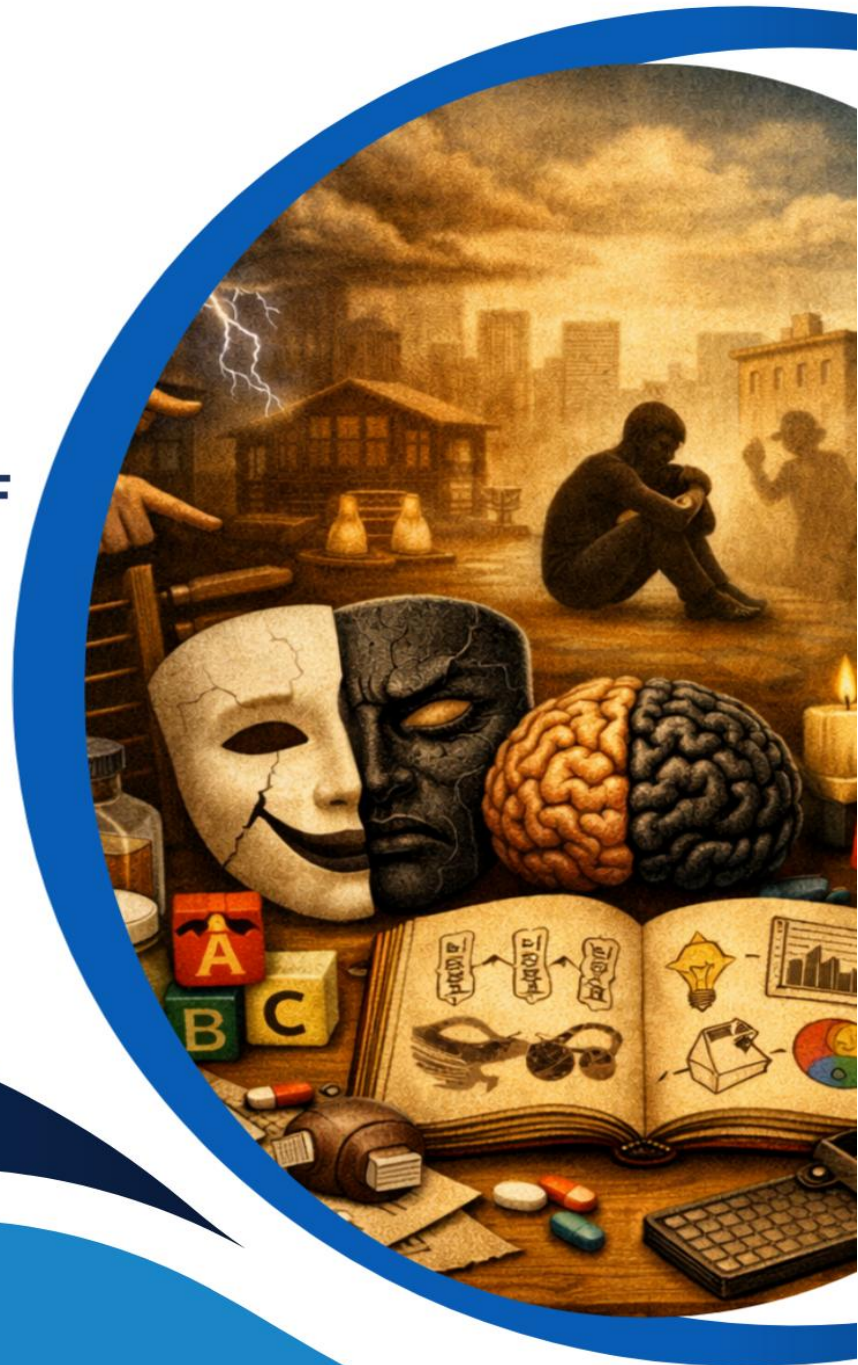


ESP103

SOCIAL PSYCHOLOGY OF ABNORMALITIES



Course video is available on our app

Series 1

Course Code: ESP 103

Course Title: Social Psychology of Abnormalities

Course Credit load: 2 Units

List Series:

