Abnormal Psychology 8th edition Nolen-Hoeksema Solutions Manual

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Chapter 2
Theories and Treatment of Abnormality

LEARNING OBJECTIVES

After reading and studying this chapter and participating in lecture and discussion, students should be able to:

1. Compare and contrast the perspectives of abnormal psychology.
2. Assess the theories of the behavioral perspective and identify treatments.
3. Assess the theories of the cognitive perspective and identify treatments.
4. Assess the theories of the humanistic perspective and identify treatments.
5. Assess the theories of the sociocultural perspective and identify treatments.
6. Explain the biopsychosocial perspective.
7. Analyze the humanistic approaches to abnormal psychology.
8. Analyze the biological approaches to abnormal psychology.
9. Analyze the psychological approaches to abnormal psychology.
10. Analyze the sociocultural approaches to abnormal psychology.
11. Analyze the cognitive approaches to abnormal psychology.
12. Name and describe drugs used in the treatment of abnormal behavior and discuss the problems and controversies surrounding their use.

CHAPTER OUTLINE

I. Approaches Along the Continuum (sociocultural approach, biological approach, psychological approach, theory, biopsychosocial approach, diathesis-stress model)
   A. Extraordinary People
II. Biological Approaches
   A. Case Study
   B. Brain Dysfunction (cerebral cortex, thalamus, hypothalamus, limbic system, amygdala, hippocampus)
   C. Biochemical Imbalances
      1. Neurotransmitters (neurotransmitters, synapse, receptors, reuptake, degradation)
      2. The Endocrine system (endocrine system, hormone, pituitary)
   D. Genetic Abnormalities (behavioral genetics, polygenic)
      1. Interactions Between Genes and Environment (epigenetics)

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E. Drug Therapies (antipsychotic drugs, antidepressant drugs, lithium, anticonvulsants, antianxiety drugs)
F. Electroconvulsive Therapy and Newer Brain Stimulation Techniques (electroconvulsive therapy [ECT])
G. Psychosurgery (psychosurgery)
H. Assessing the Biological Approaches

III. Psychological Approaches
A. Behavioral Approaches (behavioral approaches)
1. Classical Conditioning (classical conditioning, unconditioned stimulus [US], unconditioned response [UR], conditioned stimulus [CS], conditioned response [CR])
2. Operant Conditioning (operant conditioning)
3. Modeling and Observational Learning (modeling, observational learning)
4. Behavioral Therapies (behavioral therapies, systematic desensitization therapy, desensitization)
5. Assessing Behavioral Approaches
B. Cognitive Approaches (cognitive theories, cognitions, causal attribution, global assumptions)
1. Cognitive Therapies (cognitive therapies, cognitive-behavioral therapies [CBT])
a. Case Study
2. Assessing Cognitive Approaches
C. Psychodynamic Approaches (psychodynamic theories, psychoanalysis, catharsis, repression)
1. The Id, Ego, and Superego (libido, id, ego, superego, unconscious, preconscious, conscious, defense mechanisms)
2. Psychosexual Stages (psychosexual stages)
3. Later Psychodynamic Theories (ego psychology, object relations, self-psychology, relational psychoanalysis, collective unconscious)
4. Psychodynamic Therapies (psychodynamic therapies, free association, resistance, transference, working through, interpersonal therapy [IPT])
5. Assessing Psychodynamic Approaches
D. Humanistic Approaches (humanistic theories, self-actualization)
1. Humanistic Therapy (humanistic therapy, client-centered therapy [CCT], reflection)
a. Shades of Gray
2. Assessing Humanistic Approaches
E. Family Systems Approaches (family systems theories, family systems therapy)
1. Assessing Family Systems Approaches
F. Third-Wave Approaches (third-wave approaches)

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1. Assessing Third-Wave Approaches
G. Using a New Technology to Deliver Treatment

IV. Sociocultural Approaches
A. Cross-Cultural Issues in Treatment
1. Case Study
B. Culturally Specific Therapies
C. Assessing Sociocultural Approaches

V. Prevention Programs (primary prevention, secondary prevention, tertiary prevention)

VI. Common Elements in Effective Treatments

VII. Chapter Integration
1. Shades of Gray Discussion

ACTIVITIES AVAILABLE IN CONNECT

Connect is a teaching and learning platform designed to boost performance.

