself
d) When the interview is unstructured rather than structures

Answer: a

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

51) Dr. Bradley was conducting a clinical interview with Harold. When interviewed together with his father, Harold stated that he had never drunk alcohol. However, when interviewed later alone, Harold admitted that he got drunk every weekend. This example demonstrates the problem of

a) unconscious factors impacting the interview process.
b) the impact of situational factors on the validity of a clinical interview.
c) lack of standardization of interview questions.
d) too much structure in the interview process.

Answer: b

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.Bloom's: Application

52) In a clinical interview, Dr. Carlson asks Maria to describe her early relationship with her mother, and she finds out that Maria was abused as a child. Dr. Bryson later interviews Maria, and asks what thoughts she has been having about her upcoming job promotion; he discovers that Maria is very anxious about not being able to perform well. These examples illustrate the

importance of _____ in clinical interviews.

a) situational factors
b) environmental factors
c) paradigms
d) structure

Answer: c

Section Reference: 3.2 Psychological Assessment
Difficulty: Hard
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Application

53) At a university counselling centre, which question is most likely to elicit the most honest response?

a) "How often do you smoke pot?" asked by a 55 year old male therapist
b) "How often do you smoke pot?" asked by a 60 year old female therapist
c) "How often do you smoke pot?" asked by a 30 year old male therapist
d) "How often do you smoke pot?" asked by a 45 year old female therapist

Answer: c

Section Reference: 3.2 Psychological Assessment
Difficulty: Hard
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Application

54) Which of the following is a structured interview?

a) MMPI
b) SCID
c) TAT
d) Rorschach

Answer: b

Section Reference: 3.2 Psychological Assessment
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

55) What characterizes the SCID?

a) It is a projective personality test.
b) It is a non-structured interview.
c) It has a branching system.
d) It has poor reliability.

Answer: c

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

56) On the Statistical Clinical Interview Diagnosis (SCID), the severity of a symptom is indicated by:

a) Evaluating the client's non-verbal responses
b) Asking the client to describe the symptom
c) Attributing a score between 1 and 3
d) How often the symptom bothers the client

Answer: c

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

57) A clinician uses the SCID diagnostic interview to determine if Mary is suffering from obsessive-compulsive disorder (OCD). The clinician decides that although Mary has some symptoms related to OCD, they do not reach the levels of severity or duration required for a diagnosis. Inspection of her SCID rating scores likely revealed:

a) She met the criteria for OCD not otherwise specified (NOS)
b) Only scores = 1
c) Some scores = 2
d) Numerous scores = 3

Answer: c

Section Reference: 3.2 Psychological Assessment
Difficulty: Hard
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Analysis

58) When a client is attributed a score of 1 on the SCID, what does the clinical interviewer do?

a) Skip to the next question
b) Administer another test
c) Review the question to ensure accuracy
d) Ask the same question a different way

Answer: a

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Application

59) Rogers (2003) argues for importance and utility of proper structured interviews because:

a) Research is showing they tend to have poor reliability
b) Research is showing that only half of depression cases are detected in primary settings
c) Research is showing they tend to have poor validity
d) Research is showing that too many cases of depression are detected in primary settings

Answer: b

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

60) Economic pressures, such as reimbursement for a limited number of sessions, has lead clinicians to use _____ when engaging in assessment.

a) evidence-based assessment tools
b) best-practice guidelines
c) unstructured clinical interviews
d) whatever tools the insurance company requests

Answer: c

Section Reference: 3.2 Psychological Assessment
Difficulty: Hard
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Analysis

61) The call for using evidence-based assessment techniques parallels the growth in the area of:

a) Evidence-based personality tests
b) Evidence-based treatments
c) Evidence-based clinical interviews
d) Evidence-based behavioural checklists

Answer: b

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

62) You have developed a new personality inventory that will be used to match roommates in order to minimize conflict. Before you can market the test, you must administer it to several hundred individuals to establish norms. This phase of test development is referred to as:

a) Branching
b) Psychometrics
c) Validation
d) Standardization

Answer: d

Section Reference: 3.2 Psychological Assessment
Difficulty: Hard
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Application

63) You decide that you wish to use the MMPI to form a scale within the instrument to distinguish potential professional wrestlers from those without the potential to be wrestlers. Using the same method as that used to develop the MMPI, you would

a) identify items that were about wrestling.
b) identify items that distinguish pro wrestlers from non-wrestlers.
c) find all the items that wrestlers answered as true regarding themselves.
d) look for consistency among items endorsed by wrestlers as true.

Answer: b

Section Reference: 3.2 Psychological Assessment
Difficulty: Hard
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Application

64) The MMPI is an example of a(n)

a) projective test.
b) personality inventory.
c) intelligence test.
d) structured clinical interview.

Answer: b

Section Reference: 3.2 Psychological Assessment
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

65) Which of the following was **not** a change made in the revised version of the MMPI?

a) Increase racial representativeness in the norm sample.
b) Alter the format for answering questions.
c) Alter the norm sample to reflect the composition of the US.
d) Alter items to make the content more current.

Answer: b

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

66) Which of the following is a possible limitation of computer generated scoring of the MMPI?

a) The competency of the professional reading the score report.
b) The competency of the professional who developed the computer-generated report.
c) The ability of the computer to handle respondents who 'fake-bad.'
d) The usefulness of the computer-generated report in developing comprehensive reports.

Answer: b

Section Reference: 3.2 Psychological Assessment
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

67) Compared to the original MMPI, the MMPI-2

a) is almost identical.
b) has a much larger and more diverse standardization sample.
c) has completely new scales and norms.
d) has turned out to be much less valid at discriminating psychiatric patients.

Answer: b

Section Reference: 3.2 Psychological Assessment
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

68) Computer score reports are quite popular in scoring which of the following instruments?

a) TAT
b) Wechsler Intelligence Scale for Children, Third Edition
c) MMPI-2
d) Halstead-Reitan

Answer: c

Section Reference: 3.2 Psychological Assessment
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

69) Revision of the MMPI with the new MMPI-2 involved:

a) Deleting the marital problems scale
b) Adding the schizophrenia scale
c) Adding the Type B behaviour scale
d) Deleting items with objectionable content

Answer: d

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

70) Taken together, the ? Scale, L scale, F scale and K scale of the MMPI-2 are termed:

a) Validity scales
b) Content scales
c) Personality scales
d) Hypothetical scales

Answer: a

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

71) The MMPI detects individuals attempting to fake the test by

a) including special scales to detect lying.
b) inferring the lying behaviour from answers left blank.
c) re-administering the test.
d) examining highly unusual responses.

Answer: a

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

72) The special scales to detect lying in the MMPI are considered:

a) Reliability scales
b) Validity scales
c) Faking scales
d) None of the above

Answer: b

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: C

73) Which of the following is the best example of an item that might be included in the MMPI lie scale?

a) "Sometimes I feel nauseous for no apparent reason."
b) "I enjoy reading detective novels."
c) "I have never used a foul word."
d) "I often walk after dinner."

Answer: c

Section Reference: 3.2 Psychological Assessment
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Analysis

74) How does the MMPI attempt to determine if a particular person is responding to the test in a valid way?

a) By having a large enough standardization sample.
b) By conducting the interview in a structured and standardized way.
c) By including special validity scales to detect response biases.
d) By providing ambiguous stimuli so the person does not know which answer is right or wrong.

