Exercise walk-through

5.1

Personality, clinical and abnormal psychology: evidence and transfer

GRE · GRE Subject Test · GRE Psychology

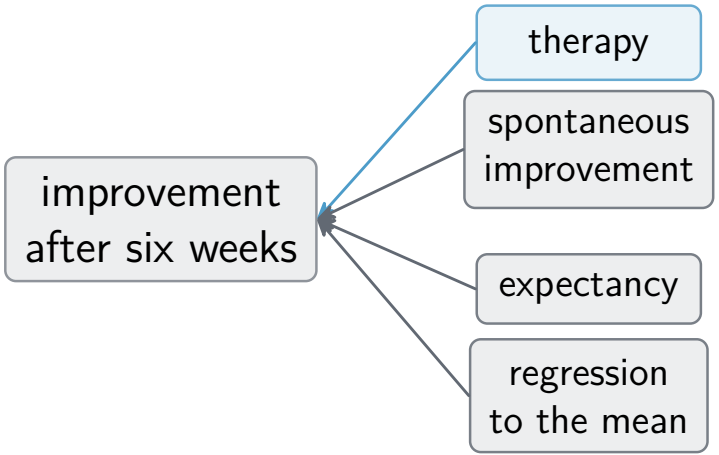
Personality, clinical and abnormal psychology

- Compare trait, psychodynamic, behavioural, cognitive and humanistic accounts of personality.
- Evaluate personality assessments.
- Use **differential diagnosis** : compare possible explanations of a presentation.
- Judge treatment evidence, which needs comparison groups.

Clinical classification

- Diagnosis looks at a pattern: symptoms, duration, distress or impairment, context and exclusions.
- **Differential diagnosis** compares explanations that fit the same signs, such as a medical condition, a substance or another disorder.
- Categories describe patterns; they do not by themselves give causes.
- These lessons teach concepts. They are not for diagnosing yourself or others.

Figure: Treatment evidence



random allocation and a comparison group share the grey causes, so the gap between groups isolates the therapy's part

- A pre-post gain bundles several causes.
- Match each part of the diagram to the text.

Exercises 2.1–2.2

2.1 A symptom alone usually provides: [1]

A. a complete diagnosis B. insufficient diagnostic evidence C. a guaranteed treatment plan



2.2 A cognitive therapy account chiefly examines: [1]

A. thought patterns B. only height C. random sampling tables



Exercises 2.1–2.2

2.1 A symptom alone usually provides: [1]

A. a complete diagnosis B. insufficient diagnostic evidence C. a guaranteed treatment plan



2.1 Answer: B. Pattern, context, duration and impairment also matter. The other options do not satisfy the stated defining conditions.

2.2 A cognitive therapy account chiefly examines: [1]

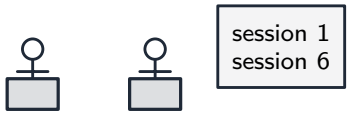
A. thought patterns B. only height C. random sampling tables



2.2 Answer: A. Cognition is central to its explanatory model. Compare the exact process, design or evidence, rather than an associated keyword.

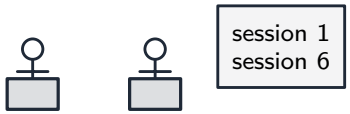
Exercise 2.3

2.3 Revisit the worked case. State one conclusion its evidence supports and one stronger conclusion it does not support. Explain the difference. [2]



Exercise 2.3

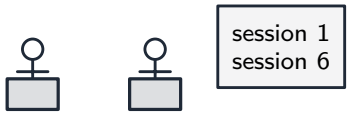
2.3 Revisit the worked case. State one conclusion its evidence supports and one stronger conclusion it does not support. Explain the difference. [2]



2.3 Use the worked case evidence to support a bounded claim and explain why a causal, universal or stronger claim needs additional evidence. The claim must fit the specific design and observed process.

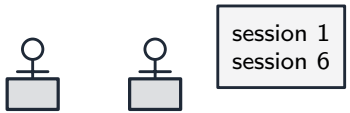
Exercise 3.1

3.1 An uncontrolled support programme reports large improvement among people selected for unusually high initial scores. Give two alternatives to a treatment effect and one useful comparison. Give the interpretation, supporting reasoning, a relevant alternative or limitation, and an appropriate check. [4]



Exercise 3.1

3.1 An uncontrolled support programme reports large improvement among people selected for unusually high initial scores. Give two alternatives to a treatment effect and one useful comparison. Give the interpretation, supporting reasoning, a relevant alternative or limitation, and an appropriate check. [4]



3.1 Regression toward the mean and natural change can reduce extreme scores; expectancy can also contribute. An ethically appropriate randomized comparison with a defined outcome and follow-up helps estimate a programme effect. Consider attrition and uncertainty. A classroom case cannot justify personal treatment advice. Award B1 each (authored) for the interpretation, its reasoning, a relevant limitation/alternative and an appropriate check, up to four points. Accept a different justified answer satisfying these demands.