

Study Guide Answers for Test #3 ABN Psychology-Booker, C

1. Characteristics to Anorexia- Fear of gaining weight, thin, Depression, anxiety, sleep problems, reduced bone density.
2. 2 subgroups of anorexia- Restricting type (no variability in diet) and Binge eating/purging type
3. Characteristics to Bulimia- Ingest large quantities of food, laxative abuse, tension relieved by eating, often carried out in secret, vomiting
4. Similarities of anorexia and Bulimia- Heightened risk of suicide attempt, disturbed eating attitudes, fear of obesity, distorted body perception, depression, anxiety, perfectionism, preoccupation with food weight and appearance,
5. Differences (Bulimia)- Sexually experienced, concerned about pleasing others, frustration, mood swings, and impulsivity, dental problems, amenorrhea less likely.
6. Concurring diagnosis that goes along with anorexia- OCD
7. Personality trait that goes along with OCD and anorexia- Perfectionism
8. Purging type of anorexia- vomiting after meal and laxative abuse
9. Time frame for Bulimia- Weekly for 3 months
10. Weight difference in determining the difference in determining anorexia and bulimia- Anorexia (Less than 85% of normal body weight.) Bulimia (Weight range may be perfectly normal)
11. Binge eating disorder time frame- at least weekly over the course of 3 months
12. Aims of treatment for anorexia- "restore body weight" 1. Regain lost weight 2. recover from malnourishment 3. Eat normal again
13. 3 types of disciplines for eating disorders- Nutritionist, Doctor (Medical), and Counseling (Psychological)
14. Physical conditions of anorexia- hair skin and nail problems, Slow heart rate, low body temperature and blood pressure and body swelling, Amenorrhea
15. Neurotransmitter with eating disorders- Abnormal levels of dopamine, serotonin and glutamate levels
16. The most powerful contributor to the development of eating disorders- Body dissatisfaction
17. Malingering- Person feigns the illness to achieve some external gain
18. Munchausen- Person feigns symptoms for the purpose of assuming the role of a sick person
19. Somatic Symptom Disorder- concerned or distressed by bodily symptoms
20. Conversion Disorder- Unexplained physical symptoms that affect the voluntary motor and sensory functions
21. Illness Anxiety Disorder- Preoccupation with thoughts about having or getting an illness. Occurs At least 6 months
22. Dissociative Disorder- feeling of "being out of it"
23. Causes of somatic and conversion disorder- Primary and secondary gain, prior experience, and negative affect (becoming absorbed in one's feelings or difficulty identifying them)
24. Substance Use- Maladaptive behavioral patterns and responses caused by repeated substance use.
25. Substance Intoxication- Cluster of changes in behavior, emotion or thought that is caused by substances
26. Withdrawal- Dangerous symptoms caused by drug stopping or cutting back
27. Tolerance- Need for increasing doses to produce desired effect
28. 5 categories of Substance Use- Amphetamines, Hallucinogens, Opioids, Cocaine, Benzodiazepines

Test Items Abn Psychology

DP Hallahan



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Personality Tests and Assessments (Psychology Revivals) Philip E. Vernon, 2014-01-27 Originally published in 1953 this book provided the first comprehensive account of methods of personality assessment by a British author. It starts with a short survey of personality theory pointing out the difficulties in any method of testing or assessment. Next it describes the weaknesses of the common interview method. Throughout the emphasis is on methods which are usable in educational or vocational guidance and selection, not on methods which are mainly of scientific interest. Thereafter it takes up each main type of technique: tests based on physique or psychological measures; on expressive movement such as gestures and handwriting; tests of behaviour including War Office Selection Board, house party methods, ratings and rating scales, questionnaires, and so-called projective techniques. The evidence for or against each test or method is surveyed and numerous references provided for relevant literature. Illustrative excerpts are given of many of the more promising tests and some pictorial illustrations. British work in this field at the time is covered completely and an attempt is made to provide a fair summary of the main contributions of American and other psychologists of the day.