Answer: c

Section Reference: 3.2 Psychological Assessment

Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

75) On the MMPI, someone who is overanxious, worrying, and full of self-doubts would likely score high on the subscale assessing:

a) Hysteria
b) Psychasthenia
c) Deviance
d) Infrequency

Answer: b

Section Reference: 3.2 Psychological Assessment
Difficulty: Hard
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Analysis

76) The K scale and the "cannot say" scale are measures from:

a) The MMPI-2
b) The Thematic Apperception Test
c) The Blackie Picture Test
d) The NEO-PI-R five factor inventory

Answer: a

Section Reference: 3.2 Psychological Assessment
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

77) The MMPI-2 Restructured Clinical scales is a much _____ test than the MMPI-2.

a) more detailed
b) more focused on sexual dysfunction
c) longer
d) shorter

Answer: d

Section Reference: 3.2 Psychological Assessment
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

78) Some researchers suggest that the MMPI-2 Restructured Form is:

a) Much more accurate at diagnosing personality disorders than the MMPI-2
b) So different from the MMPI-2 that it's more like a new test than a revision
c) Pretty much the same as the MMPI-2, so just a money grab
d) There is no MMPI-2 Restructured Form; there is a MMPI-2 Restructured Clinical scale

Answer: b

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

79) The stimulus materials in the Thematic Apperception Test are ambiguous to:

a) Increase the likelihood that the individual is giving responses that unconsciously mediated
b) Increase precision
c) Increase rapport
d) Create discomfort in the client and thereby encourage a closer relationship with the
   therapist

Answer: a

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

80) The projective hypothesis assumes that

a) responses to highly structured tasks reveal hidden attitudes and motivations.
b) preferences for unstructured stimuli reveal unconscious motives.
c) unstructured stimuli provoke anxiety.
d) responses to ambiguous stimuli are influenced by unconscious factors.

Answer: d

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

81) The projective hypothesis is derived from which paradigm?

a) Learning
b) Cognitive
c) Psychoanalytic
d) Diathesis-stress

Answer: c

Section Reference: 3.2 Psychological Assessment
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

82) Dr. Gallagher was interpreting the results of a Rorschach test, and reported that the client was probably fixated at the anal stage because he saw bathroom items in many of the cards. This is an example of

a) the projective hypothesis.
b) the unreliability of the Rorschach.
c) the Exner scoring system.
d) standardized interpretation.

Answer: a

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Application

83) The Rorschach Inkblot Test is an example of a(n)

a) intelligence test.

b) diagnostic inventory.
c) personality inventory.
d) projective test.

Answer: d

Section Reference: 3.2 Psychological Assessment
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

84) Based on the projective hypothesis, projective tests' real purposes are:

a) Best made clear to the clients
b) To bypass clients' repression
c) To address the complex causes of distress
d) Not really clear to psychologists

Answer: b

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

85) You are being tested, and the examiner is showing you pictures and you are asked to tell complete stories about the photos. You are probably taking:

a) The Rorschach
b) The MMPI-2
c) The Thematic Apperception Test
d) The Wechsler Adult Intelligence Scale-III

Answer: c

Section Reference: 3.2 Psychological Assessment
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Application

86) Critics of the projective tests have been and remain particularly concerned:

a) About their use in the classroom
b) About under- pathologizing the respondents
c) That one third of forensic psychologists use them
d) That judges often require them as part of a mental health evaluation

Answer: c

Section Reference: 3.2 Psychological Assessment
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

87) Intelligence tests were originally developed for the purpose of

a) determining which psychiatric patients could benefit from "talk" therapy.
b) predicting which children had special academic needs.
c) identifying gifted children.
d) segregating people of low intelligence so they would not have children.

Answer: b

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

88) Cultural bias is problematic in assessment in that:

a) Most psychological tests have been rendered invalid when used with different cultures
b) A lack of awareness of cultural factors can create difficulties in reaching conclusions from
    assessment
c) Clinicians cannot be aware of different cultures in evaluation
d) Cultural differences cloud objectivity

Answer: b

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

89) It has been argued that many of the questions on the Wechsler tests of intelligence are problematic for Canadians because of the culturally specific American content. Researchers have found that Canadians score _____ than Americans on these tests.

a) lower
b) higher
c) about the same
d) no comparison made

Answer: b

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

90) Tom has been tested to determine whether he is suffering from dementia. Which of the following tests was <u>most</u> likely administered to him?

a) The Thematic Apperception Test
b) The MMPI
c) The WAIS
d) The Rorschach

Answer: c

Section Reference: 3.2 Psychological Assessment
Difficulty: Hard
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Application

91) Average intelligence is associated with a score of approximately:

a) 130
b) 70
c) 100
d) Average intelligence cannot be determined

Answer: c

Section Reference: 3.2 Psychological Assessment

Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

92) To say that intelligences tests have good criterion validity means that:

a) They can distinguish giftedness and mental retardation
b) They can differentiate people with different occupations
c) They cannot predict educational and vocational attainment
d) They cannot distinguish people at the high and low ends of the intelligence spectrum

Answer: a

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Comprehension

93) A person must have an IQ of _____ in order to be considered intellectually gifted.

a) 70
b) 100
c) 130
d) 150

Answer: c

Section Reference: 3.2 Psychological Assessment
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

94) A person is gifted if he or she has an IQ score of 130. The score of 130 corresponds to:

a) The mean score obtained by famous "geniuses"
b) One standard deviation above the mean
c) Two standard deviations above the mean
d) Three standard deviations above the mean

Answer: c

Section Reference: 3.2 Psychological Assessment
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

95) Justin and Jerome are both in grade 9 and are tied for being at the top of their class. At the end of the year, the teachers decide they need to declare one boy "the best," so they decide to use the boys' IQ scores as the tie-breaker. While their school grades are identical, Justin's IQ score is 15 points higher than Jerome's. What is the most logical explanation?

a) Justin probably cheated on the test
b) Jerome was sick on the day of the test
c) Jerome is Black and Justin is White
d) Justin is Black and Jerome is White

Answer: c

Section Reference: 3.2 Psychological Assessment
Difficulty: Hard
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Application

96) Before taking an IQ test, Mila was told that girls typically do poorly on the math section, but excel on vocabulary. Mila is planning on being a scientist and thinks of herself as good at math. According to the concept of stereotype threat, her score on the test will show:

a) Similarly good scores on vocabulary and math
b) Better scores on vocabulary than math
c) Better scores on math than vocabulary
d) Similarly poor scores on vocabulary and math

Answer: b

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Application

97) Traditionally ignored in original intelligence tests, there is growing interest in _____ aspects of intelligence to predict future success.

a) academic achievement
b) abstract reasoning
c) social comprehension
d) emotional

Answer: d

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

98) High levels of emotional intelligence have been associated with:

a) greater levels of subjective well-being
b) reduced proneness to depression
c) social interactions
d) A and B only

Answer: d

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

99) A high level of emotional intelligence is linked with:

a) Higher levels of anxiety
b) Greater susceptibility to depression
c) Greater levels of subjective well-being
d) Lower levels of intelligence

Answer: c

Section Reference: 3.2 Psychological Assessment
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

100) A Canadian study of Inuit children using the WISC-R's original norms found that their

intelligence scores were:

a) Between 90 and 95
b) Between 80 and 90
c) Between 70 and 80
d) Under 70

Answer: d

Section Reference: Canadian Perspectives 3.1
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

101) According to Wilgosh et al. (1986) study, what percentage of Inuit children would be classified as mentally retarded based on their verbal IQ scores alone?

a) 25
b) 40
c) 60
d) 75

Answer: d

Section Reference: Canadian Perspectives 3.1
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

102) Zachary, a hunter from the James Bay area, was given the Kohs Blocks test and completed the test so fast that his IQ went "off the scale" (exceeded 180) on all seven examples. What does this tell us about IQ tests?

a) The scale was invalid
b) IQ scales require a greater range to capture all levels of functioning
c) IQ tests can be biased in favour of the Inuit due to their specialized skills
d) Because of their tendency to get lower IQ scores, Inuit's performance scores are often adjusted upward

Answer: c

Section Reference: Canadian Perspectives 3.1

Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Analysis

103) Results from the "Inuit Norming Study" indicated that over _____ of children attained a verbal IQ score of less than 70.

a) 2%
b) 10%
c) 50%
d) 75%

Answer: d

Section Reference: Canadian Perspectives 3.1
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

104) When Inuit children and non-Inuit children score radically differently on IQ tests, the best explanation may be that:

a) Inuit children are less intelligent than non-Inuit children
b) Inuit children did not understand the questions
c) Inuit children had difficulty with the language of the test
d) Non-Inuit children probably cheated

Answer: c

Section Reference: Canadian Perspectives 3.1
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

105) Results of the "Inuit Norming Study" suggest that many of the children in this study were misclassified as mentally retarded. This misclassification was likely related to all of the following EXCEPT:

a) Issues with language (e.g., English is a second language)
b) Culturally irrelevant questions
c) The lack of special education programs in the North

d) The number of questions the children couldn't answer

Answer: c

Section Reference: Canadian Perspectives 3.1
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

106) Which of the following is **least** likely to be used in behavioural assessment?

a) Projective tests
b) Clinical interviews
c) Self-report inventories
d) Physiological measures

Answer: a

Section Reference: 3.2 Psychological Assessment
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

107) What is a key purpose of Person's cognitive behavioural case formulation approach?

a) To create a theory to explain relations among client's problems.
b) To formulate an individual diagnosis.
c) To identify automatic thoughts.
d) To be able to complete assessment and diagnosis in one session.

