



UNISA

Mind Mapping

– Psychopathology –

Beate von Krosigk

University of South Africa
Pretoria

© 1997 University of South Africa
First edition, first impression
First edition, second impression 2013

ISBN 0 86888 014 1

Published by Unisa Press,
University of South Africa,
PO Box 392, 0003 Pretoria

Printed by Shereno Printers (011) 894 4150

Cover design and layout: Erica de Wet

© All rights reserved. No part of this publication may be reproduced in any form or by any means – mechanical or electronic, including recordings or tape recording and photocopying – without the prior permission of the publisher, excluding fair quotations for purposes of research or review.

Dear Student...

The psychopathology course at third-year level comprises the acquisition of basic tools for identifying the causes of problem behaviours, classifying and describing them and finding a starting point for effective interventional procedures. To acquire these tools we need to gain specific knowledge and develop analytical and integrative skills. Students of psychopathology usually realise too late in the year or too close to the examination what a formidable task this is and therefore cannot remedy the situation. Over the past few years I have had many requests from students (particularly those who had failed their first examination in psychopathology) for assistance in finding and applying a more effective way of studying psychopathology, writing examinations with confidence and passing with success. These repeated requests have prompted me to compile these guidelines, so that students who wish to avail themselves of another way of studying and revising are equipped to do so from the outset of this course. The volume of work which students need to master in one year exceeds that of many other courses, and the specific and detailed knowledge which is required of the third-year student of psychopathology calls for diligent application of reliable study methods.

These guidelines aim at showing you how to use a particular *study method* which is known, among other things, as “mind mapping”, “brain mapping”, and “spider diagrams”. This method will enable you to synthesise the material as you read it and to recall the information selectively when you need it for a specific question - whether in the examination or in daily life.

Your prescribed book, *Understanding Abnormal Behavior* (Sue, Sue & Sue, 1994), will be used as a model to demonstrate this study process.

INSTRUCTION 1

Consult tutorial letter 101/PSY 311-B to determine what you need to achieve in the time at your disposal.

Let us say you need to study chapters 1–4, 6–17 and 19 in five months so that you have time for thorough revision before the examination.

DO THE FOLLOWING

READ the **Brief Contents** on page v in the prescribed book. Count how many chapters you are expected to study. You will find that you have to study 17 chapters between the beginning of March and the end of July (five months). You should reserve August to October for revision for the examination. Therefore you aim to study approximately three chapters per month. From August to October you will allow yourself approximately two chapters per week for revision.

INSTRUCTION 2

CREATE a *general* mind map of the contents of chapter 1, in other words an outline of the chapter as a whole.

DO THE FOLLOWING

LOOK at the Contents of chapter 1, entitled **Abnormal Behavior**, and note the five subheadings in bold print:

- 1 **The Concerns of Abnormal Psychology**
- 2 **Defining Abnormal Behavior**
- 3 **The Incidence of Abnormal Behavior**
- 4 **Historical Perspective on Abnormal Behaviour**
- 5 **Causes: Early Viewpoints**

DRAW your general mind map by following the example of Mind Map 1. Arrange the smaller headings in *italics* around the subheading to which they belong:

- 1 **The Concerns of Abnormal Psychology**
 - Describing Abnormal Behavior*
 - Explaining Abnormal Behavior*
 - Predicting Abnormal Behavior*
 - Controlling Abnormal Behavior*

.....
: I shall call this arrangement a *cluster*. :
.....

- ★ See the **red** cluster on Mind Map 1.

Complete the other subheadings as shown on Mind Map 1. You now have a clear overview of the contents and structure of chapter 1, and you are ready to turn to page 1, chapter 1, in Sue *et al.*

INSTRUCTION 3

READ the introduction/case study on pages 1–3.

READ **The Concerns of Abnormal Psychology**, *Describing Abnormal Behavior*, on pages 3 and 4.

UNDERLINE important aspects and key concepts as you go along. Use Leavy's *Study Guide* (supplement to your prescribed book), Sue *et al.*, as well as your Unisa workbook (*Study guide for PSY 311-B*) in conjunction with the prescribed book to make sure that you include all the important aspects of what you need to know.

DRAW a *specific* mind map of **The Concerns of Abnormal Psychology** (in other words, you will concentrate on this *specific* subheading here). Insert your underlined important aspects around *Describing Abnormal Behavior*.

To describe abnormal behaviour, we do the following:

- (1) Make systematic observations.
- (2) Use the results of psychological tests.
- (3) Take into account the person's psychological history.

- ★ See the *turquoise* part of the cluster on Mind Map 2.

The above points (1), (2) and (3) are the three aspects involved in making a diagnosis, which is termed a **PSYCHODIAGNOSIS**.

- ★ See the *brown* cluster on Mind Map 2.

Now you can add important aspects which you need to remember about the term “psychodiagnosis”:

(1) Definition of psychodiagnosis: Psychodiagnosis is an attempt to describe, assess and systematically draw inferences about an individual’s psychological disorder.

(2) Psychodiagnosis is the first step in treatment, but labelling may be harmful.