Connect offers:

- one destination for all course content
- assignment and quiz banks
- deep insights into student performance
- recommendations for students to improve
- adaptive learning features that customize the student experience

The following are a selection of the resources available in Connect for this course:

Chapter	Chapter Title	Resource Name	Resource Type
2	Theories and Treatment of Abnormality	Classical Conditioning	Concept Clip
2	Theories and Treatment of Abnormality	Operant Conditioning	Concept Clip
2	Theories and Treatment of Abnormality	Observational Learning	Interactivity
2	Theories and Treatment of Abnormality	NewsFlash: Mindfulness in the Military	NewsFlash
2	Theories and Treatment of Abnormality	Thinking Critically: Considering Causes From Different Perspectives	Critical Thinking

Suggestion: LearnSmart is an invaluable tool in helping students to integrate the content. While many are drawn to Abnormal Psychology (which they equate with the whole field of psychology), they find it difficult to internalize the respective theoretical orientations for conceptualizations and treatment more difficult. LearnSmart facilitates

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this by allowing them to practice their knowledge. Faces Interactives (available with some of the chapters) are very helpful and students like adopting the clinician role.

POLLING QUESTIONS

1. Do you believe that nature (genes) is stronger than the influence of nurture (the environment)?
    a. Yes
    b. No

2. Do you believe that the use of psychosurgery to treat mental illness is worth the risk of permanent brain damage?
    a. Yes
    b. No

3. Did recent scientific discoveries in brain activity find that Freud was more often right or wrong?
    a. Right (*)
    b. Wrong

Source: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2440575/

LECTURE SUGGESTIONS

1. Is It Nature or Nurture?

Students often hold definitive ideas about the nature/nurture debate. Usually, they believe in their freedom to be whomever they want to be. Raising their awareness to the interplay between genetics and environment is important developmentally. One way to do so is through review of the literature. Three sources that tackle these delicate issues are:

Journalists Marc Peyser and Anne Underwood (1997) offer a critique of the nature/nurture controversy in accessible language and illustrated by examples related to personality and behavior of children. They cite a range of researchers and use shyness as an example of a behavioral predisposition widely believed to have a strong genetic component but which is subject to environmental modification. The basic argument is that behavior is ultimately the result of dynamic transactions between genes and the environment and that a gene is comparable to a blueprint rather than to a mold. This article can be used to draw examples of the ways in which genetic inheritance and environment do not affect behavior independently but "work together to determine

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personality as intricately as Astaire and Rogers danced."

Robert Plomin (Azar, 1997), a longtime advocate of the role of genes in human development, said it is time to end the “nature versus nurture debate” (p. 1). While twin studies and adoption studies have provided evidence of the connection between genes and most human traits and behaviors, typically they only account for about half of the variance, while environment accounts for the rest. Thus, the discussion should no longer be whether “behaviors are . . . influenced by nature *or* nurture but by nature *and* nurture” (p. 1). Because genetic effects are powerful, and some studies have found them to increase over time, they cannot be ignored; however, since they do not account for the total variance in personality and behavior, neither can environmental factors be ignored.

Developmental cognitive neuroscientist David S. Moore (2002) argues how all traits—even characteristics like eye and hair color—are caused by complex interactions between genes and the environment at every stage of biological and psychological development, from the single fertilized egg to full-grown adulthood. How we understand the nature versus nurture debate directly affects our thoughts about such basic issues as sex and reproduction, parenting, education, and crime and has an enormous impact on social policy.

2. Cultural Influences on Definitions of Abnormality
The issue of culture and normality is much like the effect of religion, and an example you might use would be of individuals who may partake of hallucinogens as part of their religious beliefs to allow them to be closer to god. Out of context, or in cultures that do not support this behavior, this could be seen as both criminal and abnormal.

CLASSROOM ACTIVITIES

Note: The time frames for classroom activities should be determined by both the instructor’s sense of appropriateness and the classroom dynamics.

1. Perspectives or Lenses for Understanding Psychological Disorders

Description: The goal of this exercise is to demonstrate that the various approaches can be considered lenses from which one views and understands human behavior. These lenses sensitize investigators to certain kinds of information as well as filter out other kinds of information. These lenses or perspectives will be adopted, sometimes separately and other times in combination, throughout the course to understand the various psychological disorders.

Procedure: Students are asked to suggest a "normal" or "typical" human behavior or developmental event; for example, "happiness," "childhood," or "puberty," and construct questions about the etiology of this phenomenon within the framework of each of the various approaches discussed in the text, that is, the biological, psychological, and

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social.

2. Jigsaw Technique for Small-Group Discussion of Contemporary Theories of Abnormality

Description: In small groups, students apply the various approaches to understanding abnormal behavior and share their results with other groups.

Materials Needed: Access to the textbook.