A Study of Introvert-extravert Responses to Certain Test Situations Raymond Alfred Schwegler, 1929 **The Content and Measurement of the Reading Vocabulary** Sister Mary Irmina, 1927 *Educational Research Monographs* Catholic University of America, 1928

The Psychological Register Carl Murchison, 1929 Archives of Psychology Robert Sessions Woodworth, 1924 *The Journal of Psychology* Carl Murchison, 1978 **The Boston Process Approach to Neuropsychological Assessment** Lee Ashendorf PhD, Rod Swenson PhD, ABN, David J. Libon PhD, FACPN, ABN, 2013-07-12 The Boston Process Approach to neuropsychological assessment advanced by Edith Kaplan has a long and well-respected history in the field. However, its theoretical and empirical support has not previously been assembled in an easily accessible format. This volume fills that void by compiling the historical, empirical, and practical teachings of the Process Approach. The reader will find a detailed history of the precursors to this model of thought, its development through its proponents such as Harold Goodglass, Nelson Butters, Laird Cermak, and Norman Geschwind, and its continuing legacy. The second section provides a guide to applying the Boston Process Approach to some of the field's most commonly used measures such as the various Wechsler Intelligence Scales, the Trail Making Test, the California Verbal Learning Test, and the Boston Naming Test. Here the reader will find a detailed history of the empirical evidence for test administration and interpretation using the Boston Process Approach tenets. The final section of the book provides various perspectives on the implementation of the Boston Process Approach in various clinical and research settings and with specialized populations.

The Clinical Psychologists Bernard Lubin, Eugene Elmer Levitt, *Educational Research Monographs*, 1927 **The Structure of Human Abilities (Psychology Revivals)** Philip E. Vernon, 2014-01-27 First published in 1950, this revised edition of *The Structure of Human Abilities* was published in 1961 but remained largely unchanged from the original, save for an additional supplement on the developments in factorial work on

human abilities from 1950-1959. Much research had been carried out during the years leading up to publication in England and America into mental abilities and modern methods of statistical treatment especially factor analysis had been increasingly used. It was felt that the mass of diverse material was apt to confuse the student of psychology of the time especially as the results of such research were often apparently conflicting. Professor Vernon, one of the leading experts in this branch of psychology sifted the material and attempted to provide a consistent picture of our mental structure.

Psychological Measurements in Psychopharmacology P. Pichot, R. Olivier-Martin, 1974-04-10 *Educational Research Bulletins*, 1928 Social Psychology Joseph Kirk Folsom, 1931 Psychological Register, 1929 **Instructors Resource Manual** Wood & Wood, 1999-07 **Individual Differences in Arithmetical Development** Ann Dowker, Bert De Smedt, Annemie Desoete, 2020-01-03 This eBook is a collection of articles from a Frontiers Research Topic. Frontiers Research Topics are very popular trademarks of the Frontiers Journals Series: they are collections of at least ten articles all centered on a particular subject. With their unique mix of varied contributions from Original Research to Review Articles, Frontiers Research Topics unify the most influential researchers, the latest key findings and historical advances in a hot research area. Find out more on how to host your own Frontiers Research Topic or contribute to one as an author by contacting the Frontiers Editorial Office: frontiersin.org/about/contact The Clinical Psychologist: Background, Roles, and Functions Bernard Lubin, Eugene E. Levitt, 1967 Clinical psychology is the largest of psychological specializations in the United States. It deals most often and most directly with public health and welfare in government agencies, universities, hospitals, clinics, and private industries and organizations. This volume describes the nature and function of the clinician, traces the evolution of the field, and devises workable training procedures. This collection presents an overview of the major aspects of the field, defining the history and professional role of the clinical psychologist. The volume includes the historic Shakow Report as well as major essays illuminating significant developments in the field. The editors have systematically organized the contributions into the categories of history, training, roles and functions, interprofessional relations, and communications, the practice of clinical psychology outside the United States, and general information of particular use to those training in clinical psychology. In this practical and useful volume, the professional in clinical psychology will find a complete one-volume sourcebook on his field. The student who has elected to specialize in clinical psychology or is considering this move will find it useful to gain a perspective on the development of the field. Those outside clinical psychology—psychiatrists, psychiatric nurses, social workers, and all mental health specialists—will find practical information that can assist them in their professional roles.

Psychological Newsletter, 1958 **COMPARISON OF THE PSYCHOLOGICAL TEST PERFORMANCE OF BRAIN DAMAGED AND NORMAL CHILDREN IN THE MENTAL AGE RANGE FROM FIVE TO SIX.** BETTIE ARTHUR, 1958

The Enigmatic Realm of **Test Items Abn Psychology**: Unleashing the Language is Inner Magic

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