

Solutions

Revision: Unit 1 Exam Practice Questions - Research, Piaget, Mental Disorders

1)

Types of Variables

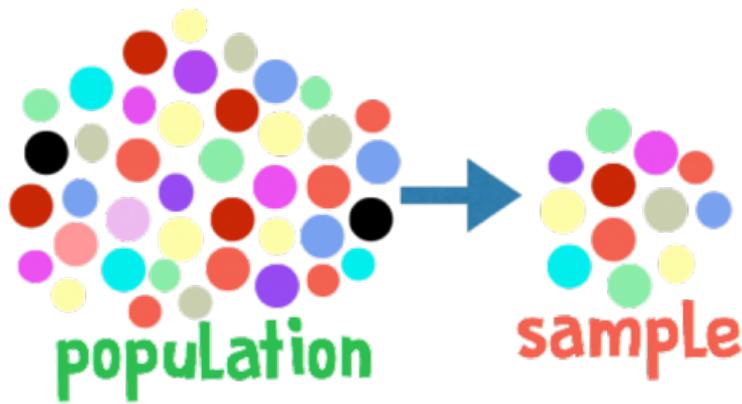


In an experiment investigating the impact of caffeine on BHHS teachers who are writing reports, it is found that the teachers who imbibe no caffeine write fewer reports than those who do.

It is later discovered, however, that the teachers who had drunk no coffee had drunk several glasses of wine each evening.

- The hypothesis of this experiment could be: The teachers who ingest caffeine will write more reports in a given time period than those who don't.
- The independent variable is caffeine (present or absent).
- The dependent variable is the number of reports written.
- The confounding variable (amongst presumably many others!) could be the wine drinking of the control group, whose performance might be impaired by being tipsy (or whose reports might be far too uninhibited ever to be published).

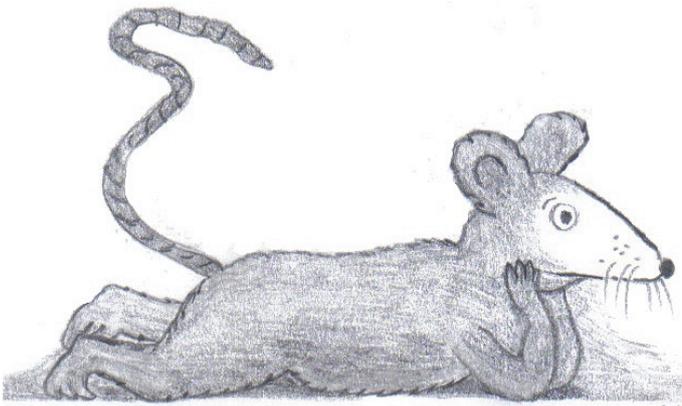
2)



Sample and Population

In the study above described in the previous question, only 20 teachers were participants in the experiment, although our school has more than 80 teachers. The group of 20 teachers is called the sample, while the total group of research interest is called the population.

3)



Research Methods in Psychology

- a** A/n experiment allows a cause-effect relationship to be determined.
- b** In a/n correlational study, the relationship between two variables can be investigated, but this does not in itself indicate a cause-effect relationship.
- c** A person with a rare experience or an unusual genetic disorder provides details of his/her life to a psychologist or psychiatrist. This information could form the basis of a/n case study.
- d** An advantage of a case study is that it allows the systematic analysis of in-depth, largely qualitative information about a single human being.
- e** A/n survey or questionnaire can be used to gain information from a wide range of people, but requires a mature and literate population.
- f** The advantage of gaining quantitative information in psychology research is that it is possible to perform a variety of statistical analyses and compare the results of a variety of groups and individuals with ease.

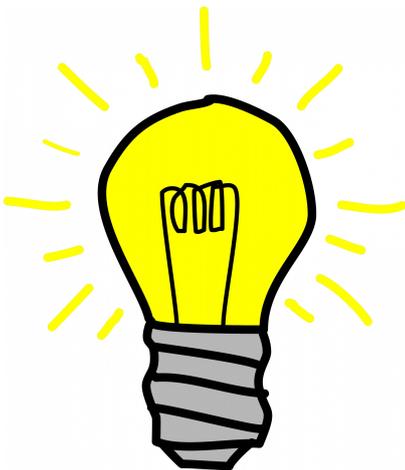
4) Approaches to Defining Normality



According to the **medical** approach to defining normality, what is the underlying reason why a person suffers from a mental disorder?