- ★ See the *sand-coloured* cluster on Mind Map 2.

READ *Explaining Abnormal Behavior* on page 4 of Sue *et al* and underline the important aspects.

For example:

(1) “In order to explain abnormal behavior, the psychologist must identify its causes and determine how they led to the described behavior. This information bears heavily on how a program of treatment is chosen.”

(2) “Explanations of abnormal behavior vary, depending on the psychologist’s theoretical orientation, such as a behaviouristic, psychoanalytic, interpersonal or biological orientation, or a combination of causes may be taken to explain the abnormal behavior.”

- ★ See the *sand-coloured* cluster on Mind Map 2.

READ *Predicting Abnormal Behavior* on pages 4 and 5 in Sue *et al* and underline the important aspects.

For example:

(1) “If a therapist can correctly identify the source of a client’s difficulty, the therapist should be able to predict the possible problems a client will face during therapy, as well as the symptoms that the client will display. The therapist should try to predict the process in order to prepare the client for potential problems. However, even experienced therapists find it difficult to predict the future course of many disorders.”

(2) “Steve’s threat raises the important issue of the therapist’s legal and ethical responsibilities.”

- ★ See the *grey* part of the cluster on Mind Map 2.

READ *Controlling Abnormal Behavior* on page 5 in Sue *et al* and underline the important aspects.

For example:

“Abnormal behavior may be controlled through therapy, which is a program of systematic intervention whose purpose is to modify a client’s behavioral, affective (emotional) and cognitive state.”

★ See the *purple* part of the cluster on Mind Map 2.

NOTE: In order to control a person's abnormal behaviour through therapy, his/her behavioural, affective AND cognitive states need to be modified. Therefore replace "or" with "and" in line 4, which should now read "affective (emotional), and cognitive state".

Check Leavy's *Study Guide* (p 4, no 2) and your Unisa workbook to see whether you have covered all the aspects of *The Concerns of Abnormal Psychology* that you need to know.

Now turn to page 3 in Leavy's *Study Guide* and do Learning Objective 1.

- Have you mastered it?
- If you have, well done! You may proceed.
- If not, return to page 1, chapter 1, and repeat the process until you succeed.
- You are now ready to move to the second subheading listed in the Contents.

READ *Defining Abnormal Behavior* and *Statistical Criteria* on pages 5 and 6 in Sue *et al*, and underline the most important aspects.

For example:

"Statistical criteria equate normality with those behaviors that occur most frequently in the population. Abnormality is therefore defined in terms of these behaviors that occur least frequently."

DRAW a specific mind map on *Statistical Criteria*, inserting the important sections that you underlined.

Also underline the most important aspects of the problems with statistical criteria and add these to your specific mind map.

Check Leavy's *Study Guide* (p 4, no 3) and the Unisa workbook to see whether you have included all the information you need to know.

Now compare your mind map with Mind Map 3 to see whether you have included all the relevant information on statistical criteria.

READ *Criteria for Ideal Mental Health* on page 6 in Sue *et al* and underline the most important aspects.

READ *Criteria for Positive Mental Health* by Marie Jahoda on page 3 in the Unisa workbook and CREATE your own mind map. Include all relevant aspects from Leavy's *Study Guide* and the Unisa workbook.

Now compare your mind map with Mind Map 4.

Compare the *Criteria for Ideal Mental Health* with Marie Jahoda's *Criteria for Positive Mental Health*.

READ *Multicultural Criteria* on pages 6–9 in Sue *et al* and underline the most important aspects.

ERRATA

Please correct the following on pages 7 and 9 in Sue *et al*:

- 1 The last sentence in column 1 on page 7 reads as follows: “Deviant behavior was seen to reflect the lifestyle, cultural values and world views of the afflicted peoples.”
It should read as follows: “Deviant behavior was seen to reflect the lifestyle, cultural values and world views of the observer.”
- 2 The third last sentence in column 2 on page 7 reads as follows: “... and proponents of cultural relativism focus on the culture and on how the disorder is manifested within it.”
It should read as follows: “... and proponents of cultural relativism focus on the culture and on how members of that culture view the behavior.”
- 3 The first sentence in column 1 on page 9 reads as follows: “First, what is universal in human behavior that is also relevant to understanding psychopathology?”
It should read as follows: “First, what is universal in human behavior that is also relevant to understanding psychopathological phenomena?”

Check Leavy’s *Study Guide* and your Unisa workbook to see whether you have included all the information you need to know.

CREATE your own specific mind map on *Multicultural Criteria*.

Compare it with Mind Map 5 to check whether you have grasped the most important points and included all the relevant information.

Now turn to page 3 in Leavy’s *Study Guide* and do Learning Objective 2.

Have you mastered it?

If you have, well done! You may proceed.

If not, return to page 5 and repeat the process until you succeed.

You are now ready to move to *Practical Criteria*.

READ *Practical Criteria* on pages 9–11 in Sue *et al* and underline the most important aspects. Remember to include all relevant aspects from Leavy’s *Study Guide* and your Unisa workbook.