Procedure: In the jigsaw technique (introduced in the "Classroom Activities" section for Chapter 1), students are first assigned to small groups, each of which is assigned a specific task. Then, the groups are rearranged such that the new groups are composed of individuals from each of the previous small groups, and the results of the first group are disseminated. For this activity, all students are first presented with a simple description of a fairly typical behavioral symptom or disorder—ideally, one that they would be able to relate to, for example, public speaking anxiety, test anxiety, or shyness. Each group is assigned one of the theories listed in the chapter outline and asked to offer a hypothesis to explain the sign or symptom from their assigned theory. Groups are given 5–10 minutes to generate hypotheses. Then, group members are assigned a number, one through five, and groups are reassembled according to number designation. So, all the Ones form a new group, all the Twos, all the Threes, and so on. The new groups now consist of members from each of the original groups. The newly formed groups are instructed to share their findings from their discussions in the original groups.

3. Shared Versus Nonshared Environments

Description: The purpose of this exercise is to enable students to realize that a combination of factors contributes to one's environmental experiences. We automatically assume that because we live in the same house and have the same parents, we share the same environment with our siblings. But very few siblings would admit that they share similar life experiences. The older siblings will swear that the younger ones always get their way and that their parents are not nearly as hard on their younger brother or sister as they were on them. The younger ones believe the older siblings get to do everything, and they are treated like babies with all their restrictions. Then, there are the middle children! Developmental psychologists know that it is very different to be an older brother than to have an older brother and that despite living under the same roof, siblings' environments are not, in fact, the same.

Materials Needed: Access to the textbook.

Procedure: The instructions for this exercise are given to the class before it is

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conducted. Ask students to identify a meaningful experience and validate it with a sibling. Students who do not have siblings can ask a parent and then corroborate the experience with an aunt or uncle. Ask students to consider how their environment growing up was different from their siblings', given that they were raised in the same household. How many felt they had an overall easier time than their siblings'? A harder time? Were their parents' reactions to them stricter, harsher, and unfair? Conclude by emphasizing the varying circumstantial influences experienced by people functioning in very close proximity, and how this contributes to differences in behavior.

ADDITIONAL RESOURCES

Caveat: Please note that all these recommendations are time-sensitive. That is, they may have merit despite the fact that they may be visually or content-wise outdated. We recommend viewing the respective choice before assigning it to the class.

1. Feature film

a. *A Dangerous Mind* (2011). A movie version of the book by Kerr. Received mixed reviews. May be worth watching to address the distortion that occurs when books are translated into movies and other variables come into play. See review by David Van Nuys in *Psychology Today:* https://www.psychologytoday.com/blog/the-happiness-dispatch/201202/dangerous-film.

2. Educational Series

a. The World of Abnormal Psychology
"The World of Abnormal Psychology" is a video series that covers a wide range of topics such as ADHD, conduct disorders, autism, and separation disorders and can be found at http://www.learner.org/resources/series60.html.

b. Discovering Psychology: Updated Edition
"Discovering Psychology: Updated Edition" is a general series with several clips that can be used in a human development course and can be found at http://www.learner.org/resources/series138.html.

c. The Mind
"The Mind" is a series that looks at myriad factors relevant to cognitive, biological, and developmental psychology. The entire series can be found at http://www.learner.org/resources/series150.html.

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d. The Brain: Teaching Modules
"The Brain" is a series that looks at myriad factors relevant to cognitive, biological, and developmental psychology. The entire series can be found at http://www.learner.org/resources/series142.html.

e. Seasons of Life
"Seasons of Life" is a series that covers various stages of life and is wonderful for a human development class. The series can be found at http://www.learner.org/resources/series54.html.

f. TED Talks on Mental Health
A series of 68 TED Talks cover a wide range of mental health issues of relevance to discussions about abnormal psychology. People with disorders talk about their experiences in some instances and mental health professionals discuss key topics in others. The series can be found at https://www.ted.com/talks?topics%5B%5D=mental+health.

g. MentalHealthChannel.tv
A wide range of videos covering a numerous topics in mental health issues relevant to discussions about abnormal psychology. People with disorders talk about their experiences in some instances and mental health professionals discuss key topics in others. The series can be found at http://mentalhealthchannel.tv/series.

3. Novels, Biographies, and Nonfiction Titles of Note

a. Breggin, P. R. (1991). *Toxic Psychiatry.* New York, NY: St. Martin's Press.

