

PSY 410, Introduction to Clinical Psychology  
TLN 3191, 14:30 MWF, 154 Straub (3 credits), Winter, 1985  
Norman D. Sundberg (offc.: 381 Straub)

Introduction: As the title implies, this course aims to cover the broad field of clinical psychology--its theoretical perspectives; its applications in many areas; its major skills, knowledge bases and attitudes; ethics and professional relations; applications to related fields and future trends. Clinical psychology is seen as part of the general area of human services offering a base for those who want to explore possibilities for helping people in many ways. Students are encouraged to explore related work possibilities as they study clinical psychology.

Readings: Sundberg, N.D., Taplin, J.R. & Tyler, L.E. (1983). Introduction to clinical psychology: Perspectives, issues and contributions to human service. Englewood Cliffs, NJ: Prentice-Hall. (Read the whole book; lecture topics will roughly parallel the order of the chapters.)

Other readings are to be chosed by students in connection with their projects.

Examinations: There will be a mid-term examination covering the first six chapters of the text, and a final examination emphasizing the last eight chapters but also including some material from the first half. DATES: Midterm: Feb 6th (Wed.) Final: Mar. 21 (Thu.) 13:00-15:00.

Project: (See back of sheet for description) One page outline due January 30; group oral presentation; final paper due March 15.

Grading: Grades will be based 25% on the midterm, 25% on the project, and 50% on the final. All people in the group project will receive the same project grade. When final grades are decided, people one or two points below the cutting score will be considered for having grades raised depending on class participation.

Tentative schedule:

Jan. 9, 11 (WF): Nature of the course. History of clinical psych. (Read Ch 1)  
Jan. 14, 16, 18: Theoretical perspectives. Clinical decisions and acts (Ch 2 & 3)  
Jan. 21, 23, 25: Introduction to clinical assessment. Testing. (Ch 4 & 5)  
Jan 28, 30 Feb 1: Assessment concluded. Reports and communication (Ch 6)  
Project outline due Jan 30  
Feb. 4, 6, 8: Review. Midterm exam (Feb. 6), Biopsychological factors (Ch 7)  
Feb. 11, 13, 15: Psychodynamic and behavioral-cognitive approaches. (Ch 8 & 9)  
Feb. 18, 20, 22: Counseling. Marital and family therapy. (Ch 10 & 11)  
Feb 25, 27 Mar 1: Group therapy. Communities. Prevention (Ch 12)  
Mar. 4, 6, 8: Evaluation. Professional development. Futures (Ch 13 & 14)  
Mar. 11, 13, 15: Finish oral project reports. Overview of course. Review  
Written project reports due Mar. 15  
Mar. 21 (Thurs): 1-3 PM, Final Examination

Project Description: Each student is expected to carry out a project that combines use of experiential and reading sources of learning. "Experiential" means that students obtain some direct experience away from the classroom; examples are interviewing local psychologists, conducting an attitude survey, working up a case history on someone else or themselves, observing activities in a clinic or hospital. The reading part refers to making use of the text and other readings; students must read at least three articles from recent journals, such as Professional Psychology, the Journal of Consulting and Clinical Psychology, the Journal of Counseling Psychology, or the Journal of Clinical Psychology.

Since we all learn a great deal from each other and since human service work involves much teamwork, it is required that students work together on their topic in groups and be attentive to the group processes also. We will take a little class time for group meetings, but the group will have to make arrangements to hold meetings outside of class to, and to divide up the work. (If there are special reasons that a person cannot work with the group, he or she should let the instructor know in writing at the time the group project topic is turned in, and he or she should have another project chosen for an individual report.)

The topics can range over the content of the text. It is strongly suggested that you skim through the whole book to get an idea of various possible topics. You might also like to skim topics in recent journals related to clinical psychology. The topic should be related to some form of application of psychology to clinical or community concerns. Here are some illustrative topics that might be chosen and relevant chapters:

- Ch 1: What do mental health professionals actually do? Interviews with public health nurses, social workers, psychiatrists, psychologists.
- Ch 2: What different theories do practicing psychologists use with what kinds of cases?
- Ch 5: Construct a test and try it out with a limited number of people. Do an attitude survey toward tests and testing (?)
- Ch 7: How do psychologists work with particular health problems, like eating disorders?
- Ch 12: What are the psychological reactions and behavioral problems associated with unemployment? Interviews with people at an employment center (?)
- Ch 14: How might computers and computer networks be used in the future to enhance mental health?