CREATE your own specific mind map on the *Practical Criteria*.

Now compare it with Mind Map 6 to check whether you have grasped the most important points and included all the relevant information. Turn to page 3 in Leavy's *Study Guide* and do Learning Objective 3.

- Have you mastered it?
- If you have, well done! You may proceed.
- If not, return to pages 9–11 and repeat the process until you succeed.
- You are now ready to move to the *Concept of Multiple Perspectives*.

READ *Multiple Perspectives* and *A Definition of Abnormal Behavior* on pages 11 and 12 in Sue *et al* and underline the most important aspects. Remember to include all relevant aspects from Leavy's *Study Guide*.

Do Instruction 3 in your Unisa workbook.

CREATE your own specific mind map on *Multiple Perspectives* and on *A Definition of Abnormal Behaviour*.

Compare it with Mind Map 7 to check whether you have grasped the most important points and included all the relevant information from Leavy's *Study Guide*.

LEARN the definition of abnormal behaviour and compare it with the definition of mental health.

Turn to page 3 in Leavy's *Study Guide* and do Learning Objective 3.

Proceed to the third subheading (under **1 Abnormal Behavior**) on page 12 of Sue *et al*: *The Incidence of Abnormal Behavior*.

Read for interest only *Current Research into the Epidemiology of Mental Disorders* and *The Psychologically Oriented Society* on pages 12–15 in Sue *et al*.

READ *Stereotypes About the Mentally Disturbed* on pages 15–17 in Sue *et al* and learn the *myths* and the *realities*.

Include all relevant aspects from Leavy's *Study Guide* and CREATE your own specific mind map.

Compare it with Mind Map 8 to check whether you have grasped the most important points and whether you know the myths about abnormal behaviour as well as the realities that refute these myths.

Read for interest only *Mental Health Professions* on pages 18–22 and *Historical Perspective on Abnormal Behavior and Causes: Early Viewpoints* on pages 22–26 in Sue *et al*.

READ *The Contemporary Viewpoint: A Biopsychosocial Approach* on pages 26

and 27 in Sue *et al* and underline the most important aspects. Include all the relevant points from Leavy's *Study Guide*.

CREATE your own specific mind map.

Compare it with Mind Map 9 and check whether you have included all the relevant details.

Write down your *own* description of the biopsychosocial approach.

You have now completed the groundwork for chapter 1. To make your groundwork accessible for recall at any stage in your life and/or the examinations, read *all* the mind maps you made of a certain chapter (eg chapter 1) shortly before you commence your study session (eg on chapter 2). When you have completed the groundwork for the next chapter (eg chapter 2), read through the mind maps for chapter 1 and 2 once a week. When you have done this once a week for five months, you should know all the chapters *very well*.

From August to October, REVISE by

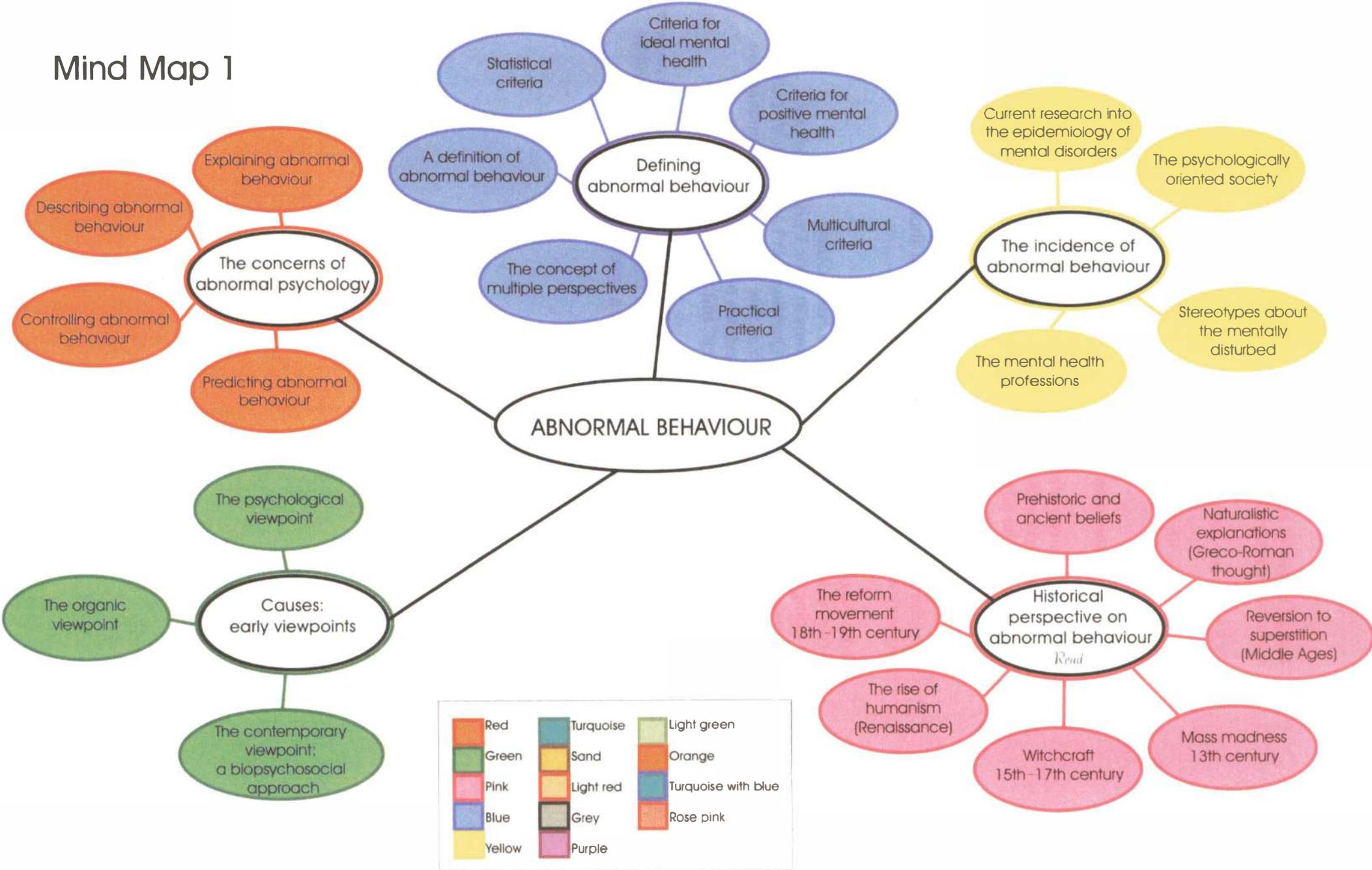
- (1) doing the Quiz Questions in Leavy's *Study Guide*
- (2) doing the "Critical Thinking" sections in your Unisa workbook
- (3) answering the "Fact and Concept Questions" in Leavy's *Study Guide*
- (4) reading the case study of Steven V in Sue *et al* and the additional case studies, and answering all the questions on these case studies
- (5) reading the articles in your "Reader" and *thinking* about them.