Series 1: Foundations of Normality and Abnormality

Series 2: Characteristics of Human Behaviour: Normal vs Abnormal

Series 3: Social-Psychological Typologies of Abnormalities

Series 4: Theoretical Conceptions of Perceptions of Abnormalities

Series 5: Assessment and Treatment Approaches in Abnormal Behaviour

Parts of Outline for Series 1

Part 1.1: Meaning and Concept of Normality

1.1.1: Definitions of Normality

1.1.2: Cultural and Social Contexts of Normality

1.1.3: Psychological Perspectives on Normal Behaviour

Part 1.2: Meaning and Concept of Abnormality

1.2.1: Definitions of Abnormality

1.2.2: Historical and Social Views of Abnormality

1.2.3: Psychological Perspectives on Abnormal Behaviour

Part 1.3: Comparative Understanding of Normality and Abnormality

1.3.1: Criteria for Distinguishing Normal vs Abnormal Behaviour

1.3.2: Challenges in Defining Abnormality

1.3.3: Implications for Social Psychology

Introduction

Every society has its own ideas of what is considered “normal” behaviour, yet these ideas often shift across cultures, time periods, and social contexts. Understanding how normality and abnormality are defined is therefore essential in social psychology, as it provides the foundation for exploring human behaviour and its variations. This Series sets the stage for the course by



helping you grasp the basic concepts that underpin later discussions on typologies, perceptions, and treatments of abnormalities.

The aim of this Series is to equip you with a clear understanding of the meaning and context of normality and abnormality, and to enable you to critically distinguish between them within psychological and social frameworks.

We shall commence this Series by examining the meaning and concept of normality, considering definitions, cultural influences, and psychological perspectives. Next, we will turn to the meaning and concept of abnormality, exploring how it has been defined historically, socially, and psychologically. Finally, we will wrap up by comparing normality and abnormality, identifying criteria for distinction, and reflecting on the challenges and implications of these definitions within social psychology.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 1.1: define** the concept of normality within psychological, cultural, and social contexts.
- **SLO 1.2: explain** the concept of abnormality with reference to historical, social, and psychological perspectives.
- **SLO 1.3: analyse** the criteria used to distinguish normal from abnormal behaviour.
- **SLO 1.4: evaluate** the challenges and implications of defining abnormality in social psychology.

1.1 Meaning and Concept of Normality

Normality is a central idea in psychology and social sciences, yet it is often misunderstood. To study abnormalities effectively, we must first establish what is meant by normality, which refers to patterns of behaviour, thoughts, and emotions that are considered typical, acceptable, or expected within a given society. This Part will guide you through the meaning and concept of normality, exploring definitions, cultural contexts, and psychological perspectives.

1.1.1 Definitions of normality

The term normality can be defined as the state of being typical or conforming to a standard. In psychology, it often refers to behaviours and mental processes that fall within socially accepted ranges. However, definitions vary depending on whether they are based on statistical averages, cultural expectations, or functional adaptability.



For example, a behaviour may be considered normal if it is statistically common, but in another context, it may be judged abnormal if it violates cultural norms. This shows that normality is not fixed but relative.

Fill in the blank: Normality is often defined as the state of being _____ or conforming to a standard.

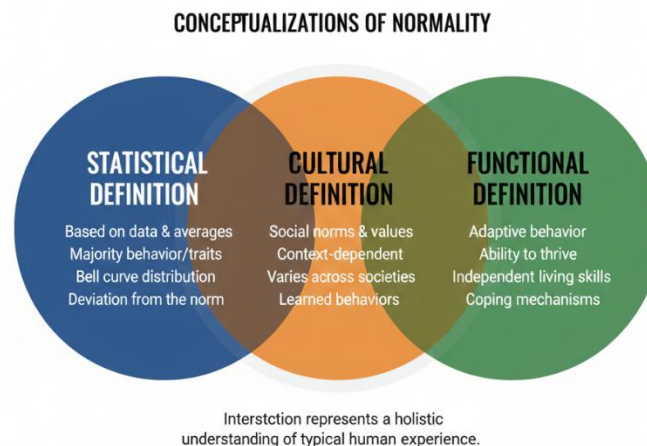


Figure 2.1: Perspectives on defining normality.

1.1.2 Cultural and social contexts of normality

Normality is strongly influenced by culture, defined as the shared values, beliefs, and practices of a group. What is considered normal in one culture may be abnormal in another. For instance, eye contact is seen as a sign of confidence in many Western societies, but in some cultures, avoiding eye contact shows respect.

Similarly, social norms are unwritten rules that guide behaviour within a community. They shape expectations of normality and help maintain social order. When individuals deviate from these norms, their behaviour may be labelled abnormal, even if it is harmless.