There are many topics which would fit in: Prevention of drug abuse, depression in adolescence, ways of working with schizophrenic children, pain therapy, spouse abuse, the use of humor in therapy, theoretical analysis of cases, neuropsychological assessment.

By January 30th, each group should turn in a one-page statement about its project including the following: Title, brief description, experiential methods to be used, initial journals or books to be searched, and names of participants.

Class reports will be scheduled in the last three weeks of the term. Students should feel free to be innovative about their presentations, using role-playing, debates, slides, etc.

The written report (5-10 pages long) is due the last day of class, March 15th. In addition, appended to the project report, the group should submit a one-page description of their group process and saying how it might be improved

PSY 410  
Intro to Clinical Psych

Winter, 1985  
N. Sundberg

STUDENT INFORMATION SHEET

Date:  
14:30 MWF, 154 Straub

Note: It will be helpful to me in getting acquainted with the class if you would tell me information requested below. Please add anything else that would help me understand your interests and purposes in taking this class--Norm Sundberg

Name: \_\_\_\_\_ Sex: \_\_\_\_\_

Year in the University: \_\_\_\_\_ Major: \_\_\_\_\_

Relevant courses taken (e.g., counseling, personality, abnormal psych, assessment, testing, psychotherapy, professional courses in the human services). Check, and add others:

Intro to Personality \_\_\_\_\_  
Abnormal Psychology \_\_\_\_\_  
Psychological Assessment \_\_\_\_\_  
Psychotherapeutic Methods \_\_\_\_\_  
Child (Developmental) Psy \_\_\_\_\_  
Human Sexual Behavior \_\_\_\_\_  
Social Psychology \_\_\_\_\_  
Research Methods \_\_\_\_\_  
Intro. to Psychology \_\_\_\_\_

Others:

Relevant experience (e.g., hospital aide, youth counselor, ESCAPE placement with retarded children, summer camp assistant, volunteer work with the elderly):

What occupations are you considering after graduation?

Clinical Psychology \_\_\_\_\_  
Counseling Psychology \_\_\_\_\_  
Psychiatry \_\_\_\_\_  
Social Work \_\_\_\_\_  
Nursing \_\_\_\_\_  
Vocational Rehabilitation \_\_\_\_\_  
Industrial Psychology \_\_\_\_\_

Other:

If an undergraduate, are you planning on going on to graduate work?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Unsure \_\_\_\_\_

What special interests or reasons do you have for taking this class?

FINAL EXAM

NAME: \_\_\_\_\_

General Instructions: This is a closed-book exam. Answer the first part on the answer sheet provided. Answer the remaining parts (identification of terms and short essay) by writing on the question sheets themselves. Turn in the whole examination and answer sheet when you are finished. The total exam will count 110 points: 1 point for each of the 70 multiple-choice items, 2 points for each of the 10 identification items, and 10 points for each of two short essay items. Use this difference in points to allocate your time. Most students find it useful to skim-read the whole exam before starting. Be sure to check the blackboard for any corrections. Good Wishes!

Part I: Multiple choice items: Using a soft (#2) lead pencil, fill in the blanks to spell your name and give identification number (social security no.). With the 70 items, note the given choices and pick the best one provided. Guess if you are not sure, since there are no penalties for guessing.

1. Your textbook was intended to provide:
  - a. a knowledge base for work in helping people
  - b. a description of what clinical psychologists do
  - c. an introduction to the core mental health professions
  - d. a review of general psychology applied to abnormal disorders
2. When one uses a personality test with validity coefficients of about .30, one must remember:
  - a. that accurate predictions of behavior or later status are not warranted
  - b. that repeating the test would be likely to produce a different score
  - c. that psychologists differ as to what the scores mean
  - d. all of these things
3. What one learns by using a norm table in assessment is:
  - a. how valid a test is
  - b. where a person's score places him or her in a defined population
  - c. what the base rate is in the population for some psychological characteristics
  - d. all of these things
4. The Schedule to Affective Disorders and Schizophrenia has all but one of the following characteristics:
  - a. an interview guide producing ratings
  - b. good reliability
  - c. little or no need for training
  - d. a question like "Are there times when you feel too cheerful?"
5. The instructor reviewed the history of psychological services and social reform in the United States over the last two centuries, and hypothesized that:
  - a. post-war years were characterized by reform
  - b. reform is associated with environmental attributions and conservative periods with individualistic attributions
  - c. the first national community mental health laws occurred in the early 1800's
  - d. "make love, not war," the cry of the Vietnam protestors, is irrelevant to mental health