When you come to the end of this study process you will be ready to answer previous examination questions under examination conditions. You will be able to recall any relevant information for a specific question.

Have fun!

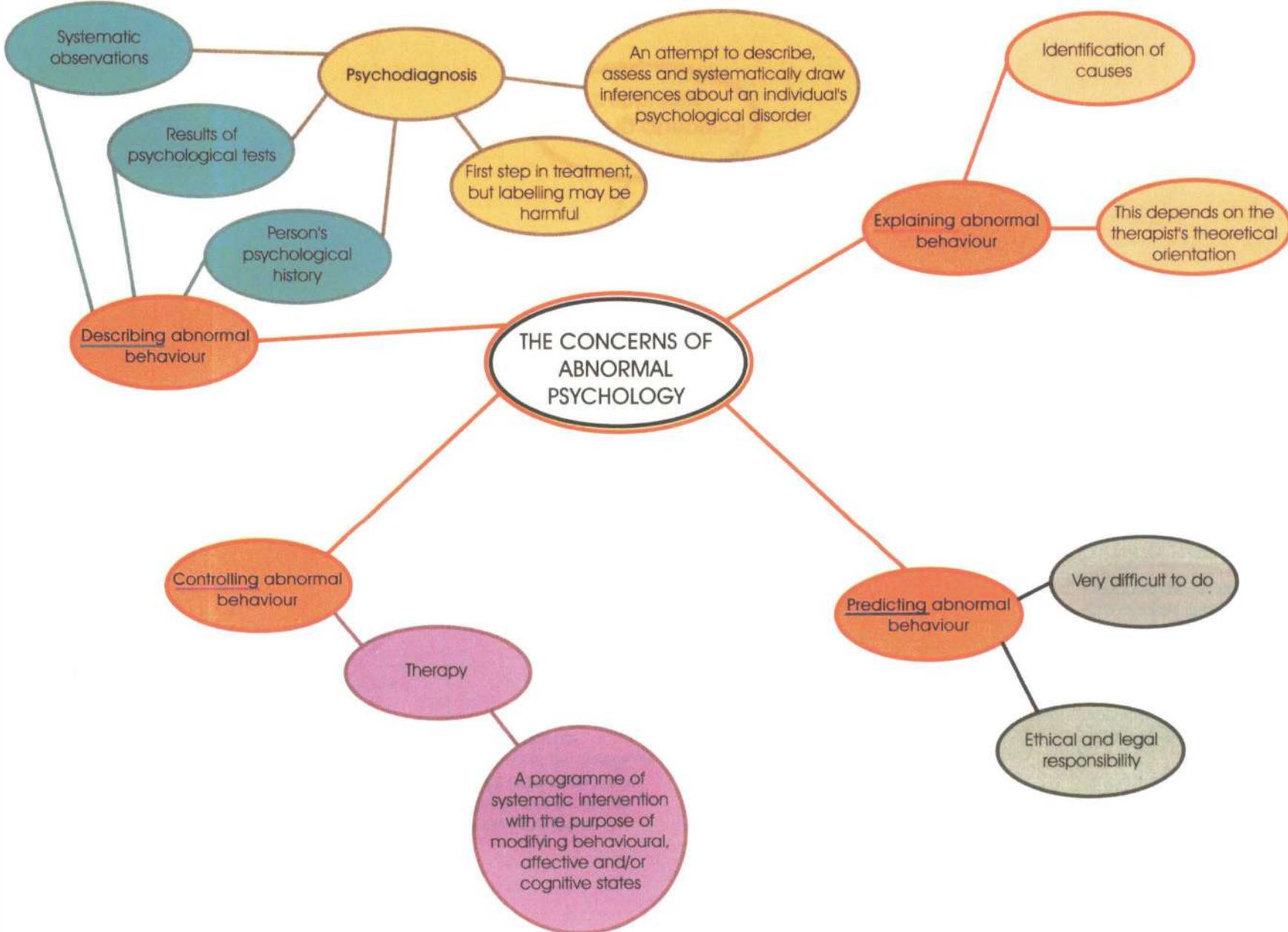
Beate von Krosigk

Mind Map 1

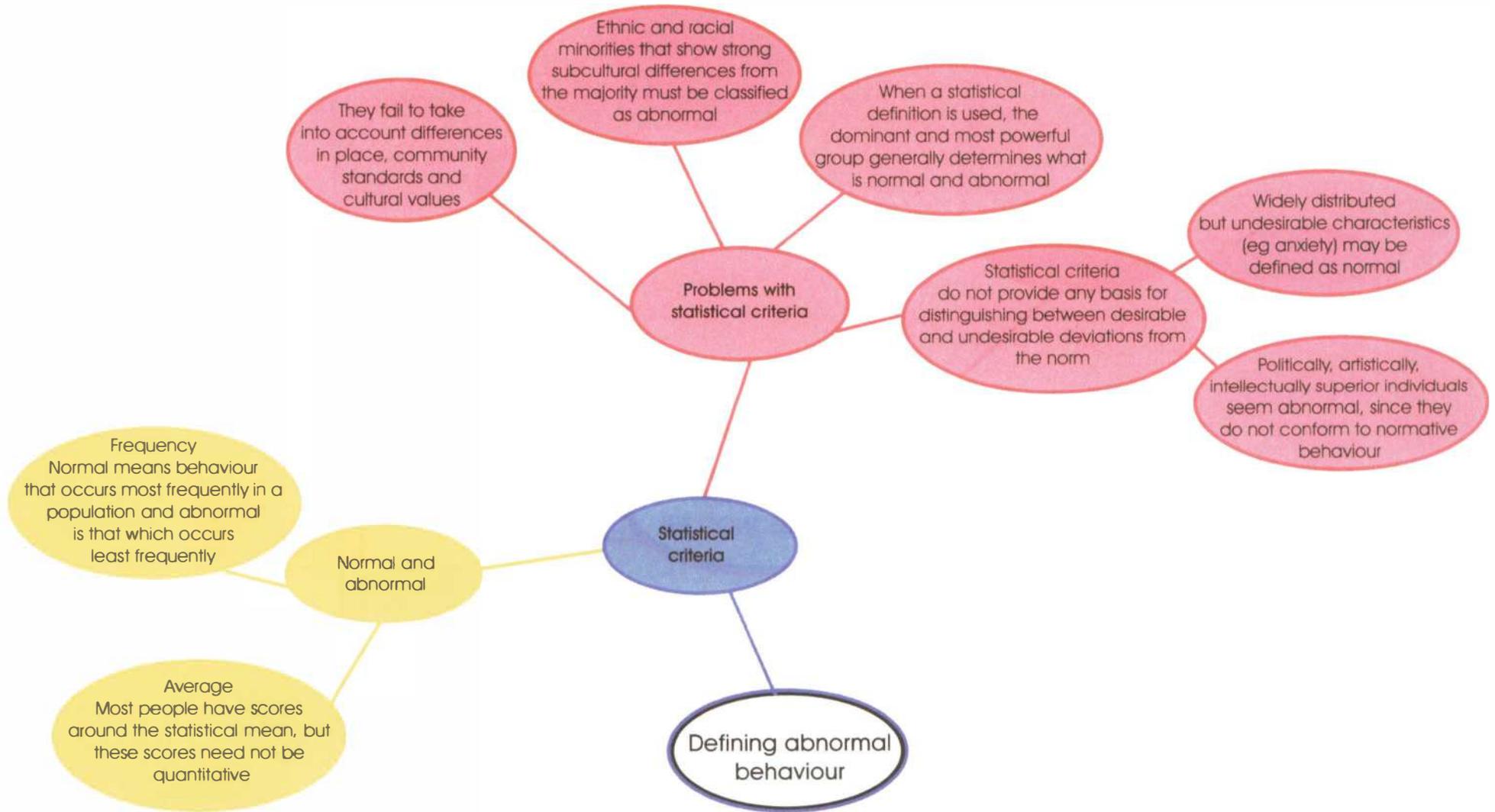


Red	Turquoise	Light green
Green	Sand	Orange
Pink	Light red	Turquoise with blue
Blue	Grey	Rose pink
Yellow	Purple	