Answer: a

Section Reference: Focus on Discovery 3.1
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

108) The five components of the Persons' case conceptualization approach are:

a) Problem list, diagnosis, underlying mechanisms, strengths and assets, treatment plan
b) Problem list, diagnosis, working hypothesis, strengths and assets, treatment plan

c) Possible origins, developmental schemas, working hypothesis, strengths and assets, treatment plan
d) Possible origins, diagnosis, weaknesses and strengths, symptoms, treatment plan

Answer: b

Section Reference: Focus on Discovery 3.1
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

109) In Persons' case conceptualization approach, a problem list is created for the purpose of:

a) Ensuring significant problems are not missed
b) Generating ideas about causal relations
c) Finding themes
d) All of the above

Answer: d

Section Reference: Focus on Discovery 3.1
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

110) What is Persons' and Davidson's view about making diagnoses?

a) Diagnosis is a necessary component of any treatment plan
b) Diagnosis is not helpful because it precludes greater understanding of the individual
c) It is not required but is helpful for case formulation
d) It must be done only after a working hypothesis is established

Answer: c

Section Reference: Focus on Discovery 3.1
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

111) In Persons' case conceptualization, the Working Hypothesis does all of the following, EXCEPT:

a) Describes the origins of the problems
b) Delineates the possible relationships between problems
c) Describes activating situations
d) Gives information about the individual's strengths and weaknesses

Answer: d

Section Reference: Focus on Discovery 3.1
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

112) Persons' case conceptualization about Strengths and Assets comprise:

a) Social skills, sense of humour, financial resources, social support, stable friendships
b) Social skills, sense of humour, financial resources, social support, stable lifestyle
c) Social skills, sense of humour, logical thinking, social support, stable lifestyle
d) Social skills, sense of humour, logical thinking, social support, stable friendships

Answer: b

Section Reference: Focus on Discovery 3.1
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

113) The _____ is the "heart" of Persons and Davidson's cognitive-behavioural case formulation.

a) Psychiatric diagnosis
b) Working hypothesis
c) Plan of action
d) Schema

Answer: b

Section Reference: Focus on Discovery 3.1
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Knowledge

114) According to Persons and Davidson and their cognitive-behavioural case formulation approach, which of the following is part of the treatment plan?

a) Goals
b) Modality
c) Obstacles
d) All of the above

Answer: d

Section Reference: Focus on Discovery 3.1
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

115) Persons and Davidson's (2001) cognitive-behavioural case formulation approach:

a) Requires a DSM psychiatric diagnosis
b) Determines one treatment goal
c) Determines one main problem
d) Determines a working hypothesis

Answer: d

Section Reference: Focus on Discovery 3.1
Difficulty: Medium
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

116) What are the two most important components of the Treatment Plan phase according to the Person's case conceptualization approach?

a) Goals and obstacles
b) Modality and frequency
c) Initial interventions and goals
d) Modality and obstacles

Answer: a

Section Reference: Focus on Discovery 3.1
Difficulty: Medium

Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Comprehension

117) Which is most similar to an X-ray?

a) MRI
b) EEG
c) CT scan
d) PET scan

Answer: C

Section Reference: 3.3 Biological Assessment
Difficulty: Medium
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Comprehension

118) PET is to CT scan as

a) structure is to function.
b) function is to structure.
c) cognitive is to behavioural.
d) projective is to objective.

Answer: b

Section Reference: 3.3 Biological Assessment
Difficulty: Hard
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Analysis

119) PET and MRI are specific types of

a) projective tests.
b) personality inventories.
c) neuropsychological tests.
d) neurological tests.

Answer: d

Section Reference: 3.3 Biological Assessment

Difficulty: Medium
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Comprehension

120) Functional MRI (fMRI) differs from ordinary MRI in that

a) fMRI records metabolic changes in the brain.
b) ordinary MRI can only be done annually.
c) fMRI relies upon other tests to assess brain function.
d) ordinary MRI is invasive.

Answer: a

Section Reference: 3.3 Biological Assessment
Difficulty: Medium
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Comprehension

121) The CT scans used in a study conducted in London Ontario by Malla and colleagues (2002) demonstrated that patients with a first episode of schizophrenia had _____ of the ventricles and cortical sulci.

a) minor enlargement
b) minor constriction
c) extensive enlargement
d) extensive constriction

Answer: a

Section Reference: 3.3 Biological Assessment
Difficulty: Medium
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: K

122) In a fMRI study conducted in British Columbia, abnormalities in the limbic system and frontal cortex were found in _____.

a) criminals with psychopathy
b) non-criminals with psychopathy
c) criminal without psychopathy
d) non-criminals without psychopathy

Answer: a

Section Reference: 3.3 Biological Assessment
Difficulty: Easy
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Knowledge

123) The MRI (magnetic resonance imaging) test is superior to a CT scan (i.e., computerized axial tomography) because:

a) It is less expensive
b) Patients find it less anxiety-provoking
c) It does not rely on the use of radiation
d) All of the above

Answer: c

Section Reference: 3.3 Biological Assessment
Difficulty: Easy
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Comprehension

124) Dr. Jameson was reading a study and was surprised to learn that criminal psychopathy is associated with abnormalities in the limbic system and frontal cortex when processing affective stimuli. This finding was likely supported by:

a) CT scan data
b) MRI data
c) fMRI data
d) The Halstead-Reitan Test

Answer: c

Section Reference: 3.3 Biological Assessment
Difficulty: Medium
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Application

125) A study by Malla and colleagues (2002) found enlarged ventricles and cortical sulci in first-episode schizophrenia patients using which of the following methods?

a) Computerized axial tomography (CT scan)
b) Single photon emission computerized tomography (SPECT)
c) Functional magnetic resonance imaging (fMRI)
d) Positron emission tomography (PET scan)

Answer: a

Section Reference: 3.3 Biological Assessment
Difficulty: Easy
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Knowledge

126) A study by Bentaleb and colleagues (2002) of auditory hallucinations in schizophrenia found increased metabolic activity in the left primary auditory cortex and the right middle temporal gyrus sing:

a) Computerized axial tomography (CT scan)
b) Single photon emission computerized tomography (SPECT)
c) Functional magnetic resonance imaging (fMRI)
d) Positron emission tomography (PET scan)

Answer: c

Section Reference: 3.3 Biological Assessment
Difficulty: Easy
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Knowledge

127) A study by Hentschel and colleagues (2005) of memory difficulties in a university clinic found:

a) Changes in diagnosis in less than 5% of cases with the use of MRI and neuropsychological status findings
b) Changes in diagnosis in about 10% of cases with the use of MRI and neuropsychological status findings
c) Changes in diagnosis in over a quarter of cases with the use of MRI and neuropsychological status findings
d) Changes in diagnosis with the use of neuropsychological status findings but not MRI results

Answer: c

Section Reference: 3.3 Biological Assessment
Difficulty: Easy
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Knowledge

128) Paulus (2008) evaluated whether neuroimaging can contribute to the diagnosis and treatment of anxiety disorders. He concluded:

a) fMRI has potential as a clinical tool for such purpose
b) Neuroimaging for studying groups will need specificity and sensitivity for individual usage
c) More research is needed in identifying specific psychological criteria
d) All of the above