- a. The person has been exposed to a dysfunctional social environment.
- b. The person has a neurological, biological or anatomical vulnerability or abnormality which can be treated with medication.
- c. The person is unable to function in everyday life and cannot therefore contribute to society or the workforce.

5)



Cognitive Development

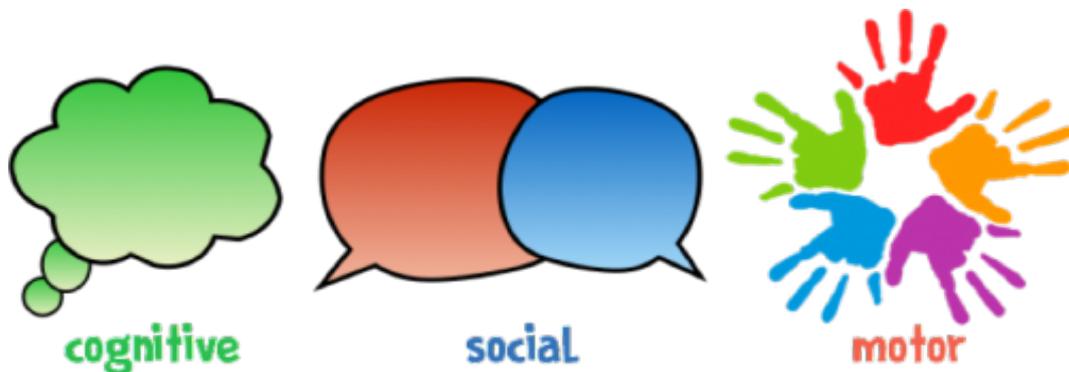
The term "cognitive" refers to...

- a. mental, thinking and problem-solving abilities.
- b. self-understanding and the ability to interact with others.
- c. motor skills or the development of physical abilities.
- d. emotional development including the ability to become attached to other people.

6) Word list: The child interacts with other children appropriately., The child is able to mentally visualise objects not present in the visual scene before him/her., The child is able to think logically about the physical world., The child is able to develop friendships., A child can run, jump and skip., The child is able to grasp an object with a pincer grip.

Cognitive, Social and Motor Development

Place each activity, skill or achievement under the appropriate heading:



Cognitive Development

- The child is able to mentally visualise objects not present in the visual scene before him/her.
- The child is able to think logically about the physical world.

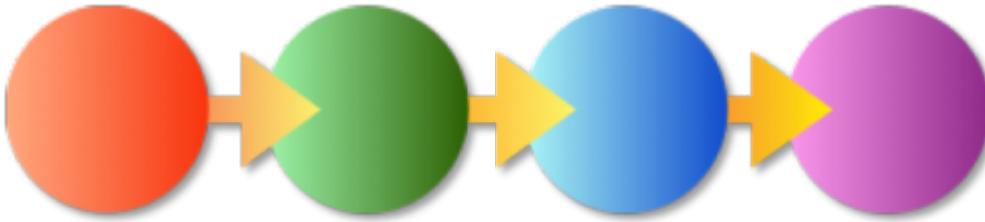
Social Development

- The child interacts with other children appropriately.
- The child is able to develop friendships.

Motor Development

- A child can run, jump and skip.
- The child is able to grasp an object with a pincer grip.

7) Piaget and Erikson



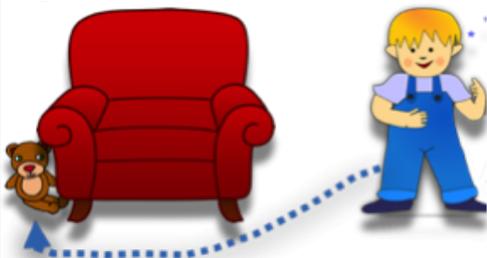
In what way/s are Piaget's and Erikson's theories alike?