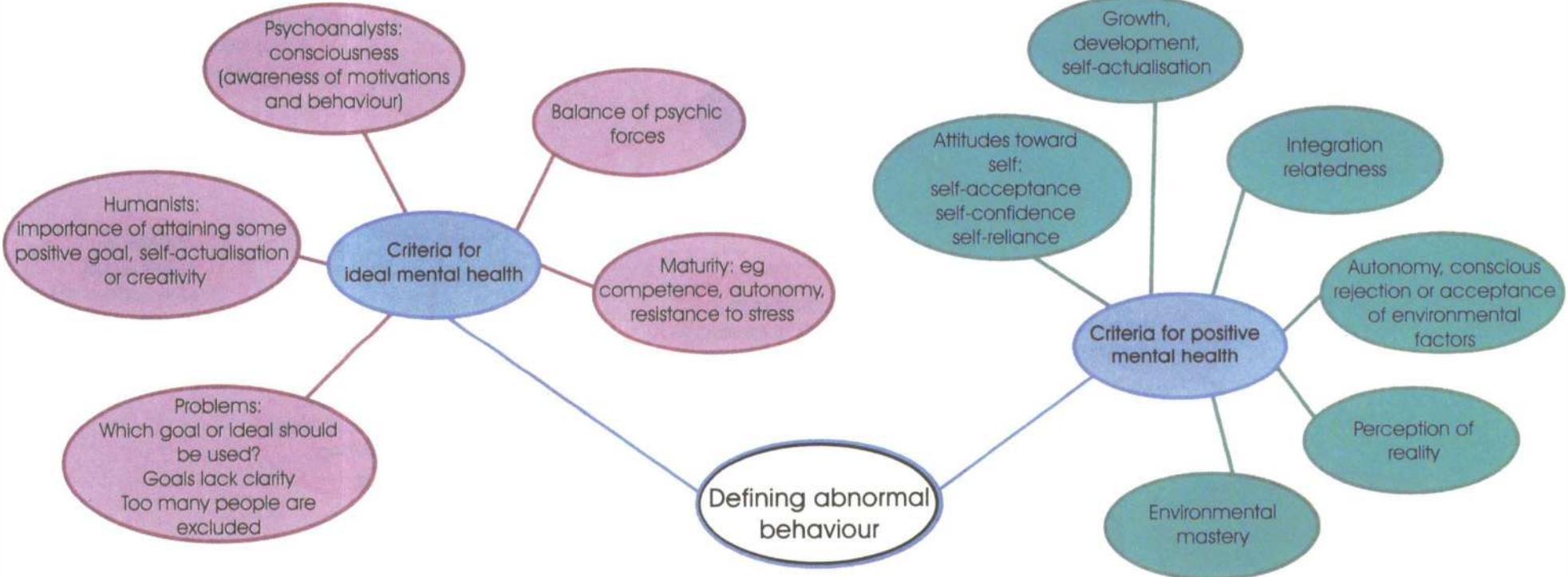
Mind Map 2



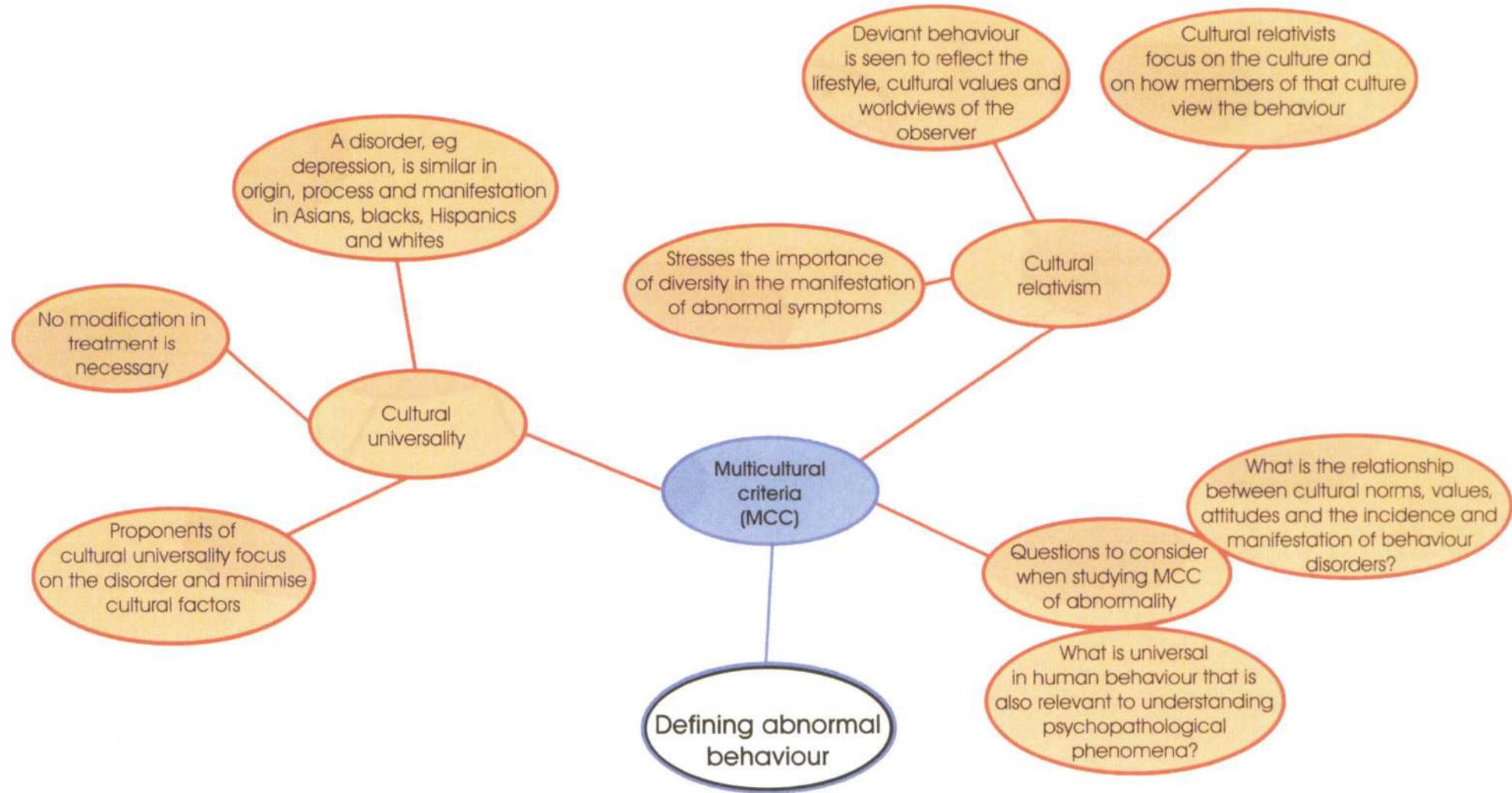