Answer: a

Section Reference: 3.3 Biological Assessment
Difficulty: Medium
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Comprehension

129) Which of the following is true about biological assessments?

a) They lead to more accurate diagnosis of psychopathology
b) They are the basis of psychopathological diagnosis
c) They help establish psychopathological diagnosis
d) A and C only

Answer: c

Section Reference: 3.3 Biological Assessment
Difficulty: Medium
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Comprehension

130) Dr. Lee assesses the possibility that Joe has brain damage by measuring Joe's performance on a number of tasks including copying symbols, remembering numbers, and recognizing nonsense syllables. Which kind of assessment is illustrated here?

a) Physiological assessment
b) Neurological assessment
c) Psychological assessment

d) Neuropsychological assessment

Answer: d

Section Reference: 3.3 Biological Assessment
Difficulty: Medium
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Application

131) Which of the following is a goal of neuropsychological testing?

a) To describe strengths and weaknesses
b) To provide treatment recommendations
c) To determine whether psychological deficits are present
d) To establish baseline measurements

Answer: b

Section Reference: 3.3 Biological Assessment
Difficulty: Medium
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Comprehension

132) The Halstead-Reitan battery assesses:

a) Personality
b) Family functioning
c) Coping skills
d) Brain Damage

Answer: d

Section Reference: 3.3 Biological Assessment
Difficulty: Easy
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Knowledge

133) The Luria-Nebraska neuropsychological battery is superior to neuropsychological examination because it can assess deficits in:

a) The cognitive domain

b) The motor domain
c) The sensory domain
d) All of the above

Answer: a

Section Reference: 3.3 Biological Assessment
Difficulty: Easy
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Knowledge

134) The Halstead-Reitan and Luria-Nebraska are specific types of:

a) Personality inventories
b) Intelligence tests
c) Neuropsychological assessments
d) Neurological procedures

Answer: c

Section Reference: 3.3 Biological Assessment
Difficulty: Easy
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Knowledge

135) Two people of the same age, Sarah and Linda, were administered the Luria-Nebraska neuropsychological test battery. Sarah graduated with a Ph.D., while Linda did not complete high school. Assuming all other factors equal, the scores they receive on the Luria-Nebraska

a) should differ. Sarah should score higher based on education.
b) should differ. Linda should score higher as it is not based on education.
c) should not differ since it controls for education level.
d) It is impossible to predict the differences.

Answer: c

Section Reference: 3.3 Biological Assessment
Difficulty: Hard
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Analysis

136) Pearl has been quite forgetful lately, in addition to experiencing mood changes. Her daughter wants her to be evaluated for Alzheimer's Disease. Which professional should she consult with?

a) Family doctor
b) Neurologist
c) Psychiatrist
d) Psychologist

Answer: b

Section Reference: 3.3 Biological Assessment
Difficulty: Medium
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Application

137) What was the emphasis in preeminent Canadian psychologist Donald Hebb's theory of biological psychology?

a) The role of neurotransmitters
b) The role of biofeedback
c) The role of behaviour
d) The role of brain lesions

Answer: c

Section Reference: 3.3 Biological Assessment
Difficulty: Hard
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Knowledge

138) In regards to brain-behaviour relationships, Rourke (2008) raised the following question:

a) Whether the role of neurotransmitters can predict forms of psychosocial functioning in individuals
b) Whether forms of psychosocial functioning of individuals can be predicted by neurological analysis
c) Whether neuropsychological analysis of individuals could predict forms of psychosocial functioning
d) Whether psychosocial functioning could predict neurotransmitter levels

Answer: c

Section Reference: 3.3 Biological Assessment
Difficulty: Hard
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Knowledge

139) The Canadian Study of Health and Aging (CSHA) is the largest epidemiological study to use neuropsychological tests in order to explore:

a) Dementia
b) Geriatric depression
c) Brain injury
d) Normal aging

Answer: a

Section Reference: 3.3 Biological Assessment
Difficulty: Medium
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Knowledge

140) Dr. Johnson wants to expand the field of neuropsychological testing so that more people can benefit from it. Which of the following will have the biggest impact?

a) Having neuropsychological testing covered by medicare.
b) Conducting baseline testing on all adults at the time of their 60th birthday.
c) Establishing norms for ethnic/racial minorities.
d) Establishing norms for university students.

Answer: c

Section Reference: 3.3 Biological Assessment
Difficulty: Medium
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Analysis

141) Psychophysiology is the study of

a) somatic treatments for psychological problems.
b) the neurological basis of psychological problems.
c) bodily changes associated with psychological events.

d) phenomena such as extrasensory perception.

Answer: c

Section Reference: 3.3 Biological Assessment
Difficulty: Medium
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Knowledge

142) Which of the following assesses changes in the autonomic nervous system?

a) Positron emission tomography (PET)
b) Event-related potentials (ERP)
c) Electrocardiogram
d) Luria-Nebraska battery

Answer: c

Section Reference: 3.3 Biological Assessment
Difficulty: Medium
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Comprehension

143) Under which category of biological assessment methods do event-related potential (ERP) and electroencephalogram fall?

a) Brain imaging
b) Neurochemical
c) Neuropsychological
d) Psychophysiological

Answer: d

Section Reference: 3.3 Biological Assessment
Difficulty: Medium
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Comprehension

144) An electrocardiogram assesses the functioning of:

a) The brain

b) The heart
c) The skin
d) The respiratory system

Answer: b

Section Reference: 3.3 Biological Assessment
Difficulty: Easy
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Knowledge

145) An electroencephalogram assesses the functioning of:

a) The brain
b) The heart
c) The skin
d) The respiratory system

Answer: a

Section Reference: 3.3 Biological Assessment
Difficulty: Easy
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Knowledge

146) The assessment of intellectual functioning and related processes in patients who have experience trauma (e.g., stroke) and as result, lack communication abilities is a major problem facing clinicians. One solution to this problem is the use of _____ to examine cognitive functioning.

a) cognitive event-related potentials
b) non language-based tools
c) magnetic resonance imaging
d) computed tomography

Answer: a

Section Reference: Canadian Perspectives 3.2
Difficulty: Medium
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Comprehension

147) Ernest (featured in the case study in your textbook) thought that he became impotent because:

a) His wife constantly emasculated him
b) He was no longer physically attracted to his wife
c) He was drinking heavily almost nightly
d) He really wanted to start a family and was "trying too hard"

Answer: c

Section Reference: 3.4 Diagnosis: Why It Matters
Difficulty: Easy
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Application

148) The case of Ernest, the case study in your text, illustrates that:

a) Biological and contextual factors can lie at the heart of diagnosis
b) Most disorders stem from unhappiness in interpersonal relationships
c) Men often turn to drugs or alcohol to deal with problems like impotence
d) Medication can treat most psychological disorders

Answer: a

Section Reference: Brief Case Example (Ernest H)
Difficulty: Medium
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Comprehension

149) Why are diagnosing and classification of mental disorders so important for clinicians?

a) They allow mental health professionals to communicate efficiently.
b) They help patients seek causes of and treatments for mental disorders.
c) They enable comparisons between physiological and pharmacological treatments.
d) They help therapists design new treatment plans for established disorders.

Answer: a

Section Reference: 3.4 Diagnosis: Why it Matters
Difficulty: Easy
Learning Objective: 3.4 Explain why diagnosis matters.

Bloom's: Comprehension

150) In 2013, the *DSM-5* was published by the

a) American Psychopathological and Statistical Association.
b) World Health Organization.
c) Congress of Mental Science.
d) American Psychiatric Association.

Answer: d

Section Reference: 3.4 Diagnosis: Why it Matters
Difficulty: Easy
Learning Objective: 3.4 Explain why diagnosis matters.
Bloom's: Knowledge

151) The letters in the abbreviation DSM refers to

a) Diseases and Symptoms of the Mind.
b) Diagnostic and Statistical Manual.
c) Diseases and Symptoms Manual.
d) Disorders and Symptoms Manual.

