

Exercise walk-through

5.1

Personality, clinical and abnormal psychology: evidence and transfer

GRE · GRE Subject Test · GRE Psychology

Concepts 1

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Trait theories describe relatively stable dimensions; other personality theories emphasise learning, cognition or internal dynamics.

Clinical classification uses patterns, impairment, context and differential explanations. A symptom alone is insufficient.

Check the transfer argument

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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.

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

Check yourself

Independent retrieval

A personality questionnaire correlates with distress. Why does that neither establish a disorder nor identify its cause?

Write your reasoning before comparing it with the methods and limits taught in this lesson.

Exercises 2.1·2.3

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

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

Exercises 2.1·2.3

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.

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]

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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.