Mind Map 3



Mind Map 4



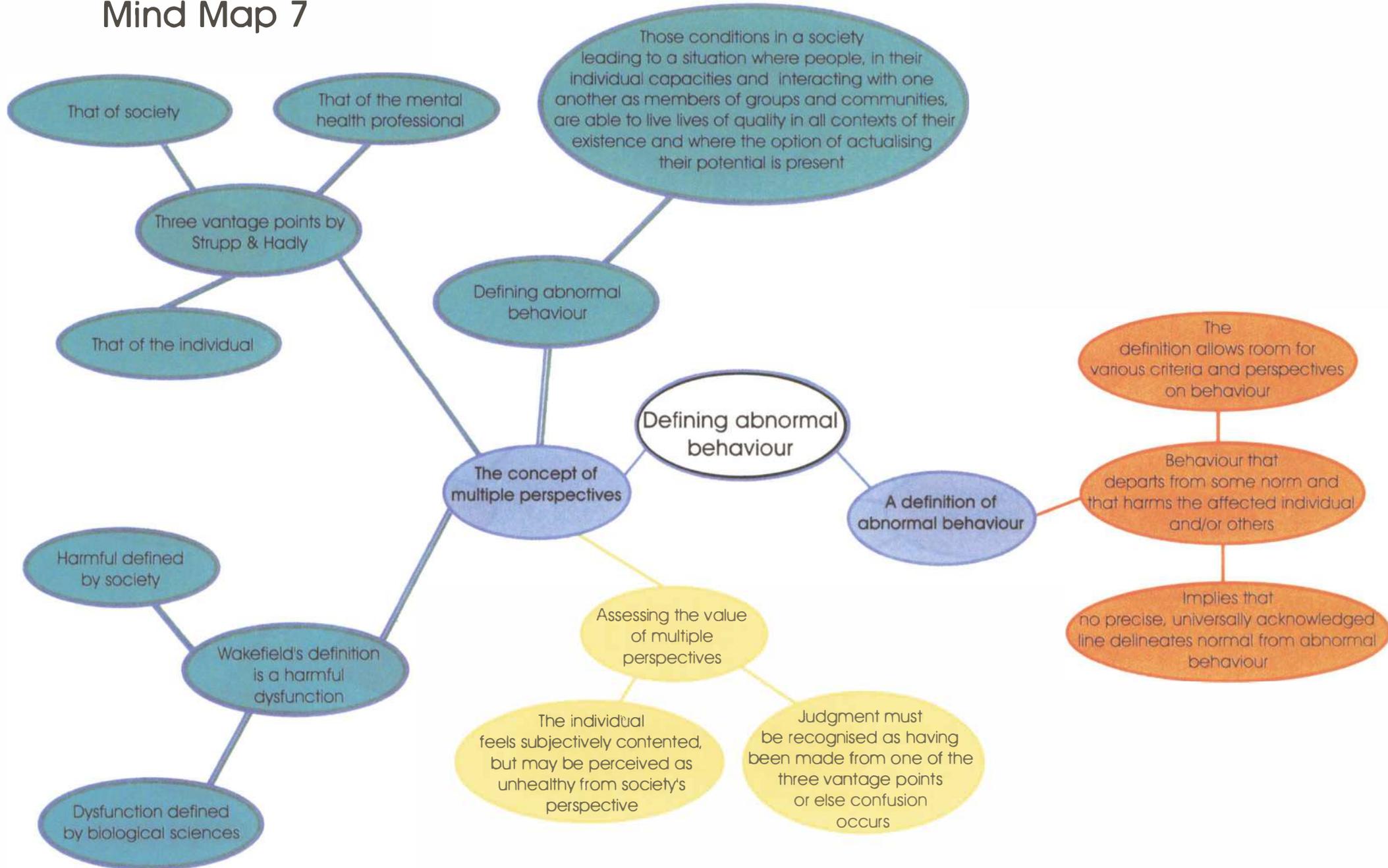
Mind Map 5