Answer: b

Section Reference: 3.4 Diagnosis: Why it Matters
Difficulty: Easy
Learning Objective: 3.4 Explain why diagnosis matters.
Bloom's: Knowledge

152) Jean is working on an advertising campaign for the *DSM-5*. Who should she target her ads towards?

a) Clinical psychologists
b) Pharmaceutical industry representatives
c) Judges
d) All of the above

Answer: d

Section Reference: 3.4 Diagnosis: Why it Matters

Difficulty: Medium
Learning Objective: 3.4 Explain why diagnosis matters.
Bloom's: Application

153) By the end of the 19th century, people realized that:

a) Most mental illnesses were caused by physical illnesses
b) Bloodletting was the most effective means of treating mental illness
c) Opium was effective at treating all mental illnesses
d) Different illnesses required different treatments

Answer: d

Section Reference: 3.5 A Brief History of Classification
Difficulty: Easy
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Knowledge

154) The 19th century efforts at developing a classification scheme for mental illness was

a) never ratified.
b) based largely upon the ideas of Emil Kraeplin, as they are today.
c) driven by empirical observations.
d) all of the above are correct.

Answer: a

Section Reference: 3.5 A Brief History of Classification
Difficulty: Easy
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Knowledge

155) Despite attempts at developing a classification system for mental illness in the late 1800s/early 1900s:

a) Consensus could not be reached
b) The French, the British, and the Americans each thought their system was best and should be universally adopted
c) The French, the British, and the Americans had no means to communicate each one's system to people in the other countries
d) There was too much debate over terminology (e.g., insane vs. mentally ill)

Answer: a

Section Reference: 3.5 A Brief History of Classification
Difficulty: Easy
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Knowledge

156) The International Statistical Classification of Diseases, Injuries, and Causes of Death

a) until recently, was only used by physicians.
b) currently lists mental disorders as well as physical ailments.
c) is published by the World Health Organization.
d) All of the above are correct.

Answer: d

Section Reference: 3.5 A Brief History of Classification
Difficulty: Medium
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Comprehension

157) What was one of the main criticisms of the first WHO classification system?

a) It was simply a listing of potential behaviours and symptoms without a diagnosis.
b) It listed diagnoses but no behaviours or symptoms which defined the disorders.
c) It was a dimensional rather than categorical approach.
d) It was a categorical rather than dimensional approach.

Answer: b

Section Reference: 3.5 A Brief History of Classification
Difficulty: Easy
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Comprehension

158) The first edition of the *DSM* was published because:

a) American psychiatrists were left out of the development of the ICD
b) American psychiatrists believed Americans experiences mental illness differently than Europeans

c) The mental health disorders section in the ICD was not widely accepted
d) There was no mental health disorders section in the ICD

Answer: c

Section Reference: 3.5 A Brief History of Classification
Difficulty: Medium
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Knowledge

159) The World Health Organization (WHO) published a new classification system in 1969 that was _____ *DSM-II.*

a) similar to
b) more specific than
c) less specific than
d) divergent from

Answer: a

Section Reference: 3.5 A Brief History of Classification
Difficulty: Easy
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Comprehension

160) What sweeping change to diagnosis (that was introduced in *DSM-III*) was eliminated in *DSM-5*?

a) Having the clinical conditions on Axis I
b) Having a multiaxial system
c) Having diagnoses for sexual dysfunctions
d) Having to consider medical conditions

Answer: b

Section Reference: 3.5 A Brief History of Classification
Difficulty: Medium
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Knowledge

161) The *DSM-IV* provides diagnoses along five areas. These areas are called

a) axes.
b) classifications.
c) multiple dimensions.
d) differential diagnoses.

Answer: a

Section Reference: 3.5 A Brief History of Classification
Difficulty: Easy
Learning Objective: 3.5 Describe the history of classification.
Bloom's: K

162) In addition to having Panic Disorder, Tony has hypertension. The clinician diagnosing him thinks that his medical condition is affecting his psychiatric symptoms. Where, if at all, would his hypertension be included in the *DSM-IV* diagnosis?

a) Axis II
b) Axis III
c) Axis IV
d) The medical condition would not be included in the DSM-IV diagnosis.

Answer: b

Section Reference: 3.5 A Brief History of Classification
Difficulty: Medium
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Application

163) Jose has a major depression and has multiple sclerosis. He would be diagnosed on

a) Axis I: major depression and Axis III: multiple sclerosis
b) Axis I: major depression; Axis II: multiple sclerosis
c) Axis I: major depression and multiple sclerosis.
d) Axis II: major depression and Axis III: multiple sclerosis

Answer: a

Section Reference: 3.5 A Brief History of Classification
Difficulty: Medium
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Application

164) The purpose of Axis IV is to

a) identify personality disorders.
b) determine acute disturbance.
c) evaluate environmental and psychosocial problems.
d) account for medical problems affecting mental disorders.

Answer: c

Section Reference: 3.5 A Brief History of Classification
Difficulty: Medium
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Comprehension

165) Without Axis IV, which of the following would **not** be included in the *DSM-IV* diagnosis?

a) A developmental disorder
b) Alcoholism
c) Diabetes
d) Homelessness

Answer: d

Section Reference: 3.5 A Brief History of Classification
Difficulty: Medium
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Analysis

166) What was Paula Caplan's major criticism of the *DSM*?

a) Not enough Canadian psychologists sat on the decision making committees.
b) People with divergent viewpoints were not included in decision making committees.
c) The reasons for diagnostic changes were not always made explicit.
d) All of the above.

Answer: b

Section Reference: 3.5 A Brief History of Classification
Difficulty: Easy
Learning Objective: 3.5 Describe the history of classification.

Bloom's: Comprehension

167) Canadian psychologist Paula Caplan's main criticism of past and current versions of the *DSM* is that:

a) Decisions regarding the manual are made by people with similar viewpoints.
b) The multiaxial classification system does not adequately capture certain disorders.
c) It is less accurate than the *ICD* in terms of diagnosing.
d) Its psychometric properties are poor.

Answer: a

Section Reference: 3.5 A Brief History of Classification
Difficulty: Easy
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Knowledge

168) The *DSM* is **not** universally embraced by mental health professionals, in part because it was:

a) Based on just one theoretical perspective
b) Developed by a select group of psychiatrists only
c) Based on a medical model of disease
d) Designed to corroborate physical evidence of a mental health disorder

Answer: c

Section Reference: 3.5 A Brief History of Classification
Difficulty: Medium
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Comprehension

169) Holly is a peer educator at her university. When people ask her what a mental disorder is, she tells them that according to the *DSM-5*,

a) the label "mental disorder" is stigmatizing and should not be used.
b) a mental disorder is the polar opposite of mental wellbeing.
c) a mental disorder is defined by the person with the disorder – it is a highly subjective departure from one's natural state of being.
d) no definition adequately specifies precise boundaries for the concept.

Answer: d

Section Reference: 3.5 A Brief History of Classification
Difficulty: Hard
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Application

170) Which of the following is a component of the definition of a mental disorder?

a) No noticeable difference in social functioning
b) Declining volume of industrious output
c) Significant distress in important activities
d) Increased existential angst

Answer: c

Section Reference: 3.5 A Brief History of Classification
Difficulty: Medium
Learning Objective: 3.5 Describe the history of classification.
Bloom's: C

171) Which demographics are considered the heaviest Internet users?

a) College students
b) High school and college students
c) 25-35 year olds
d) All of the above

Answer: a

Section Reference: Student Perspectives 3.1
Difficulty: Easy
Learning Objective: 3.6 Discuss issues in the classification of abnormal behaviour.
Bloom's: Knowledge

172) Internet Addiction Disorder is:

a) Listed in *DSM-5* as a disruptive, impulse-control, and conduct disorders disorder
b) Listed in *DSM-5* as an obsessive-compulsive and related disorders disorder
c) Listed in *DSM-5* as a condition for further study
d) Not listed in *DSM-5*, but Internet gaming disorder is

Answer: d

Section Reference: Student Perspectives 3.1
Difficulty: Hard
Learning Objective: 3.6 Discuss issues in the classification of abnormal behaviour.
Bloom's: Knowledge

173) Why are therapists in Asia trained to screen for Internet Addiction Disorder as compared to therapists in Western countries?

a) Internet use is more visible in Asia.
b) Asian Internet users go to Internet cafes.
c) Westerners usually use Internet at home.
d) A and B only.

