Psychopathology and Life 4th edition Kearney Solutions Manual

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Instructor Manual

Kearney, Psychopathology and Life: A Dimensional Approach, 4e, ISBN: 9780357797860; **Chapter 1: Psychopathology and Life**

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Purpose and Perspective of the Chapter

This chapter provides a general introduction to psychopathology and mental disorders. Emotions, cognitions, and behaviors are described as being on a continuum, with severity of symptoms a defining characteristic of psychopathology and mental disorders. The history of psychopathology is included as well as the basic themes of psychopathology in life.

What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

- Revamped sections to reflect more contemporary examples
- Updated information on college students

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Chapter Outline

The following outline organizes activities and assessments (including any existing ones in the PowerPoint or the textbook) by chapter (and therefore by topic), so that you can see how all the content relates to the topics covered in the textbook. LO#.# refers to the objective related to the content.

I. **Icebreaker Activity: 10–15 minutes** (PPT Slide 3)
II. Introduction to Psychopathology (LO 1.1, PPT Slides 4–5)
    a. Most people know someone with a mental disorder.
    b. Psychopathology involves the scientific study of problematic feelings, thoughts, and behaviors associated with mental disorders.
III. What Is a Mental Disorder? (LO 1.2, PPT Slides 6–7)
    a. There are three criteria that need to be considered: deviance from the norm, difficulty adapting to life's demands or difficulties functioning effectively, and experience of personal distress.
    b. A maladaptive behavior is one that interferes with a person's life, including ability to care for oneself, have good relationships with others, and function well at school or at work.
    c. Agreeing on a definition of "mental disorder" is important to psychopathologists, who study mental problems to understand how

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disorders develop and continue and how they can be prevented or treated.

i. **Discussion Activity 1: 10–15 minutes** (LO 1.2, PPT Slide 8)

IV. Dimensions Underlying Mental Disorders Are Relevant to Everyone (LO 1.3, PPT Slides 9–10)
   a. Emotions, thoughts, and behaviors associated with mental disorders are present, to some degree, in all of us.
   b. Emotions, cognitions, and behaviors can be thought of as being on a continuum.
      i. **Self-Reflection 1: 10–15 minutes** (LO 1.3, PPT Slide 11)

V. History of Psychopathology (LO 1.4, PPT Slides 12–16)
   a. Early writings of the Egyptians, Chinese, Greeks, and Hebrews identified patterns of, and concerns about, treating psychopathological behavior.
   b. Problematic behaviors were viewed spiritually, so the primary form of treatment was exorcism, or an attempt to cast out a spirit possessing an individual.
   c. Trephination was also used.
   d. A dramatic emergence of mass madness in Europe appeared during the last half of the Middle Ages.
      i. Groups of individuals would be afflicted at the same time with the same disorder or psychopathological behaviors.
   e. During the Renaissance asylums emerged.
   f. The conditions of asylums and mental hospitals in Europe and America were generally deplorable and in need of great change.
      i. Key leaders for change included Philippe Pinel and Dorothea Dix.
   g. The mental hygiene movement emerged during the modern era.
      i. **Breakout Group Activity 1: 20 minutes** (LO 1.4, PPT Slide 17)

VI. Psychopathology and Life: Themes (LO 1.5, 1.6, PPT Slides 18–23)
   a. Dimensional perspective
   b. Prevention perspective
      i. Public health model
      ii. Various types of treatment: primary, secondary, tertiary
   c. Consumer perspective
   d. Diversity: Multicultural psychology refers to examining the effect of culture on the way people think, feel, and act
   e. Stigma: a characterization by others of disgrace or reproach based on an individual characteristic

VII. Self-Assessment (all objectives, PPT Slide 24)

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a. **Summary** (PPT Slide 25)

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Discussion Questions

The following are additional discussion questions not included in the textbook or PPTs—they are for you to use if you wish. LO#.# refers to the objective related to the content.