Fill in the blank: Normality is shaped by both _____ and social norms, which vary across societies.



GLOBAL CULTURAL PRACTICES



Plate 2.1: An image showing diverse cultural practices that illustrate different perceptions of normality.

1.1.3 Psychological perspectives on normal behaviour

Psychologists have proposed different perspectives to explain normal behaviour. The medical perspective views normality as the absence of disease or disorder. The statistical perspective defines normality as behaviour that falls within the average range of a population. The functional perspective considers normality as the ability to adapt and function effectively in daily life.

Each perspective offers valuable insights, but none alone can fully capture the complexity of human behaviour. A combined approach is often necessary to understand normality in social psychology.

Fill in the blank: The functional perspective defines normality as the ability to _____ and function effectively in daily life.



CONCEPTUALIZING NORMALITY: MEDICAL, STATISTICAL, & FUNCTIONAL PERSPECTIVES		
MEDICAL PERSPECTIVE	STATISTICAL PERSPECTIVE	FUNCTIONAL PERSPECTIVE
Definition: Absence of disease, illness, or pathology; healthy biological functioning, physiological or psychological health norms. Key Idea: A patient with blood pressure in the normal range (120/80) is considered medically normal	- Based on data and averages; behavior or traits common in the majority. Key Idea: Within two standard deviations from the mean on a bell curve - The average adult height falls within statistical normal range	Definition: Ability to adapt, cope, and thrive in daily life; independent living skills Example: An individual can successfully manage work, relationships, and self-care is functionally normal - functionally normal
 A holistic understanding recognizes the interplay of health, data, and adaptive behavior.		

Table 2.1: Psychological perspectives on normality

Pilot Questions 1.1

1. How would you define normality in your own words?
2. Which definition of normality (statistical, cultural, or functional) do you find most convincing?
3. Can you think of a behaviour that is normal in your culture but abnormal elsewhere?
4. Why do social norms play such a powerful role in defining normality?
5. How does the medical perspective differ from the statistical perspective?
6. Which perspective do you think best explains normal behaviour in everyday life?

1.2 Meaning and Concept of Abnormality

Having explored normality, we now turn to the concept of **abnormality**, which is equally central to social psychology. Abnormality refers to patterns of behaviour, thoughts, or emotions that deviate significantly from what is considered typical, acceptable, or functional within a given society. This Part will help you understand how abnormality is defined, viewed across history and cultures, and interpreted through psychological perspectives.

1.2.1 Definitions of abnormality

The term **abnormality** can be defined as behaviour or mental processes that fall outside accepted norms, often causing distress, dysfunction, or risk to self and others. Unlike normality, which is



associated with conformity and adaptability, abnormality highlights deviation and maladjustment.

Different definitions exist, such as statistical deviation (rare behaviours), social deviation (violating norms), and maladaptive functioning (inability to cope with daily life). Each definition captures a different aspect of abnormality.

Fill in the blank: Abnormality is often defined as behaviour that causes _____, dysfunction, or risk to self and others.

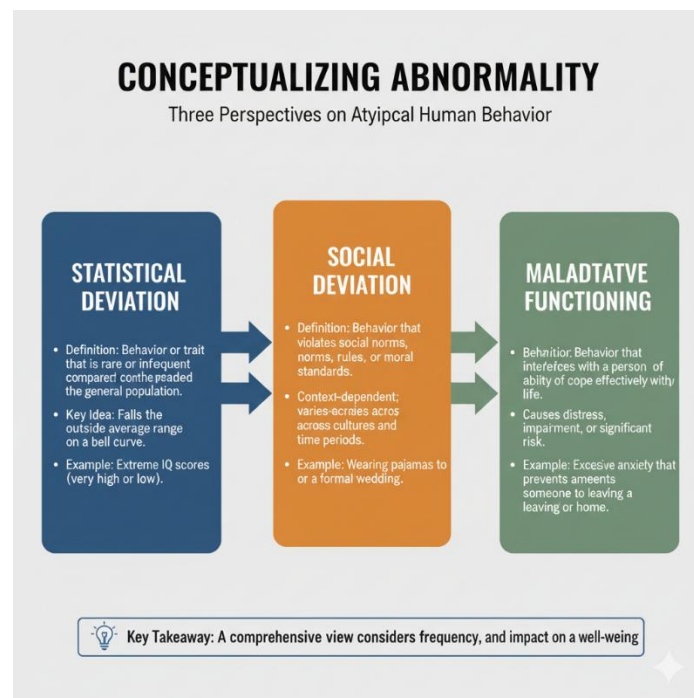


Figure 2.2: Perspectives on defining abnormality.