Answer: d

Section Reference: Student Perspectives 3.1
Difficulty: Easy
Learning Objective: 3.6 Discuss issues in the classification of abnormal behaviour.
Bloom's: Analysis

174) Which of the following is true about Block's (2008) research on Internet Addiction Disorder (IAD)?

a) IAD contains excessive use, tolerance, withdrawal symptoms, and positive consequences.
b) About 86% of those diagnosed with IAD also have another *DSM* diagnosis.
c) Similar rates of IAD are found in males aged 16-29 and 30-39.
d) He found that IAD is not really a disorder.

Answer: b

Section Reference: Student Perspectives 3.1
Difficulty: Easy
Learning Objective: 3.6 Discuss issues in the classification of abnormal behaviour.
Bloom's: Comprehension

175) Some kind of classification system may be needed, despite limitations, in order to

a) avoid stigmatizing people who have problems.

b) rule out possible medical conditions.
c) minimize unnecessary treatment driving up health costs.
d) study causes and treatment of various problems.

Answer: d

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Medium
Learning Objective: 3.4 Explain why diagnosis matters.
Bloom's: Comprehension

176) What is the value of classification?

a) To help understand causes and treatments of mental disorders.
b) To give researchers choices of what to investigate.
c) To determine that mental disorders are real entities.
d) To determine a non-negotiable number of symptoms for each diagnosis.

Answer: a

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Medium
Learning Objective: 3.4 Explain why diagnosis matters.
Bloom's: Comprehension

177) One of the general criticisms of classification is that when people are assigned a label, information about them as individuals is:

a) Biased
b) Cumbersome
c) Lost
d) Stigmatized

Answer: c

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Medium
Learning Objective: 3.6 Discuss issues in the classification of abnormal behaviour.
Bloom's: Comprehension

178) Devon is concerned about some of the things he has been experiencing lately. He

sometimes sees things that he knows are impossible – like a leprechaun standing next to his bed at night. He has also been hearing voices that are unfamiliar and he isn't sure anyone else hears them. He is worried about telling this information to anyone, though, as he doesn't want to be labeled with a disorder like schizophrenia. Devon's concerns are most likely about:

a) Needing medication
b) Being stigmatized
c) Being institutionalized
d) The high cost of mental health care

Answer: b

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Medium
Learning Objective: 3.6 Discuss issues in the classification of abnormal behaviour.
Bloom's: Application

179) Adding a threshold or cutting point to a dimensional system

a) results in a more accurate classification of diseases and disorders.
b) results in a more user-friendly approach to diagnosing illnesses.
c) results in a categorical system.
d) results in increased prevalence rates for psychological disorders.

Answer: c

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Medium
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Comprehension

180) An alternative to the *DSM* has been suggested where diagnoses are based upon

a) exclusively theory-driven criteria.
b) ratings along quantitative dimensions.
c) an accumulation of symptoms that describe different diagnostic entities.
d) none of the above choices have been suggested as alternatives to the *DSM*.

Answer: b

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour

Difficulty: Medium
Learning Objective: 3.6 Discuss issues in the classification of abnormal behaviour.
Bloom's: Comprehension

181) The *DSM-5* is an example of which approach to classification?

a) Categorical.
b) Dimensional.
c) Quantitative.
d) Atheoretical.

Answer: a

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Medium
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Knowledge

182) Dr. Kline classified her patients according to hair colour. Some were classified as blonde, some brunette, some red-haired. This is an example of a

a) continuous classification.
b) etiological classification.
c) categorical classification.
d) dimensional classification.

Answer: c

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Hard
Learning Objective:
3.6 Discuss issues in the classification of abnormal behaviour.
Bloom's: Analysis

183) You are relying on a dimensional classification scheme and work with individuals who struggle with delusions. Your diagnoses are going to be based upon:

a) The presence or absence of delusions.
b) The social consequences of delusions.
c) The underlying causes of delusions.

d) The severity of delusions.

Answer: d

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Medium
Learning Objective: 3.6 Discuss issues in the classification of abnormal behaviour.
Bloom's: Application

184) Research on whether depression is a discrete entity or part of a continuum found:

a) Substantial evidence of continuity.
b) Some evidence of continuity.
c) Evidence of both continuity and discontinuity (i.e., a discrete entity).
d) Evidence that depression is discrete and categorical.

Answer: a

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Medium
Learning Objective: 3.6 Discuss issues in the classification of abnormal behaviour.
Bloom's: Knowledge

185) People with symptoms of depression but not enough symptoms to meet the threshold for depression:

a) Can still have significant impairment and they still warrant treatment.
b) Are deemed to not have significant impairment and do not warrant treatment.
c) Are not valid candidates to be included in research on depression.
d) Are not reliable candidates to be included in research on depression.

Answer: a

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Medium
Learning Objective: 3.6 Discuss issues in the classification of abnormal behaviour.
Bloom's: Comprehension

186) When Dr. Smith diagnoses a patient with schizophrenia, and Dr. Jones diagnoses that same patient with obsessive-compulsive disorder, we would say that Dr. Smith and Dr. Jones have

a) low validity.
b) low reliability.
c) low accuracy.
d) low criteria.

Answer: b

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Medium
Learning Objective: 3.6 Discuss issues in the classification of abnormal behaviour.
Bloom's: Application

187) In order to study the reliability of a diagnostic category, we would study whether

a) it acknowledges the uniqueness of each individual.
b) it has explicitly stated criteria.
c) patients with the label respond to treatment the same.
d) diagnosticians apply it consistently.

Answer: d

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Medium
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Comprehension

188) According to the authors, reliability for most current diagnostic categories is:

a) Good
b) Average
c) Poor
d) Nonexistent

Answer: a

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Medium
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Comprehension

189) Mr. and Mrs. Thompson took their son Peter to a psychologist and were told that he was

learning disabled. They later went to a psychiatrist for a second opinion and were told that Peter was mentally retarded. This demonstrates the problem of

a) high validity.
b) stigmatization.
c) unreliability.
d) lack of validity.

Answer: c

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Medium
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Application

190) Which of the following situations is most similar to the concept of reliability in making psychiatric diagnoses?

a) You see identical twins who have identical mannerisms.
b) After watching a new T.V. show, you and a friend independently decide that it is lousy.
c) You're not sure what time a baseball game is on and guess it is at 1:00. You look in the T.V. guide and it is, in fact, at 1:00.
d) You meet someone new at a party and decide she/he is a shy person. Sure enough, she/he hardly speaks to anyone at the party.

Answer: b

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Medium
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Analysis

191) Reliability has been improved in the editions of the *DSM* since *DSM-III* by

a) providing extensive theoretical background for clinicians.
b) more diagnoses to choose.
c) clear guidelines for identifying symptoms associated with disorders.
d) elaborate decision trees that decrease the likelihood one might diagnose multiple conditions.

Answer: c

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour

Difficulty: Medium
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Comprehension

192) _____ measures the proportion of agreement over and above what would be expected by chance.

a) Sensitivity
b) Specificity
c) Inter-rater reliability
d) Kappa

Answer: d

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Medium
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Comprehension

193) Just before he died, several physicians were treating Joe for a stroke; an autopsy showed he had Alzheimer's Disease. Joe's physicians showed:

a) Neither reliability nor validity.
b) Validity but not reliability.
c) Reliability but not validity.
d) Both reliability and validity (despite very bad luck).

Answer: c

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Medium
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Analysis

194) A valid classification system is one that

a) has clear criteria for making diagnoses.
b) ensures that two or more people will agree on a classification.
c) leads to accurate predictions and statements.
d) has a clear purpose.