6. A psychotherapeutic interview can be viewed as the following:
  - a. very different from the work of a folk healer
  - b. consisting of little more than propaganda
  - c. an imposition of social-sanctioned control
  - d. using rituals and beliefs accepted in the culture
  
7. Match the following letters for general approaches with numbers showing other ways of describing the approach
 

A. natural helping	1. self-developmental model
B. curative	2. non-professional, folk ways
C. learning	3. interactive-environmental
D. growth	4. medical model
E. ecological	5. educative model

  

a. A-1, B-2, C-3, D-4, E-5	c. A-1, B-4, C-5, D-2, E-3
b. A-5, B-1, C-2, D-3, E-4	d. A-2, B-4, C-5, D-1, E-3
  
8. There are two kinds of unconsciousness in most clients, according to the instructor.
 

a. bodily and mental	c. internal and external
b. cognitive and affective	d. organizational and societal
  
9. The decider function of living systems may include:
  - a. problem solving strategies
  - b. approaches to system renewal revitalization, or repairs
  - c. setting and reviewing the system's goals
  - d. all of these
  
10. A factor receiving particular emphasis when a clinician following the growth orientation intervenes in an adult case is:
  - a. getting in touch with values
  - b. an account of early childhood circumstances
  - c. information obtained from the client's associates
  - d. the use of free association
  
11. All assessment can be seen as having two major aspects. One involves the feelings and relationships between the assessor and assessee. The other aspect is called the \_\_\_\_\_ aspect:
 

a. process	b. input	c. rapport	d. task
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12. In behavioral assessment, the techniques used are likely to be mainly:
 

a. intelligence tests	c. computerized scoring
b. simple counts and records	d. case history
  
13. Among all the listed requirements for the diagnosis of borderline personality are all but one of the following:
 

a. self-damaging acts	c. mood instability
b. reports of hallucinations	d. chronic feelings of emptiness or boredom
  
14. Therapy for sexual dysfunction usually involves:
 

a. surgery and medication	c. information and attitude change
b. change of sexual partner	d. reassurance and bibliotherapy

15. Reitan's methods of inference include: A) pathognomonic signs, B) right-left comparisons, C) disability index, D) Luria battery scores, E) patterns of performance, F) level of performance, G) category test
- a. A, B, D, G      b. C, E, F, G      c. B, C, E, F      d. A, B, E, F
16. Lezak's strategy is best described as:
- a. after screening, use measures which appear indicated  
b. use a standardized empirical battery  
c. use Luria's theoretical views to select tests  
d. after screening, use the Lezak test
17. Which statement seems most true of the heritability of schizophrenia?
- a. schizophrenia is an environmentally caused disorder  
b. if the mother has schizophrenia, the son will inherit it  
c. a predisposition to schizophrenia (a diathesis) is inherited  
d. stress in the parent causes the diathesis to be transmitted
18. Health psychology concerns:
- a. psychological aspects of generating, maintaining and restoring human health  
b. the study of psychological aspects of various illnesses  
c. the study of how the health care delivery system influences these services  
d. all of these
19. The interview research by Bell and Weinberg (1981) on the development of sex preference showed that:
- a. adult preferences are the result of early experience in the family  
b. sexual orientation is deeply engrained, pointing to hormonal differences  
c. childhood experiences, especially traumatic ones, are very influential  
d. there is clear evidence that sexual preference is not inherited
20. Theoretical concepts Freud developed late in his career were:
- a. transference and countertransference      c. unconscious and resistance  
b. interpretation and insight      d. id, ego, and superego
21. Freud's early treatment involved catharsis, which was:
- a. letting early conflicts be represented in attitudes toward the analyst  
b. requiring the patient to say whatever came to his/her mind  
c. helping the patient pour out past painful experiences  
d. encouraging the patient to express wishes and fantasies
22. When the analyst interprets behavior into psychoanalytic sense, interpretations must not be too confrontive, or the result may be massive:
- a. anger      b. catharsis      c. transference      d. resistance
23. Interpretation serves the function of:
- a. translating everyday happenings into psychoanalytic terms  
b. establishing psychoanalytic relationships and sense among otherwise unrelated or confusing things  
c. translating confusing terms into a language that the patient understands  
d. establishing for the patient that he or she can understand the new terms

