

Student Study Guide

to accompany

FOURTH EDITION

ABNORMAL PSYCHOLOGY

Clinical Perspectives on
Psychological Disorders



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SUSAN KRAUSS WHITBOURNE

Prepared by
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Student Study Guide

to accompany

Abnormal Psychology Clinical Perspectives on Psychological Disorders

Fourth Edition



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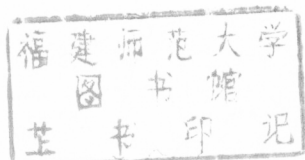
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Student Study Guide to accompany
Abnormal Psychology, Fourth Edition
Richard P. Halgin and Susan Krauss Whitbourne

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ISBN 0-07-249404-2

www.mhhe.com

Preface

This *Student Study Guide* continues the tradition set in the first three editions of **Abnormal Psychology**, by Richard P. Halgin and Susan Krauss Whitbourne. This *Study Guide* helps you make efficient use of study time by organizing the material into segments that test your general knowledge of each chapter, as well as assess specific concepts and issues.

Clear and Innovative Study Elements

The first page of each chapter, **Chapter at a Glance**, provides an overview of the chapter in a visual context. **Learning Objectives** guide you through the text, while **Review at a Glance** fill-in-the-blank sections test your specific knowledge of the main points in the chapter. Games, matching, and short-answer questions address the main chapter headings. These exercises reinforce the text's emphasis on blending history, theory, and application.

Focus on Critical Thinking and Evaluating Research

A strong element of this book is its focus on a case examined in detail in each chapter, **From the Case Files of Dr. Sarah Tobin**. Another feature is a section called **Focusing on Research** that asks you to evaluate the research methods and conclusions reported in text boxes.

Answers to Questions

The *Study Guide* provides answers to all objective questions in the guide, as well as rejoinders for the comprehensive, multiple-choice reviews at the end of each chapter. In the rejoinders, you are given the right answer as well as the reason why the other answers are incorrect or incomplete. General answers are provided for the **From the Case Files of Dr. Sarah Tobin**, **Focusing on Research**, and other activities, but they are not intended to limit the direction that you may go in your thinking and evaluation.

Suggestions for Study

You have probably developed your own way of studying and using study aids like this *Study Guide*, but here are some suggestions for an effective way to learn from the material in this text.

1. Prior to reading the textbook chapter, review the learning objectives in the *Study Guide* and glance at the **Review at a Glance** feature.
2. Before you read each main section of the text, find the *Study Guide* components that relate to that section and read them over before you read the text. Then complete each activity after you read each section in the text.
3. Before you read the text boxes, look over the **Focusing on Research** and **Social Context** activities in the *Study Guide*. After reading each of the boxes, complete these activities.
4. After you complete the chapter, complete **Review at a Glance**. Then turn to the **From the Case Files of Dr. Sarah Tobin** and see how the text material helps you better

- understand the case. Test your comprehensive knowledge by completing the multiple-choice questions at the end of each *Study Guide* chapter.
5. You can check all of your answers as you go along by referring to the answer key at the end of each chapter.
 6. Always go back to the text and reexamine material where your answers were inadequate. Do not settle for anything less than a thorough understanding of the text materials.

Multimedia Study Aides

Online Learning Center

The Student Online Learning Center houses an array of chapter-by-chapter study tools that complement this guide, including detailed chapter outlines, learning objectives, key word flash cards, self-quizzes, and internet exercises. Explore all these options and more at: <http://www.mhhe.com/halgin4>.

Making the Grade Student CD-ROM

Packaged free with each copy of the text, this CD-ROM is designed to help students perform at their best. It contains practice quizzes for each text chapter, a learning style assessment, study skills primer, guide to electronic research, and a link to the text Web site.

While the general goal of this *Study Guide* is to help you master the material, it has been designed in a way that encourages you to be an active participant in your learning. Most students consider an Abnormal Psychology course to be one of the most interesting and rewarding of all undergraduate psychology courses. Your text is an excellent foundation for this experience. This *Study Guide* is a useful, challenging, and engaging companion that will enhance your understanding of psychological disorders.