Answer: c

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Easy
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Comprehension

195) Construct validity of a diagnosis refers to

a) diagnoses that arise due to known medical factors.
b) the consistency of diagnosing the same condition.
c) an inference regarding a diagnosis based on a set of observed symptoms.
d) the likelihood that two diagnosticians would come up with the same diagnosis.

Answer: c

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Easy
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Knowledge

196) Nelson recently moved to Canada from Zimbabwe to attend university. He has been having trouble with the transition, particularly the weather, and mentions to a friend that he thinks he is "thinking too much." His friend recommends that he tries to relax and take some time off studying. His friend is like previous versions of the *DSM*, in that he:

a) Thinks having trouble adjusting to a Canadian winter is a normal transition
b) Doesn't realize that in Nelson's culture, "thinking too much" is a way of expressing a
    psychological problem like depression or anxiety
c) Doesn't realize that Nelson doesn't know how to relax
d) Thinks that men should avoid problems rather than deal with them

Answer: b

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Medium
Learning Objective: 3.6 Discuss issues in the classification of abnormal behaviour.
Bloom's: Application

197) Over the years, the *DSM* has added a fair amount of detail to the diagnostic criteria. This, in addition to _____, has made diagnosis more reliable.

a) standardized interviews
b) better training for psychologists
c) underemphasizing the role of culture
d) better medications

Answer: a

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Easy
Learning Objective: 3.6 Discuss issues in the classification of abnormal behaviour.
Bloom's: Comprehension

198) Which of the following is an example of how culture is considered in *DSM-5*?

a) The descriptions of disorders include discussion of how symptoms may differ cross-culturally.
b) One axis is devoted to rating the person's level of acculturation in the mainstream culture.
c) The introductory material cautions professionals not to apply *DSM* diagnoses to persons from other cultures.
d) Culture is not mentioned in the *DSM-5*.

Answer: a

Section Reference: Focus on Discovery 3.2
Difficulty: Easy
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Knowledge

199) Anxiety about the penis receding into the body is termed

a) Amok.
b) Ghost Sickness.
c) Dhat.
d) Koro.

Answer: d

Section Reference: Focus on Discovery 3.2
Difficulty: Easy
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).

Bloom's: Knowledge

200) Which term is **not** used in *DSM-5*?

a) Cultural syndromes
b) Culture-bound syndrome
c) Cultural idioms
d) Cultural explanations

Answer: b

Section Reference: Focus on Discovery 3.2
Difficulty: Easy
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Knowledge

201) V codes in *DSM-5* refer to:

a) Significant factors that can have a strong influence on treatment
b) A gibberish code that is used for billing insurance companies
c) Away to classify general medical conditions (i.e., the old AXIS III)
d) V codes are not a valid diagnostic condition in *DSM-5*

Answer: a

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Medium
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Comprehension

202) Mackenzie recently broke up with her boyfriend and while she's been feeling down, she doesn't meet the diagnostic criteria for depression. Her therapist needs to put a diagnostic code on her insurance form, though, so she should:

a) Diagnose Mackenzie with depression anyway
b) Diagnose Mackenzie with anxiety (about the relationship)
c) Write down a V code to indicate that Mackenzie is showing signs of impairment
d) Write down that Mackenzie is too poor to pay, so the insurance company should anyway

Answer: c

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Medium
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Application

203) One of the main objectives of the revision of the *DSM* (to *DSM-5*) was to:

a) Ensure that the *DSM* had definitions for all known mental health disorders
b) Reduce the number of disorders to just those commonly seen in clinical practice
c) Bring the *DSM* and ICD in line with each other
d) Increase the financial stability of the APA

Answer: c

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Medium
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Comprehension

204) *DSM-5* was published in 2013, but work on it began in:

a) 1994
b) 2000
c) 2008
d) 2010

Answer: c

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Easy
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Knowledge

205) In *DSM-IV-TR*, each diagnostic category also had a diagnosis of "not otherwise specified."
In which diagnostic category was that the most frequent diagnosis?

a) Anxiety Disorders
b) Eating Disorders
c) Mood Disorders
d) Somatoform Disorders

Answer: b

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Easy
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Comprehension

206) In *DSM-5* the "not otherwise specified" diagnosis was eliminated in favour of

a) "other specified" disorder.
b) "unspecified" disorder.
c) only diagnosing disorders as they are written.
d) both a & b.

Answer: d

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Medium
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Comprehension

207) *DSM-IV-TR* is based on a categorical diagnostic system. *DSM-5* is based on a _____ diagnostic system.

a) categorical
b) dimensional
c) structured
d) half categorical, half dimensional

Answer: a

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Medium
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Knowledge

208) How did the Internet play a role in the development of *DSM-5*?

a) Developers of the *DSM-5* were able to search out obscure disorders more easily.
b) Developers were able to reach out to mental health practitioners for input more easily
c) Members of the public were invited to comment on proposed changes
d) Members of the public were able to comment on proposed changes

Answer: d

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Hard
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Comprehension

209) In previous editions of the *DSM*, suicide was considered in the context of:

a) All disorders
b) Anxiety
c) Depression
d) Suicidal behaviour

Answer: c

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Medium
Learning Objective: 3.5 Describe the history of classification.
Bloom's: Comprehension

210) In *DSM-5*, children who were diagnosed with Asperger's syndrome in *DSM-IV-TR* would now be diagnosed with:

a) Asperger's syndrome
b) Autism
c) Autism spectrum disorder
d) Either Autism spectrum disorder or nothing

Answer: d

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Hard

Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Knowledge

211) Bella is a 10 year old girl who doesn't seem to have outgrown the "terrible twos" – she has temper tantrums on a regular basis. What diagnosis is she most likely to get when she visits a psychologist?

a) Autism
b) Conduct disorder
c) Disruptive mood dysregulation disorder
d) Premenstrual dysphoric disorder

Answer: c

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Medium
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Application

212) Being interested in epidemiology means that:

a) One studies the presence of more than one disorder in a given population.
b) One focuses on the development of disorder in a given population.
c) One studies the frequency and distribution of a disorder in a given population.
d) None of the above.

Answer: c

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Medium
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: AN

213) Determining the proportion of a population that has a disorder at a given time is called:

a) Comorbidity.
b) Prevalence.
c) Epidemiology.

d) None of the above.

Answer: b

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Medium
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Knowledge

214) The concept of comorbidity in abnormal psychology means that:

a) A client is diagnosed with at least two mental disorders.
b) A client is diagnosed with one mental and one physical disorders.
c) Two clinicians have to diagnose a client with the same disorder.
d) Two clients are diagnosed with the same disorder by the same clinician.

Answer: a

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Medium
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Knowledge

215) What is the challenge posed by comorbidity?

a) It makes treatment planning more Hard
b) It effects the compliance of clients to treatment.
c) It complicates the coordination of the delivery of services.
d) All of the above.

Answer: d

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Medium
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Comprehension

216) Evidence-based treatment literature has been criticized for:

a) Making it impossible for clinicians to compare treatment efficacy.
b) Excluding participants that have comorbidity conditions.
c) Presenting results in a way that the general population cannot use.
d) Being too vague.

Answer: b

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Medium
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Knowledge

217) The proportion of a population that has a disorder at any given time is referred to as:

a) Incidence.
b) Prevalence.
c) Occurrence.
d) Frequency.