24. Differences between Adler and Freud are apparent in their ideas about early memories. All but one of the following is correct:
- a. Freud saw early recollections as screening and hiding current goals
  - b. Adler hypothesized early memories would change with therapy
  - c. Freud interpreted memories as symbols for unconscious sexual events
  - d. Adler placed great importance on early recollections in assessing life-style
25. Speisman's research on interpretation and resistance showed that:
- a. psychoanalytic interpretation worked best
  - b. moderate levels of interpretation led to least resistance
  - c. Rogerian reflection of feeling led to least resistance
  - d. none of the above
26. An important step in Wolpe's systematic desensitization treatment is:
- a. exploration of childhood motivation
  - b. construction of a graded list of fear situations
  - c. development of insight
  - d. immediate rewards for appropriate behavior
27. Punishment is less desirable than reward as a type of reinforcement because:
- a. it is a form of child abuse
  - b. it often leads to unhappy emotional consequences
  - c. it is effective only with older children
  - d. it hurts the punisher more than the punished
28. The research of Spivack and Shure on the learning of interpersonal cognitive problem solving skills (ICPS) has emphasized the importance of:
- a. modeling by an adult
  - b. cognitive reinforcement
  - c. Piaget's developmental stages
  - d. generating a number of alternative solutions
29. Noisy Johnny, 5, is temporarily placed in a stimulus-free room, called "time-out." This refers to giving:
- a. Johnny time out from the risk of being punished by the teacher
  - b. the teacher time out from a noxious stimulus
  - c. Johnny time out from social reinforcement
  - d. the teacher a time out reinforcement for staying composed
30. For Albert Ellis, the major subject of therapy is to:
- a. uncover and alter the client's mistaken notions
  - b. teach alternative solution thinking
  - c. ask the client to identify their mistakes
  - d. none of these

31. Robinson and Eyberg (in an article summarized at the end of Chapter 9) report that:
- a. conduct problem children showed more observed non-compliance than normals
  - b. parents of problem children emitted more criticisms and directions than did those of normals
  - c. the coding system was reliable
  - d. all of the above
32. The two kinds of expectation Bandura distinguishes are:
- a. success and satisfaction
  - b. academic and non-academic
  - c. outcome and efficacy
  - d. positive and negative
33. Transpersonal or spiritual psychology differs from more traditional clinical psychology in emphasizing:
- a. emotions and feelings
  - b. intuitive knowledge and enlightenment
  - c. leadership and teaching
  - d. potential for change
34. A listing of test scores and outcomes which might be useful for looking forward to a client's attaining vocational goals is called a(n):
- a. utility formula
  - b. expectancy table
  - c. norm table
  - d. outcome expectation
35. Theoretical ideas centered around possibilities (for use in counseling) include all but one of the following:
- a. one of the major limitations is time
  - b. a repertory of cognitive structures have developed that are involved in choice
  - c. most people have already developed most of their possibilities in one way or another
  - d. possibility processing structures are analogous to computer programs
36. Jerome Frank hypothesizes that transcendental experiences are difficult to communicate about since they involve translating \_\_\_\_\_ experience into words:
- a. non-verbal, right hemisphere
  - b. racially unconscious
  - c. left hemisphere
  - d. highly symbolic and emotional
37. One reason for the increasing demand for family therapy in our time is:
- a. number of psychologists in practice
  - b. insurance coverage for family therapy
  - c. cultural changes producing new challenges
  - d. influx of migrant groups
38. A common reason for seeking family therapy is:
- a. a misbehaving or maladjusted child
  - b. a court referral for child abuse
  - c. a feeling of failure in one or both parents
  - d. an irregular family situation, such as single parent, gay couple, etc.
39. In structural family therapy, particular attention is paid to:
- a. boundaries of subsystems
  - b. ages and spacing of children
  - c. schools and neighborhoods
  - d. parental attitudes