- a. Each theorist focused on cognitive development.
- b. Each theorist viewed development as occurring in a number of distinct stages.
- c. Each theorist focused only on the first sixteen years of development.
- d. Each theorist posited the existence of an unconscious mind that influenced development.

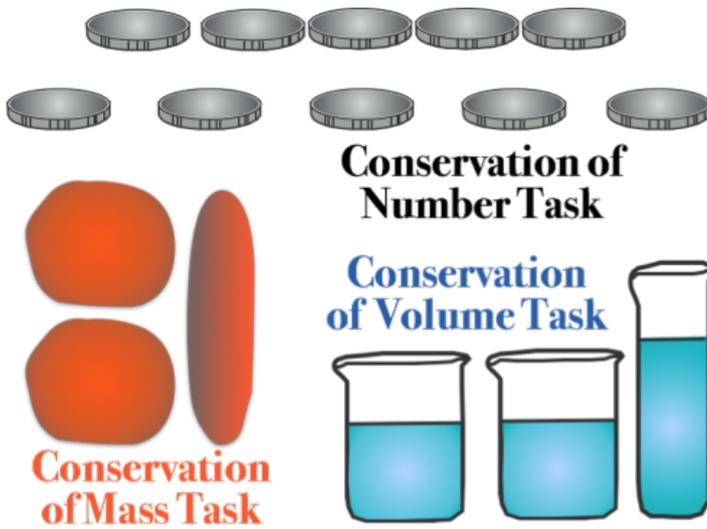
8) Word list: centration, logical thinking about the physical world, inability to conserve, abstract thinking, pretend play, reversibility, object permanence, hypothetical thinking, egocentrism, conservation, systematic and logical problem-solving, goal-directed behaviour

Piaget's Stages

Drag each term or phrase into the stage of Piaget's theory to which it belongs.

<p>Sensorimotor Stage</p> <ul style="list-style-type: none"> • <u>object permanence</u> • <u>goal-directed behaviour</u> 	<p>Preoperational Stage</p> <ul style="list-style-type: none"> • <u>centration</u> • <u>egocentrism</u> • <u>pretend play</u> • <u>inability to conserve</u>
<p>Concrete Operational Stage</p> <ul style="list-style-type: none"> • <u>logical thinking about the physical world</u> <ul style="list-style-type: none"> • <u>conservation</u> • <u>reversibility</u> 	<p>Formal Operational Stage</p> <ul style="list-style-type: none"> • <u>abstract thinking</u> • <u>systematic and logical problem-solving</u> • <u>hypothetical thinking</u>

9)



Piaget's Theory

A child cannot recognise that a spread-out line of coins still has the same number of coins as it had before the line was altered. What kind of limitations in thinking is the child showing? Tick ALL correct answers (3).

- a. An inability to think hypothetically
- b. A lack of awareness of object permanence
- c. An inability to conserve number
- d. Irreversible thinking
- e. Centration
- f. Decentration

10) Key Elements of a Mental Disorder



What are the **five** elements that are included in the overall definition of a mental illness? Tick EVERY correct answer.

- a. Lack of contact with reality
- b.** Psychological dysfunction in thoughts, feelings and behaviour
- c.** Distress
- d. Uncontrolled aggressive impulses
- e.** Impairment in everyday functioning
- f. Intense and intrusive obsessive thoughts
- g.** Behaviour that is atypical of the individual
- h.** Behaviour that is socially and culturally inappropriate
- i. Behaviour that is politically rebellious

11) Word list: may contribute to the sufferer's feelings of helplessness and despair, concise and widely used terminology, may affect how others view the person and interpret his behaviour, allows mental health professionals to work together to identify effective treatments, may contribute to the sufferer's understanding of her problem, may create a social "stain" or stigma

Advantages and Disadvantages of Diagnosing and Labelling Mental Disorders



Place the advantages and disadvantages of diagnosing or "labelling" mental disorders under the appropriate heading below:

Possible Advantages

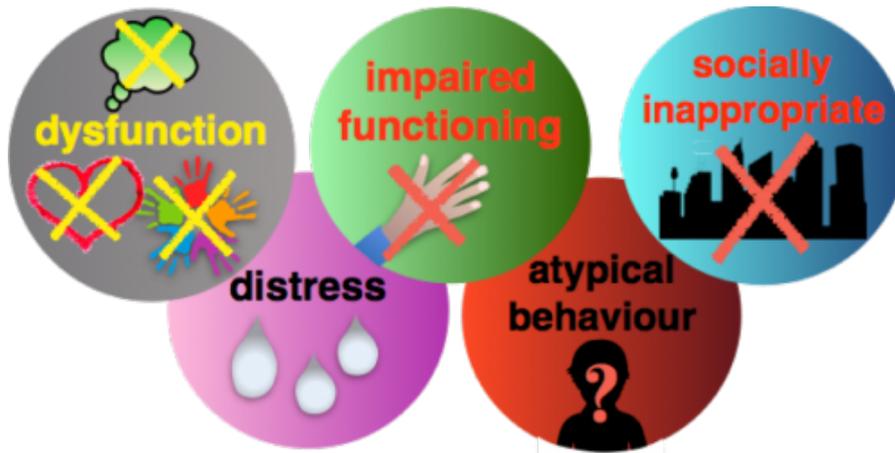
- concise and widely used terminology
- may contribute to the sufferer's understanding of her problem
- allows mental health professionals to work together to identify effective treatments

Possible Disadvantages

- may affect how others view the person and interpret his behaviour
- may contribute to the sufferer's feelings of helplessness and despair
- may create a social "stain" or stigma

12)

Describing a Mental Illness



A person who suffers from Obsessive-Compulsive Disorder has a number of symptoms which can be shown to fit with the five characteristics of a mental disorder. Match the symptoms with the characteristics by typing letters A-E beside each characteristic of a mental disorder that is listed below:

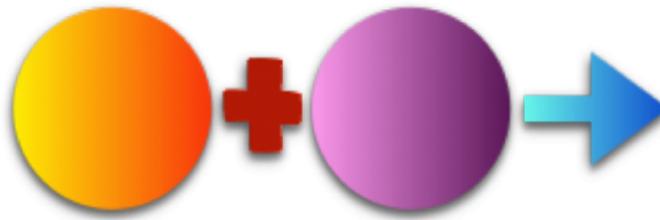
- 1 Psychological dysfunction in thought: D
- 2 Distress: E
- 3 Impaired functioning: B
- 4 Behaviour that is atypical of the individual: A
- 5 Behaviour that is socially and culturally inappropriate: C

Description of Symptoms

- | |
|--|
| A At one stage in the person's life, these problems were not evident at all, but they now dominate his/her existence. |
| B The person's ability to cope with the demands of everyday life, such as work, study and going shopping, are severely affected. |
| C The person's behaviour clearly deviates from that of most people in his/her society. Most people find his/her behaviour strange and "abnormal". |
| D The person has obsessive, intrusive thoughts which he/she cannot control. |
| E The sufferer's irrational fears lead to intense worry and anxiety, which he/she finds painful and disturbing. |

13)

The Two-Hit Hypothesis



The two-hit hypothesis as an explanation for the development or onset of schizophrenia proposes that there are both hereditary factors (for instance, a genetic predisposition) and environmental factors (elements relating to a person's social and cultural world) involved. It is the interaction of these two kinds of factors that ultimately leads to the development of the disorder. The word "two-hit" refers to the two "events" that are believed to be necessary to trigger the disorder.

The first event is genetic vulnerability, which refers to risk factors that are biological in nature. This may include having a relative who suffers from the disorder or infections that affect the developing brain and therefore interfere with the normal course of development.

The second event, or hit, is environmental stress, which refers to risk factors that are socio-cultural in nature, such as continued exposure to a dysfunctional family life or difficult life circumstances such as poverty or unemployment.

According to this model, there is no single cause of this disorder. The two sets of risk factors interact: in the absence of the first "hit", the presence of the second "hit" is unlikely to lead to the development of the disorder.