Answer: b

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Easy
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Knowledge

218) Jane has always been generally mentally healthy, but since her husband died three months ago, she constantly feels down. She goes to see a psychologist who diagnoses her according to *DSM-5*. Jane is diagnosed with:

a) Bereavement
b) Depression
c) Sadness, not otherwise specified
d) She is not diagnosed – she is having a normative response

Answer: b

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Medium

Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Application

219) One of the big changes to the *DSM-5* was supposed to be a dimensional system for diagnosing personality disorders. Why didn't this happen?

a) Personality disorders are better suited to categorical diagnosis
b) The dimensional system could not account for all personality disorders
c) The dimensional system was not well thought out and would be Hard
    Learning Objective:
    Bloom's:
     to use in clinical settings
d) Members of the working group resigned and there was no time to propose new diagnoses

Answer: c

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Easy
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Knowledge

220) The dimensional approach to Personality Disorders is:

a) Listed in *DSM-5* as needing further study
b) How personality disorders are diagnosed in *DSM-5*
c) Not a useful way to conceptualize personality disorders
d) Essentially the five-factor model of personality

Answer: a

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Hard
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Knowledge

221) Allen Frances, chair of *DSM-IV*, has been very critical of the process surrounding *DSM-5* for being:

a) Too cautious in determining new disorders
b) Too slow to respond to the needs of its constituents
c) Too quick to label normative behaviour as abnormal
d) Too long a process

Answer: c

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Medium
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Knowledge

222) Allen Frances has suggested that some of the changes in *DSM-5* reflect "diagnostic inflation," which is:

a) Making a diagnosis in order to get paid
b) Labeling normal behaviour as abnormal
c) Offering a diagnosis rather than allowing problems to resolve on their own
d) All of the above

Answer: d

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Medium
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Knowledge

223) Researchers (Ouelette-Kunz et al.) are finding that despite claims of diagnostic inflation, this disorder is on the rise:

a) Asperger's syndrome
b) Autism
c) Conduct disorder
d) Oppositional defiant disorder

Answer: b

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Easy
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association

(DSM-5).
Bloom's: Knowledge

224) Despite all of the efforts to improve the *DSM*, recent research suggests that as many as
_____ practitioners do not use the *DSM*.

a) 1 in 5
b) 2 in 7
c) 3 in 10
d) 4 in 15

Answer: c

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Easy
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association
(DSM-5).
Bloom's: Knowledge

225) Karine is a nurse practitioner working in a psychiatric setting. She was looking forward to
the release of *DSM-5*, but now finds that she doesn't use it. She is:

a) In the majority of practitioners who don't think the new manual is any good
b) In a minority of practitioners who don't think the new manual is any good
c) A rogue – you have to use the *DSM* in mental health settings
d) Probably not very good at her job if she can't use the standard manual in the field

Answer: b

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Medium
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association
(DSM-5).
Bloom's: Application

226) Non-suicidal self-injury is listed in *DSM-5* as:

a) A factor associated with bipolar disorder
b) A factor associated with depression
c) A disorder in its own right
d) A condition for further study

Answer: d

Section Reference: Student Perspectives 3.2
Difficulty: Easy
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Knowledge

227) Approximately what percentage of university students have engaged in non-suicidal self-injury?

a) 5%
b) 10%
c) 14%
d) 18%

Answer: c

Section Reference: Student Perspectives 3.2
Difficulty: Easy
Learning Objective: 3.6 Discuss issues in the classification of abnormal behaviour.
Bloom's: Knowledge

228) When Sally becomes overwhelmed with life, she makes small cuts on her arms and stomach with a razor. Lately, she has been engaging in this behaviour once every few weeks. Sally is an ideal candidate for which proposed diagnosis?

a) Borderline personality disorder
b) Persistent complex bereavement disorder
c) Suicidal behaviour disorder
d) Non-suicidal self-injury

Answer: d

Section Reference: Student Perspectives 3.2
Difficulty: Easy
Learning Objective: 3.6 Discuss issues in the classification of abnormal behaviour.
Bloom's: Application

229) Research out of Brock University indicates that engaging in non-suicidal self-injury

a) is more likely to be related to suicidal behaviour if there are also past attempts at suicide.
b) is more likely to be related to suicidal behaviour for undergraduates than graduate students.
c) is more likely to be related to suicidal behaviour for graduate students than undergraduates.
d) is unrelated to suicidal behaviour.

Answer: a

Section Reference: Student Perspectives 3.2
Difficulty: Medium
Learning Objective: 3.6 Discuss issues in the classification of abnormal behaviour.
Bloom's: Knowledge

230) After a bad break-up, Mike attempted suicide. It's been a year since then and Mike is doing really well. According to criteria proposed in *DSM-5*, Mike could be diagnosed with:

a) Adjustment disorder
b) Relationship problems
c) Suicidal behaviour disorder
d) Non-suicidal self-injury

Answer: c

Section Reference: Student Perspectives 3.2
Difficulty: Medium
Learning Objective: 3.6 Discuss issues in the classification of abnormal behaviour.
Bloom's: AP

Question Type: Essay

231) How are the concepts of reliability and validity similar and different? Can a measure be one and not the other? Explain.

Section Reference: 3.1 Reliability and Validity in Assessment
Difficulty: Hard
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Analysis

232) Clinical interviews are described as the cornerstone of assessment – why? What information is gathered during an interview? How?

Section Reference: 3.2 Psychological Assessment
Difficulty: Easy
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Analysis

233) Are projective tests evidence-based assessments? Why or why not?

Section Reference: 3.2 Psychological Assessment
Difficulty: Hard
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Analysis

234) You are traveling with Psychologists Without Borders to sub-Saharan Africa and are asked to administer the Wechsler Adult Intelligence Scale (WAIS) while there to help determine people's eligibility to attend university in Canada. How would you administer, score, and interpret the results?

Section Reference: 3.2 Psychological Assessment
Difficulty: Hard
Learning Objective: 3.2 Describe psychological assessment.
Bloom's: Application

235) What are the different types of brain imaging techniques and how do they inform assessment of psychological problems?

Section Reference: 3.3 Biological Assessment
Difficulty: Easy
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Comprehension

236) Discuss the differences in neurological, neuropsychological, and psychophysiological assessment.

Section Reference: 3.3 Biological Assessment
Difficulty: Medium
Learning Objective: 3.3 Compare and contrast different types of biological assessment.
Bloom's: Comprehension

237) Why was the process of revising the *DSM* (from *DSM-IV-TR* to *DSM-5*) so time consuming and controversial? Be sure to include a description of each of the five constituencies of the *DSM*.

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Medium
Learning Objective: 3.6 Discuss issues in the classification of abnormal behaviour.
Bloom's: Analysis

238) Describe a dimensional approach to diagnosis. Explain how such a diagnostic approach would be either superior or inferior to the current approach to diagnosis.

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Hard
Learning Objective: 3.6 Discuss issues in the classification of abnormal behaviour.
Bloom's: Evaluation

239) What are the criticisms of classification? How would you recommend reforming the *DSM-5* to address these criticisms?

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Hard
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Evaluation

240) Do you agree with the authors of the *DSM* that Internet addiction disorder and non-suicidal self-injury do not warrant inclusion in the *DSM*? Why or why not?

Sections: Student Perspectives 4.1 & 4.2
Difficulty: Medium
Learning Objective: 3.6 Discuss issues in the classification of abnormal behaviour.
Bloom's: Evaluation

241) How is disruptive mood dysregulation disorder characterized and why is it a controversial diagnosis in *DSM-5*?

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Medium
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association

(DSM-5).
Bloom's: Comprehension

242) How is Asperger's Disorder diagnosed in *DSM-5*? Why is this potentially problematic and/or controversial?

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Medium
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Comprehension

243) What are V-codes and conditions for further study in the *DSM-5*? How are they similar or different?

Section Reference: 3.7 The Diagnostic System of the American Psychiatric Association (*DSM-5*)
Difficulty: Hard
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Analysis

244) Discuss the importance of establishing high inter-rater reliability in a diagnostic model. As part of this discussion, indicate some limitations that remain even when high inter-rater reliability has been established.

Section Reference: 3.6 Issues in the Classification of Abnormal Behaviour
Difficulty: Medium
Learning Objective: 3.1 Differentiate between reliability and validity in assessment.
Bloom's: Analysis

245) How are cultural considerations different in *DSM-5* from *DSM-IV*?

Section Reference: Focus on Discovery 3.2
Difficulty: Hard
Learning Objective: 3.7 Describe the diagnostic system of the American Psychiatric Association (DSM-5).
Bloom's: Comprehension

Flett, Kocovski, Davison, Neale: *Abnormal Psychology*, Sixth Canadian Edition   Testbank

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