> Dr. Peter Breggin, described as "the conscience of American psychiatry," speaks out on why therapy, empathy, and love must replace the drugs, electroshock, and biochemical theories of the "New Psychiatry" (jacket copy).

b. Kerr, J. (2011). *A Most Dangerous Method: The Story of Jung, Freud, and Sabina Spielrein.* New York, NY: Vintage Books. (Original work published 1993)

> In 1907, Sigmund Freud and Carl Jung began what promised to be both a momentous collaboration and the deepest friendship of each man's life. Six years later they were bitter antagonists, locked in a savage struggle that was as much personal and emotional as it was theoretical and professional. Between them stood a young woman named Sabina Spielrein, who had been both patient and lover to Jung and colleague and confidante to Freud before going on to become an innovative psychoanalyst herself.
> A solid new interpretation of the short-lived but oft-analyzed collaboration

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between Freud and Jung, in which the mysterious Sabina Spielrein figures prominently. Using Spielrein's correspondence and journals—discovered in the 1970s and first appearing in Aldo Carotenuto's *A Secret Symmetry* (1982)—Kerr traces a fascinating, credible web of influence and cross-fertilized ideas that he weaves skillfully into a record of psychoanalytic history (http://www.goodreads.com/book/show/338470.A_Most_Dangerous_Method).

A movie was made of this book (released in 2011), directed by David Cronenberg and starring Keira Knightley, Michael Fassbender, and Viggo Mortensen.

c. Lewontin, R. C., Rose, S., & Kamin, L. (1984). *Not in Our Genes: Biology, Ideology, and Human Nature.* New York, NY: Pantheon Books.

Three eminent scientists analyze the scientific, social, and political roots of biological determinism.

d. Nicholi, A. (2003). *The Question of God: C.S. Lewis and Sigmund Freud Debate God, Love, Sex, and the Meaning of Life.* New York, NY: Free Press.

At the core is Freud's assertion that God is a figment of the imagination (more accurately, God is an outcome of our deep-seated need for protection, stemming from the helplessness of early childhood). Lewis, on the other hand, did not see the belief in a higher power as a childish need for comfort. In fact, he wrote, "rendering back one's will which we have so long claimed for our own, is, in itself, extremely painful. To surrender a self-will inflamed and swollen with years of usurpation is a kind of death." Nicholi never take sides. Instead, he gives both men a chance to eloquently answer the big questions of humanity: Why is there suffering? What should be our guiding belief? How do we form a moral compass? Excerpt from Gail Hudson on Amazon.com.

e. Sulloway, F. (1992). *Freud, Biologist of the Mind: Beyond the Psychoanalytic Legend*. Cambridge: Harvard University Press.

Drawing upon a host of sources (including a detailed study of Freud's private library), Sulloway demonstrates that Freud, in spite of his later denials, always remained a "biologist of the mind," that, indeed, his most creative inspirations derived from biology. In a remarkable series of detective-like reconstructions, he shows how psychoanalysis arose when Freud, strongly influenced by the Darwinian biology of his time and by the bizarre researches of his intimate friend Wilhelm Fliess, substituted an evolutionary for a physiological model of the mind.

f. Damasio, A. (2018). *The Strange Order of Things: Life, Feeling, and the Making of*

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Cultures. New York, NY: Pantheon Books.

Antonio Damasio suggests that we descend biologically, psychologically, and even socially from a long lineage that begins with single living cells. He claims that our minds and cultures are linked to the ways and means of ancient unicellular life and other primitive life-forms and that inherent in our very chemistry is a powerful force, a striving toward life maintenance that governs life in all its forms, including the development of genes that help regulate and transmit life.

g. Whybrow, P. C. (1997). *A Mood Apart: The Thinker's Guide to Emotion and Its Disorders.* New York, NY: HarperCollins.

A terrific book for professionals and the public on mood disorders, weaving a tapestry of personally treated cases, with all of their human complexities and an up-to-date scientific understanding of mood disorders, including both the sociocultural and the biomedical components (*Contemporary Psychology*).

4. Classic websites

Caveat: There are many websites that are less than legitimate. You may want to challenge your students to find a website and then evaluate it for its legitimacy. Following are some of the classic websites on mental health:

1. National Institute of Mental Health: https://www.nimh.nih.gov/index.shtml
2. National Alliance on Mental Illness: https://www.nami.org
3. MentalHealth.gov: https://www.mentalhealth.gov/
4. American Psychological Association: http://www.apa.org/

REFERENCES

Azar, B. (1997, May). Nature, nurture: Not mutually exclusive. *The APA Monitor, 28*, 1–28.

Moore, D. S. (2003). *The dependent gene: The fallacy of "nature vs. nurture*." New York, NY: Holt Paperbacks.

Peyser, M., & Underwood, A. (1997, Spring/Summer). Is it nature or nurture? *Newsweek*, 1997, 60–63.

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