Special thanks go to Elaine Cassel, who devised the many interesting word puzzles and similar learning features found in this guide. Thanks also to Cheri Dellelo, whose editorial encouragement and expertise made this an enjoyable project to work on.

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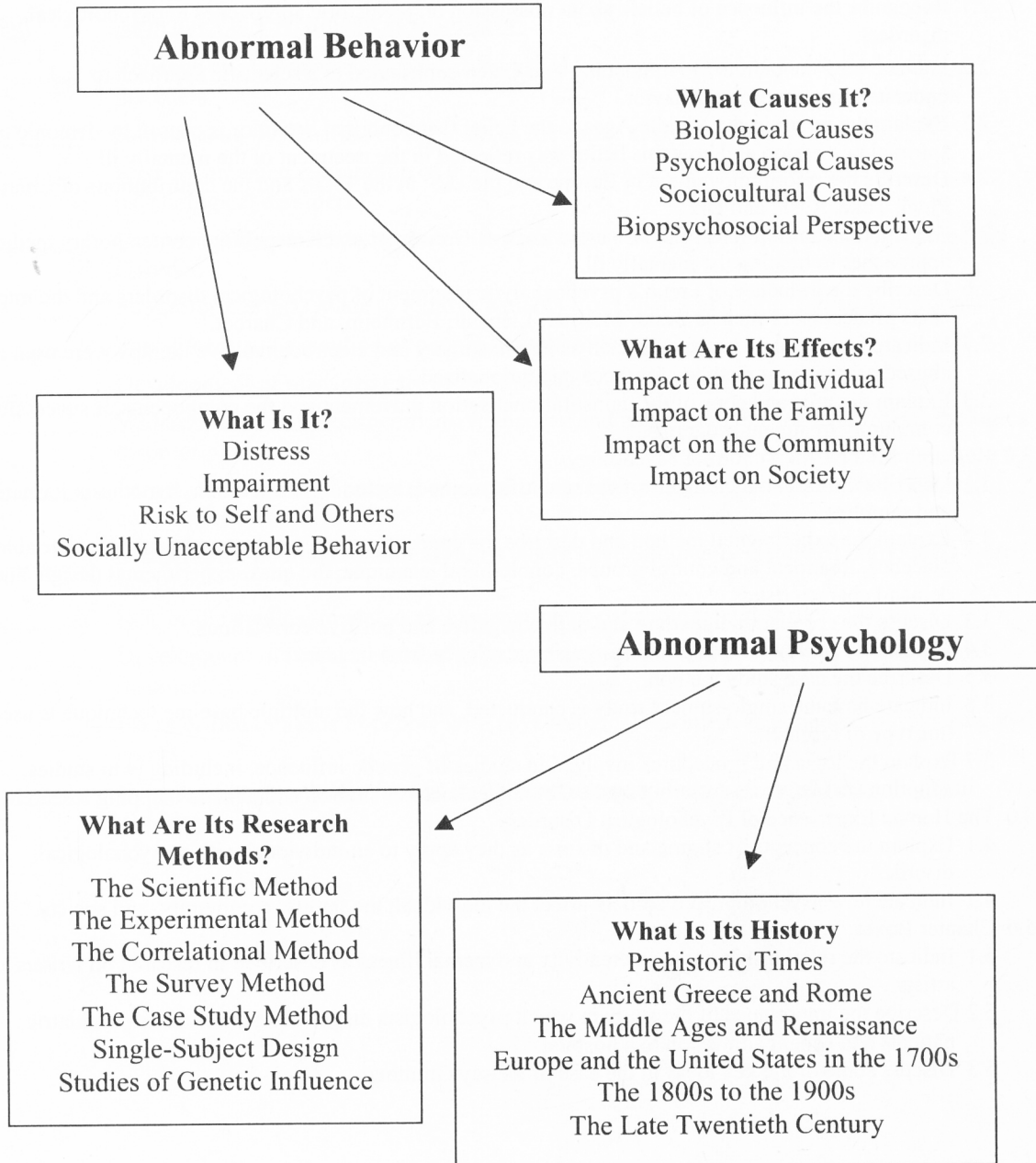
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CHAPTER 1