1. Conduct a classroom discussion about Treva, the young woman presented in the chapter who believed she was a teenager named Brianna Stewart. Ask students to outline normal and pathological aspects of this case, especially considering Treva's background, and utilize the themes underscoring psychopathology in the book to guide the discussion. (LO 1.2)
    a. Treva Throneberry is a case study presented in the text. Treva had a history of demonstrating breaks from reality. As an adult, she insisted that she was a teen girl and even attended high school. She was charged with fraud and forgery and was sentenced to a three-year jail term.
2. Discuss different behaviors or thought patterns that might be described along a continuum or bell curve. Discuss the validity of whether such behaviors or thoughts are truly abnormal at each end of the spectrum. (LO 1.3)
    a. We all experience a wide range of emotions, cognitions, and behaviors. These range from normal to severe, indicating the possibility of a mental disorder.
3. Discuss the case example of Henry, the telemarketer who has not left his home in two years and has strange beliefs but who functions well otherwise. Ask students to describe Henry's normal and pathological behavior and challenge them as to whether a diagnosis is appropriate or not for his situation. (LO 1.2)
    a. The criteria of personal distress may best explain a diagnosis for Henry.
4. Ask students to choose a particular culture and research how emotion and behavior in that culture might be viewed as normal or abnormal. (LO 1.2)
    a. Answers may vary.

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5. Talk about the distinction made in the textbook between Ricardo and Yoko and ask students what could change in either case to alter their diagnostic status. (LO 1.3)
    a. In both instances, students need to consider the continuum of emotions, cognitions, and behaviors.
6. Ask students to choose a particular life difficulty (their own, that of someone they know, or a hypothetical one) and outline emotions, cognitions, and behaviors associated with this difficulty. (LO 1.3)
    a. Students should consider their own emotions, cognitions, and behaviors on a continuum.
7. Discuss different areas of prevention and why a prevention model might be more effective than an intervention model for medical and mental disorders. (LO 1.5)
    a. A prevention approach is consistent with a public health model that focuses on promoting good health and good health practices to avert disease. This model applies well to psychopathology. Different aspects of our lifestyles contribute greatly to physical and mental health problems and even death. Examples include poor diet and insufficient exercise, social isolation, and unhealthy interpersonal relationships. In addition, mental disorders discussed in this textbook have been linked to declines in physical health.
8. With respect to the consumer perspective, ask students to identify why they took this course and how the textbook might cover some of their questions about becoming a mental health professional. (LO 1.5)
    a. One of the major themes of the text is a consumer perspective. Students will become more informed consumers of scientific information on mental health that is often presented in the popular press.
9. Discuss the concept of stigma by asking students if they have experienced stigma themselves in their life and how they have responded to stigma, personal or public. (LO 1.6)
    a. Stigma is a characterization by others of disgrace or reproach based on an individual characteristic. People with certain medical disorders are sometimes shunned or rejected by others even though their illness is no fault of their own. Such stigma can also apply to mental disorders. Students will have different experiences regarding stigma.
10. Challenge students to define mental disorder from different historical periods. (LO 1.4)

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a. Answers will focus on early perspectives, Greek and Roman thought, the Middle Ages, the Renaissance, the Reform Movement, and the modern era.

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Additional Activities and Assignments

The following are additional activities and assignments not included in the textbook or PPTs—they are for you to use if you wish. LO#.# refers to the objective related to the content.

1. Ask students to explain the determinants of defining a mental disorder. (LO 1.2)
2. Ask students what some of the advantages and limitations are of including deviance from the norm, difficulties adapting to life's demands, and experiencing personal distress in defining mental disorders. (LO 1.2)
3. Have students discuss if they have ever thought that their emotions, cognitions, or behaviors were extreme enough to be considered an aspect of a mental disorder. (LO 1.3)
4. Ask students to compare and contrast the historical view of psychopathology to today's view of it. (LO 1.4)
5. Ask students to discuss stigma associated with psychopathology and what steps could be taken to reduce such stigma. (LO 1.6)

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Additional Resources

Internet Resources

- **Psychiatry.org - Home** American Psychiatric Association's (APA) website contains psychology-related links, information on legal cases that have affected psychiatry, continuing education for therapists, and more.
- **MentalHealth.com: Information You Can Trust + Find a Therapist** A comprehensive site containing information related to the assessment, diagnosis, and treatment of mental illness.
- **Home | NAMI: National Alliance on Mental Illness** Links, membership information, and searchable indexes of mental disorders are all included on this site.
- **A Brief History of Psychology | History Cooperative** This links to many psychology-related webpages.

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