40. When one spouse comes for marriage counseling and the other refuses to come, the therapist may assume:

- a. the requestor is an open person
- b. the refuser has something to hide
- c. both a and b
- d. neither a nor b

41. Which of these is not true of behavioral family therapy?

- A) data will show interaction sequences and rates,
- B) data will sometimes show other members more deviant than the presenting problem child,
- C) children may be found to be training the parents,
- D) non-observable factors are accurately assessed,
- E) behavior may be seen as inadvertent, i.e., not determined by psychic forces

- a. C
- b. A, B
- c. C, E
- d. D

42. Which of these may well be open warnings of child abuse?

- A) "Doctor, this baby falls deliberately, just to make me miserable"
- B) toddler is awfully 'accident prone,'
- C) child is dirty,
- D) child has few good clothes

- a. B
- b. C, D
- c. A, B
- d. all of these

43. Mediation as a process presents at least two major concerns, one of which is how to guard against or compensate for a mediator's biases. The other is how to assume an individual's rights outside of:

- a. the lawyer's office
- b. a proper psychotherapeutic context
- c. the adversarial system
- d. the court

44. An effect not mentioned in Yalom's list of helpful effects of group therapy is:

- a. instillation of hope
- b. altruism
- c. interpersonal learning
- d. self-respect

45. To carry out Moreno's psychodrama techniques, one needs:

- a. an experienced actor to coach participants
- b. a stage and audience
- c. a prepared script
- d. all of the above

46. The effectiveness of primary prevention of psychopathology:

- a. is very difficult to demonstrate
- b. has been clearly shown
- c. depends upon community resources
- d. is about the same as the effectiveness of therapy

47. One of the many ways in which groups can be helpful to their members is said to be through interpersonal learning that is:

- a. getting to know what other people think and feel
- b. appreciating one's own behavior and its impact on others
- c. broadening one's sphere of acquaintances
- d. being able to influence other people

48. Communities have many helping subsystems. Who enters which one depends in part on which factors?
- A) client's problem,      B) strength of the client's advocate(s),  
C) client's SES,      D) competitive position of one subsystem vis-a-vis another
- a. A      b. A, C      c. A, B, C, D      d. A, C, D
49. "Put all the people you could spend the night with in the inner circle. Now put all the people you could borrow \$15 from in the middle circle, and all the people you have coffee with in the outer circle." The foregoing might be an effort to evaluate:
- a. a person's support network      c. transportation patterns  
b. community linkages      d. family networks
50. When Dr. James, the consultant, is told, "Dr. James, the system you helped us start is running very well now. We'll call you if we need you again," Dr. James can reflect:
- a. they're trying to get rid of me and take credit themselves  
b. successful program consultation results in consultee's independence  
c. they may not be qualified to do those things alone  
d. I should have made the system more complex
51. All but one of the following illustrate observations a system-oriented analyst might observe in a small mental health center:
- a. supervisor is religious  
b. decisions center only on the director  
c. the range of clients seen is unusually broad  
d. no regular meetings with auxiliary mental health agencies in the community
52. Novaco designed a community program for policemen. It included training them to be more aware of their behavior and thought and to say things like this to themselves: "Relax and slow down," "Don't let the unresolved problems interfere with your job," and "He wants me to get angry but I can handle it." The aim of the program was to:
- a. see if self-hypnosis would help  
b. inoculate against stress  
c. increase chances of moving ahead in the organization  
d. improve communication on the police force
53. Hirsch's study showed that natural support systems help during major life changes, thus confirming the:
- a. buffer hypothesis      c. networking assessment theory  
b. environmental approach      d. projective hypothesis