UNDERSTANDING ABNORMALITY: A LOOK AT HISTORY AND RESEARCH METHODS

CHAPTER AT A GLANCE



Learning Objectives

1.0 What Is Abnormal Behavior?

- 1.1 Recognize the difficulties in defining abnormal behavior because it overlaps with “normal” behavior.
- 1.2 Contrast the view of abnormal behavior as deviation from the average with the view of abnormal behavior as deviation from the optimal.
- 1.3 Define abnormal behavior as a concept that incorporates biological, psychological, and sociocultural dimensions.
- 1.4 Discuss the importance of the biopsychosocial perspective.

2.0 Abnormal Psychology throughout History

- 2.1 Recognize the influence of beliefs about possession on prehistoric approaches to psychological disorders.
- 2.2 Indicate how the beliefs of Hippocrates and Galen contributed to a scientific approach to understanding abnormal behavior.
- 2.3 Explain the return in the Middle Ages to the belief that abnormal behavior is caused by demonic or spiritual possession and how this belief was reflected in the treatment of the mentally ill.
- 2.4 Describe the reform movement in Europe and the U.S. in the 1700s and the contributions of Chiarugi, Pinel, Tuke, Rush, and Dix.
- 2.5 Explain the contributions of psychiatrists such as Greisinger and Kraepelin to contemporary medical approaches to treating the mentally ill.
- 2.6 Describe the influence of Freud’s psychoanalytic treatment of psychological disorders and the impact of its predecessors such as Braid, Mesmer, Liébault, Bernheim, and Charcot.
- 2.7 Indicate how somatic treatments such as psychosurgery and electroconvulsive therapy were used and abused as treatment methods for those institutionalized.
- 2.8 Explain the pros and cons of the deinstitutionalization movement and the components of successful community treatment programs.

3.0 Research Methods in Abnormal Psychology

- 3.1 Describe the essential elements of the scientific method, including observation, hypothesis formation, and sampling.
- 3.2 Explain the experimental method and describe the concepts of independent and dependent variables, placebos, treatment and control groups, double-blind technique, the quasi-experimental design, and demand characteristics.
- 3.3 Discuss the correlational method and define negative and positive correlations.
- 3.4 Outline the survey method and distinguish prevalence from incidence.
- 3.5 Describe the case study method.
- 3.6 Indicate how the single-subject study is conducted, and how the multiple baseline technique is used in this type of research.
- 3.7 Explain the logic and procedures involved in studies of genetic influence, including twin studies, adoption studies, cross-fostering studies, biological marker studies, and genetic mapping research.

4.0 The Human Experience of Psychological Disorders

- 4.1 Explain the concepts of stigma and distress as they apply to an individual with a psychological disorder.
- 4.2 Indicate how psychological disorders affect the individual, the family, community, and society.

5.0 Chapter Boxes

- 5.1 Indicate the relationship between creativity and mental illness as described in research on writers and artists.
- 5.2 Describe the importance of the study in which psychologists disguised themselves as psychiatric patients and sought admission to a hospital.
- 5.3 Discuss some of the key ideas in the case of Kelsey Grammar.

