

Exercise walk-through

8.1

Diagnostic systems and disorder classification: evidence and transfer

GRE · GRE Subject Test · GRE Psychology

Concepts 1

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The recorded framework is DSM-5-TR. Clinical classification describes patterns; a category does not establish the cause of a presentation. Historical ETS items must be interpreted against their recorded source version.

Symptoms, duration, clinically significant distress or impairment, context and exclusions must be considered together. A short duration does not by itself establish acute stress disorder or any other diagnosis.

Reason through the worked case

Reason through the worked case

A fictional vignette supplies a recent adverse event and two symptoms but omits impairment, exclusions and a full assessment. What conclusion is justified?

The vignette identifies relevant evidence and missing information. It cannot establish a diagnosis. A duration threshold alone cannot turn a short account into an alternative disorder. The correct educational response is to name the missing criterion domains and source/version, not supply personal advice.

Check the transfer argument

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The shared factor represents a possible vulnerability; the later event represents possible stress. An interaction account proposes that vulnerability and environment jointly affect risk. This comparison is consistent with the model, but cannot prove causation, necessity or sufficiency. Other exposures and protective factors may differ.

Accept a different explanation when its evidence and limits are justified.

Exercises 2.1·2.2

2.1 A classroom vignette gives two symptoms and a duration, but omits impairment and exclusions. Which conclusion is justified? [1]

A. A diagnosis is established B. Duration alone selects a different diagnosis C. Further criterion evidence is needed D. The cause is established E. A treatment can be selected

2.2 In the diathesis-stress model, a family history of schizophrenia together with a recent bereavement maps onto: [1]

A. diathesis: bereavement; stress: family history B. diathesis: family history; stress: bereavement C. both are diatheses D. both are stressors E. neither enters the model

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2.1 A classroom vignette gives two symptoms and a duration, but omits impairment and exclusions. Which conclusion is justified? [1]

A. A diagnosis is established B. Duration alone selects a different diagnosis C. Further criterion evidence is needed D. The cause is established E. A treatment can be selected

2.1 Answer: C. The missing criterion domains prevent a complete classification; duration alone is insufficient. The other options do not satisfy the stated defining conditions.

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A. diathesis: bereavement; stress: family history B. diathesis: family history; stress: bereavement C. both are diatheses D. both are stressors E. neither enters the model

2.2 Answer: B. The pre-existing vulnerability is the diathesis; the later trigger is the stress. Compare the exact process, design or evidence, rather than an associated keyword.

Exercises 2.3-3.1

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

3.1 Two fictional people share a family risk factor; only one has a later stressor and difficulty. Explain the diathesis-stress interpretation and its limit. Give the interpretation, supporting reasoning, a relevant alternative or limitation, and an appropriate check. [4]

Exercises 2.3-3.1

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.

3.1 Two fictional people share a family risk factor; only one has a later stressor and difficulty. Explain the diathesis-stress interpretation and its limit. Give the interpretation, supporting reasoning, a relevant alternative or limitation, and an appropriate check. [4]

3.1 The shared factor represents a possible vulnerability; the later event represents possible stress. An interaction account proposes that vulnerability and environment jointly affect risk. This comparison is consistent with the model, but cannot prove causation, necessity or sufficiency. Other exposures and protective factors may differ. 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.