54. One of the first questions that must be answered before undertaking a program evaluation is:
- a. whether records will be available
  - b. whether the agency is efficiently run
  - c. whether negative results may impair funding
  - d. whether similar studies have been done elsewhere
55. Research on the placebo effect has shown that what appears to be an effect of treatment may result from:
- a. mere chance
  - b. the passage of time
  - c. suggestion or belief
  - d. a combination of influences
56. The final step in the full evaluation sequence is:
- a. outcomes
  - b. utilization and dissemination
  - c. internal and external validity
  - d. determining goals and criteria
57. Criteria for therapy outcomes fall in three categories according to Strupp and Hadley. They are:
- a. self-reports, tests and social indicators
  - b. psychoanalytic, behavioral, and social-ecological
  - c. internal, external, and long-term
  - d. self-reports, indicators from others, judgements by experts
58. Epidemiological findings about mental illness lead Dohrewend and colleagues to all but one of the following conclusions:
- a. older persons who are suffering from distress are more likely to be in treatment than younger ones
  - b. perhaps 75% of people with psychological disorders or distress have never been in treatment
  - c. urban people are more likely to be in treatment than rural ones
  - d. separated or divorced people more often seek treatment than widows or married persons
59. Fischer et al. in a 1982 article reviewing research and theory on reactions to help conclude that:
- a. helping is always or nearly always desirable
  - b. one danger of helping is that helpers develop burnout
  - c. it is sufficient in evaluating programs to estimate amounts of gain and support
  - d. the best model for predicting reactions to aid involves evaluating threats to self-esteem
60. As usually defined, "mental health professions" do not include:
- a. social work
  - b. counseling psychology
  - c. education
  - d. psychiatry
61. Except under exceptional circumstances such as obvious danger, the ethical psychologist does not give out information about a client:
- a. under any circumstances
  - b. to anyone except a parent or guardian
  - c. without the written consent of the client
  - d. without notifying the client

62. A forecast that can be made with considerable confidence is that:
- unemployment will remain high
  - space colonies will relieve population pressures
  - the crime rate will continue to rise
  - the age level of the population will be higher in 2000
63. The term "mental health" is often seen as a misnomer by psychologists for the following reasons:
- all of the following
  - disorders are problems of behavior or a representative
  - the term implies a connection with the medical profession
  - "mental" is a vague term
64. The 1981 APA Ethical Principles states that sexual intimacies between psychologist and client are:
- permitted under certain circumstances
  - expressly forbidden
  - not permitted even after therapy ends
  - considered therapeutic for some cases
65. Systematic, data-oriented procedures for forecasting include all but one of the following:
- demographic projections
  - estimates of dissemination of new procedures and social invention
  - expert judgements
  - scenario-creating
66. In an early lecture, Stanley Porteus was mentioned. One rather surprising finding with his mazes was that the test detected:
- autism
  - frontal lobe damage
  - neuroticism
  - intuitiveness
67. In observing groups functioning, one should look for the following:
- all of the following
  - roles
  - socio-emotional orientation
  - task orientation
68. Counseling with people in another culture (such as the Indochinese refugees) one might use the following, all but one of which are seldom used in traditional American counseling:
- sympathy
  - self-disclosure
  - insight-promotion
  - teaching
69. One of the class reports had to do with anorexia and bulimia. All but one of the following were given as possible etiological factors:
- hypothymic dysfunction
  - cultural/behavioral factors
  - family emphasis on appearance
  - childhood experiences being forced to eat certain food
70. Both the book and the report on depression identified several cognitive therapists. They included all but one of the following:
- Sullivan
  - Meichenbaum
  - Ellis
  - Beck

Part II Identification of Concepts. Write your name on the back at the bottom. Briefly, in the space provided, define (and, if appropriate illustrate) ten of the following twelve terms. (If more than ten are answered, only the first ten will be scored.)

1. Post-traumatic stress disorder
2. Formative vs. summative
3. Epidemiology
4. Mind-reading
5. Possibility processing structures
6. Demoralization

7. Positional value

8. Guilty knowledge test

9. Reframing

10. Catharsis

11. Biofeedback

12. Rogers' necessary and sufficient conditions

Part III: Essay Questions. Write your name at the bottom on the back. For 15 points, answer one in each of the two following sets of questions. Write on the front and back of this sheet.

Set A: answer either #1 or #2

1. Discuss the relation between assessment and therapy in two of the approaches discussed in the book (e.g., behavioral and psychoanalytic approaches).
2. Select two of the reports given in class that have to do with treatment of various psychological disorders. Discuss what the treatment of different disorders have in common and to what extent they are specific to the given disorders.

Set B: answer either #1 or #2

1. The last chapter in the book discussed the future of clinical psychology. Write a short scenario on some topic related to clinical psychology and mention three important events that you expect to occur by the year 2000. Give your reasoning for believing the events would happen.
2. There are a number of major debates in clinical psychology--important issues about which there are some research results. Select one of the debates and indicate in general what the current state of research knowledge is.