Identifying Historical Periods

Put the letter corresponding to the historical period in the blank next to each approach to psychological disorder:

P = Prehistoric	S = 1700s
A = Ancient Greece and Rome	E = 1800s to 1900s (approximately to 1950)
M = Middle Ages and Renaissance	T = Late Twentieth century (1950 and later)

<u>Period</u>	<u>Approach to Psychological Disorders</u>
1. _____	Reliance on superstition, alchemy, and astrology as explanations of psychological disorders.
2. _____	Emphasis on dysfunction of the brain as the cause of psychological disorder.
3. _____	First documented recognition of the role of emotional disturbances in causing psychological disorders.
4. _____	Use of mesmerism to redistribute disturbed bodily fluids thought to cause psychological disorder.
5. _____	First reform efforts made to remove patients from chains and other physical restraints.
6. _____	Punishment and execution of people thought to be witches.
7. _____	Development of managed care as an approach to outpatient treatment.
8. _____	Widespread use of electroconvulsive therapy and psychosurgery for treating psychological disorder.
9. _____	Large-scale release of patients from psychiatric hospitals into treatment sites in the community.
10. _____	Transformed poorhouses into asylums where psychologically disturbed individuals were punished.
11. _____	Rise of the medical model as an explanation of psychological disorder.
12. _____	Development of moral treatment as an approach to care for people with psychological disorder.
13. _____	Holes drilled in heads of people with psychological disorders as a method of releasing evil spirits.
14. _____	Growth of large publicly funded institutions designed for people with psychological disorders.

“Categories”

This puzzle is based on a popular board game in which contestants must think of an item in a specified category that begins with a certain letter. Each group below contains items with the same first letter. Provide the answer in the space provided.

P

French hospital staff worker in the 1700s who influenced Pinel to free patients from their chains.

Belief based in spirituality that the cause of psychological disorders lies in demonic control.

Model of treatment for psychological disorders based on the notion of unconscious determinants.

Control condition in an experiment in which subjects believe they are receiving treatment.

Entire group of people sharing a characteristic of interest to a researcher, from which a sample is derived.

S

Negative label that is applied to people with psychological disorders.

Approach to investigation that involves observations, hypothesis testing, and controls.

Englishman living in the 1500s who challenged the belief that demonic possession caused psychological disorder.

Twentieth-century American psychiatrist who claims that mental illness is a “myth.”

Criterion of psychological disorders that focuses on violation of norms and potential harm to others.

H

Greek philosopher who proposed that imbalance of bodily fluids produced psychological disorder.

Term coined by English physician Braid to describe the process of putting a person into a trance.

Disorder treated by Freud and Breuer in which psychological problems are expressed in physical form.

Prediction of a certain outcome in an experiment.

Matching

Put the letter from the right-hand column corresponding to the correct match in the blank next to each item in the left-hand column.

- | | |
|---|--------------------------|
| 1. ____ Research method in which the association is observed between two variables. | a. experimental method |
| 2. ____ Group in an experiment that does not receive the treatment being tested. | b. Laing |
| 3. ____ Researcher who conducted a study in which "pseudopatients" were admitted to psychiatric hospitals. | c. double-blind |
| 4. ____ In an experiment, the variable whose value is observed after the manipulation is performed. | d. dependent variable |
| 5. ____ Research method in which each person is studied in both the experimental and control conditions. | e. Weyer |
| 6. ____ Physician who, in the mid-1500s, criticized the prevailing views of psychological disorder as caused by demonic possession. | f. cathartic |
| 7. ____ American living in the 1800s who was an influential reformer of treatment of psychologically disturbed people. | g. experimental group |
| 8. ____ British psychiatrist who proposed that people who follow society's norms are more disturbed than those who refuse to do so. | h. Rosenhan |
| 9. ____ In an experiment, the variable whose value is set by the researcher. | i. Dix |
| 10. ____ Treatment method discovered by Freud and Breuer in the case of Anna O. in which the client talks about emotional conflicts. | j. correlational |
| 11. ____ Roman physician who studied psychological disorder through experimental, scientific methods. | k. Galen |
| 12. ____ General name for the type of research method in which the investigator attempts to establish cause-effect relations. | l. cross-fostering study |
| 13. ____ Group in an experiment that receives the treatment being tested. | m. independent variable |
| 14. ____ Type of study on genetic influences in which children of normal parents are adopted by parents with psychological disorders. | n. single-subject design |
| 15. ____ Experimental approach in which neither the researcher nor the subject is aware of which condition the subject is in. | o. control group |