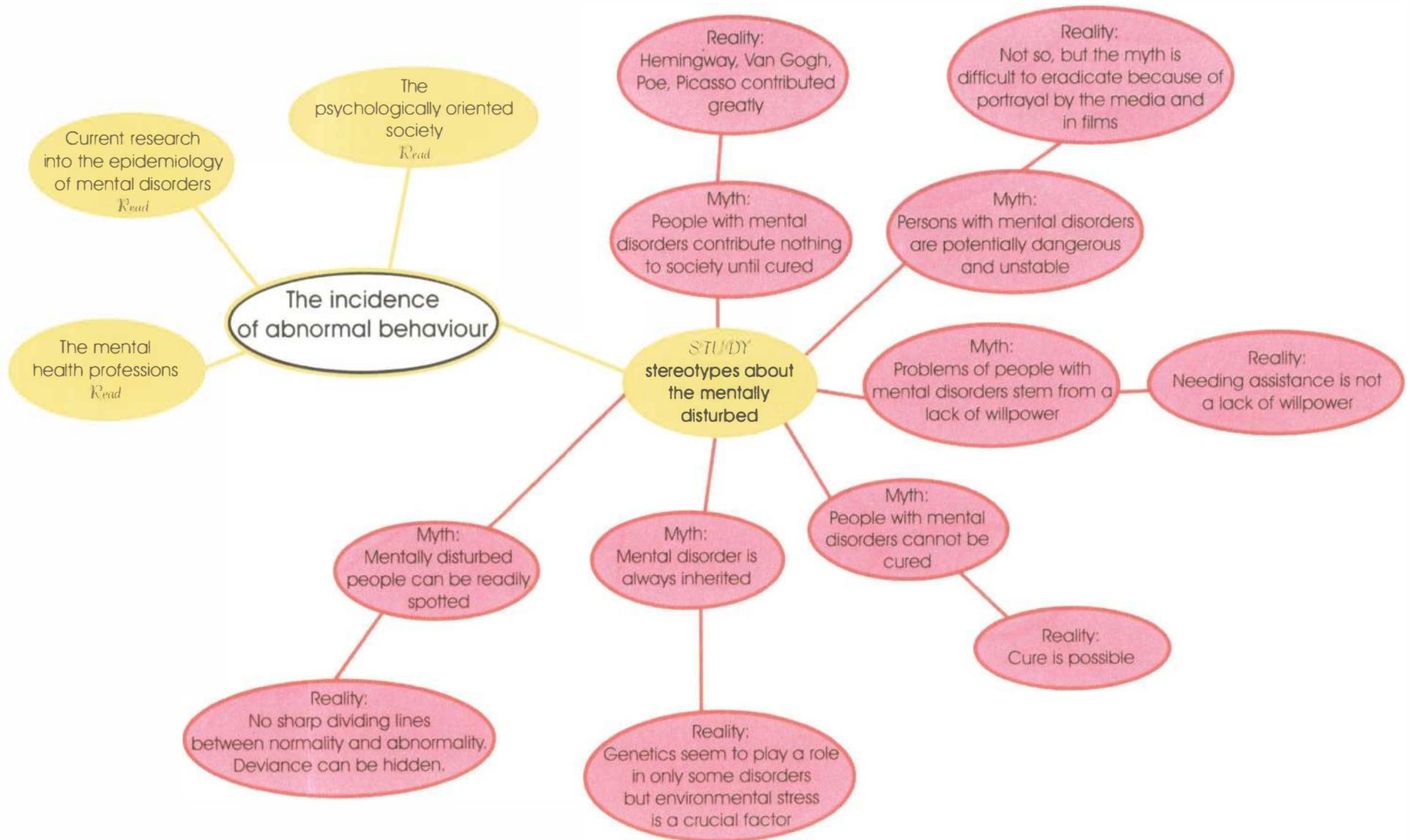
Mind Map 6



Mind Map 7



Mind Map 8



Mind Map 9