Short Answer

1. Place an "X" next to the word or name that does not belong:

- a. R. D. Laing
Thomas Szasz
William Greisinger
David Rosenhan
- b. Dorothea Dix
Vincenzo Chiarugi
Philippe Pinel
James Braid
- c. multiple baselines
representativeness
demand characteristics
mesmerism
- d. pragmatic
sanguine
choleric
phlegmatic
- e. Jean-Martin Charcot
Benjamin Rush
Josef Breuer
Ambrose-Auguste Liébault

2. Match the period of history with the predominant orientation(s) to understanding and treating psychological disorders by filling in the blank with the letter representing the predominant orientation. Historical periods associated with more than one orientation have two blanks:

Period of History

- _____ Prehistoric times
- _____ Ancient Greece and Rome
- _____ Middle Ages and Renaissance
- _____ Europe and the U.S. in the 1700s
- _____ 1800s to 1900s
- _____ Late 20th century

Predominant orientation(s)

- S** = Scientific
- H** = Humanitarian
- M** = Mystical

3. Social Context: On Being Sane in Insane Places

a. What led Rosenhan and his fellow pseudopatients to feel dehumanized?

b. What did Rosenhan conclude when he was discharged as “in remission”?

c. What are some of the criticisms of the Rosenhan study?

d. How has the pendulum swung to an extreme that is opposite to the Rosenhan experience?

4. For each of the criteria for deviant behavior, describe the nature of the criterion, its applicability, and its limitations.

Criterion	Definition	Applicability	Limitations
Biological			
Psychological			
Sociocultural			

5. a. Describe four ways in which families are affected by the presence of a psychologically disturbed member:

b. What has been an organized response of groups of families to these difficulties?

c. How are local communities affected by the presence of people with psychological disorder?

6. a. What is the significance of the fact that a disorder has a higher concordance rate among monozygotic than among dizygotic twins?

b. Describe the major difference between an adoption study and a cross-fostering study:

c. What is the purpose of studies on biological markers?

Focusing on Research

Answer the following questions concerning the Research Focus entitled "Are Creative People More Likely to Have Psychological Problems?"

1. What research method was used by Andreasen?

2. Why was it necessary to include a group of people who were comparable in age, sex, and education to the writers?

3. Why would it have been preferable for Andreasen to have conducted the study without knowing which subjects were creative writers and which were controls?

From the Case Files of Dr. Sarah Tobin: Thinking About Rebecca's Case

Answer the following questions about the case of Rebecca Hasbrouck.

1. Describe the symptoms of distress that Dr. Tobin observed in Rebecca.

2. How was Rebecca's life impaired as a result of her distress symptoms?

3. In what way was Rebecca a threat to herself when she first met Dr. Tobin?

4. What socially unacceptable behaviors had Rebecca engaged in since the onset of her illness?

5. Explain how Rebecca's illness fits the diathesis-stress model of abnormal behavior.

6. What was the course of Rebecca's hospital treatment, and what treatment and support did she receive on discharge?

Review at a Glance

Test your knowledge by completing the blank spaces with terms from the chapter. If you need a hint, consult the chapter summary (p. 35).

Abnormality can be defined according to four criteria: (1)_____, (2)_____, (3)_____, and (4)_____. In trying to understand the reasons people act and feel in ways that are regarded as abnormal, social scientists look at these dimensions: (5)_____, (6)_____, and (7)_____. The term (8)_____ characterizes the interaction among these three sets of influences. The (9)_____ model proposes that people are born with a predisposition that places them at risk for developing a psychological disorder.

Three recurring themes characterize the understanding and treatment of people with psychological disorders. They are the (10)_____, the (11)_____, and the (12)_____. The (13)_____ theme regards abnormality as due to demonic or spiritual possession. The (14)_____ theme regards abnormality as due to psychological or physical disturbances within the person. The (15)_____ regards abnormality as due to improper treatment by society.

Researchers use various methods to study the causes and treatment of psychological disorders. The (16)_____ method involves applying an objective set of methods for observing behavior, making a (17)_____ about the causes of behavior. In the (18)_____ method, the researcher alters the level of the (19)_____ and observes its effects on the (20)_____ variable. The (21)_____ method compares groups who differ on a predetermined characteristic. The (22)_____ method studies associations or relationships between variables. The (23)_____ method enables researchers to estimate the incidence and prevalence of psychological disorders. The (24)_____ method studies one individual intensively and conducts a careful and detailed analysis of the individual. In the (25)_____ design, one person at a time is studied in experimental and control conditions.

True-False

Indicate whether the following statements are true or false.

1. If you want to prove what causes a psychological illness, conduct a correlational study.
T F
2. The dependent variable is adjusted or controlled by the experimenter.
T F
3. The control group consists of the subjects who receive a placebo.
T F
4. In the double-blind technique, only the person giving the treatment knows whether the subject is in the experimental group or the control group.
T F
5. Administering an electric shock to treat a mental disorder is known as trephining.
T F
6. The incidence of a disorder is a figure that tells us the number of people who have ever had a disorder at any given time or over a period of time.
T F
7. The prevalence of a disorder is the frequency of new cases within a given period of time.
T F
8. If you and your twin brother both suffer from depression, you may be, in research terms, discordant.
T F
9. The only thing that matters in a survey is the quality of answers you receive.
T F
10. The purpose of an adoption study is to see how well adopted children adjust to their adoptive families.
T F

Multiple Choice

1. When a person cannot function at an optimal or average level, they are considered to meet the criteria of
 - a. distress.
 - b. impairment.
 - c. risk to self.
 - d. socially unacceptable behavior.
2. Which American psychiatrist has argued that the concept of mental illness is a “myth” created in modern society and put into practice by the mental health profession?
 - a. R. D. Laing
 - b. David Rosenhan
 - c. Thomas Szasz
 - d. Marie Balter
3. Trephining is the term used for the procedure in which
 - a. holes were drilled in a disturbed person’s skull in order to release evil spirits.
 - b. a ritual involving fire was used to invoke healthy mental energy as a replacement for unhealthy energy.
 - c. blood was released from a person in the belief that an overabundance of blood caused unpredictable mood shifts.
 - d. an individual was restrained in a “tranquilizer” chair.
4. Which theorist proposed that bodily fluids—black bile, yellow bile, phlegm, and blood— influence physical and mental health?
 - a. Hippocrates
 - b. Galen
 - c. Eysenck
 - d. Pinel
5. Which research method would most likely be used by a researcher interested in determining the relationship between IQ and level of anxiety?
 - a. experimental
 - b. case study
 - c. single-subject design
 - d. correlational
6. In 1792, an English Quaker named William Tuke established the York Retreat. Succeeding generations of Tuke’s family carried on his work by using methods known as
 - a. the “well-cure.”
 - b. the medical model.
 - c. moral treatment.
 - d. spiritual treatment.
7. The American Psychiatric Association was greatly influenced by Greisinger’s 1845 book on the pathology and treatment of psychological disorders, which focused on the role in abnormal behavior of
 - a. hormonal imbalances.
 - b. demonic influence.
 - c. early-life experience.
 - d. brain dysfunction.
8. Anton Mesmer claimed that psychological cures could be brought about
 - a. through the use of hypnosis.
 - b. by redistributing the magnetic fluids in a person’s body.
 - c. through use of the cathartic method.
 - d. by using psychoanalytic techniques.
9. The deinstitutionalization movement involved
 - a. the restructuring of psychiatric institutions to make them more humane.
 - b. the large-scale release of psychiatric clients into the community.
 - c. the movement of psychiatric patients from public institutions to private institutions.
 - d. the recognition that mental illness is a “myth.”
10. A Chinese man who speaks to his dead relatives is an example of which aspect of abnormal behavior?
 - a. attempt to fake schizophrenia
 - b. genetic mapping
 - c. the influence of religious beliefs
 - d. mesmerism