1.2.2 Historical and social views of abnormality

Throughout history, abnormality has been interpreted in different ways. In ancient societies, it was often linked to supernatural causes such as possession or curses. During the Middle Ages, abnormal behaviour was sometimes treated with religious rituals or punishment. With the rise of science, explanations shifted towards medical and psychological causes.

Social views also play a major role. What one society labels abnormal may be tolerated or even valued in another. For example, behaviours considered eccentric in one culture may be seen as creative expression in another.

Fill in the blank: In ancient societies, abnormality was often explained through _____ causes such as possession or curses.





Plate 2.2: An image showing historical depictions of abnormal behaviour (e.g., medieval treatments, cultural rituals).

1.2.3 Psychological perspectives on abnormal behaviour

Psychologists have developed various perspectives to explain abnormal behaviour. The **medical perspective** sees it as a result of biological or physiological dysfunction. The **psychodynamic perspective** attributes it to unconscious conflicts and childhood experiences. The **behavioural perspective** focuses on learned maladaptive behaviours, while the **cognitive perspective** highlights distorted thinking patterns.

Each perspective provides unique insights, and together they help us understand the complexity of abnormality.

Fill in the blank: The cognitive perspective explains abnormal behaviour as a result of _____ thinking patterns.



PERSPECTIVES OF ABNORMALITY

PERSPECTIVE	DEFINITION	EXAMPLE 1 (Disorder/Focus)	EXAMPLE 2 (Symptom/Mechanism)	EXAMPLE 3 (Treatment Approach)
Medical (Biological)	Abnormality stems from biological causes: genetics, brain chemistry, infection, physical illness.	Schizophrenia (Dopamine imbalance)	Depression (Neurotransmitter deficiency)	Medication, ECT, brain stimulation
Psychodynamic	Abnormality results from unconscious conflicts, early childhood experiences, unresolved desires.	Anxiety Disorders (Unconscious fears)	Phobias (Displaced childhood fear)	Psychoanalysis, dream interpretation, free association
Behavioural	Abnormality is learned through conditioning (classical, operant), observation, and reinforcement.	Phobias (Conditioned fear response)	Addiction (Reinforced behaviour)	Exposure therapy, aversion therapy, behavioural activation
Cognitive	Abnormality arises from maladaptive thought patterns, irrational beliefs, and cognitive distortions.	Depression (Negative thinking patterns)	Anxiety (Catastrophising future events)	Cognitive Behavioural Therapy (CBT), cognitive restructuring

Table 2.2: Psychological perspectives on abnormality.

Pilot Questions 1.2

1. Which definition of abnormality do you think is most useful for psychologists?
2. Can you give an example of behaviour that is statistically abnormal but not harmful?
3. How have explanations of abnormality changed from ancient times to today?
4. Why is it important to consider social context when defining abnormality?
5. How does the psychodynamic perspective differ from the behavioural perspective?
6. Which perspective do you think offers the most practical solutions for treatment?

1.3 Comparative Understanding of Normality and Abnormality

Having examined both normality and abnormality separately, it is important to now compare them directly. This comparison helps us to see how the two concepts interact, overlap, and diverge. In social psychology, such understanding is crucial because it shapes how behaviours are classified, assessed, and treated.

1.3.1 Criteria for distinguishing normal vs abnormal behaviour

Several **criteria** are used to differentiate normal from abnormal behaviour. These include statistical frequency (how common a behaviour is), social acceptability (whether it aligns with cultural norms), and functional adaptability (whether it allows individuals to cope effectively with daily life).



For example, a behaviour that is rare but harmless may be statistically abnormal yet socially acceptable. Conversely, a behaviour that is common but harmful may be considered abnormal despite its frequency.

Fill in the blank: Behaviour is often judged abnormal if it fails to meet the criterion of _____ adaptability.

COMPARISON OF CRITERIA FOR NORMAL vs. ABNORMAL BEHAVIOUR		
CRITERION	DEFINITION (Normal vs. Abnormal)	EXAMPLES (Normal vs. Abnormal)
Statistical Infrequency	Normal: Behaviour is common, occurring frequently in the population. Abnormal: Behaviour is rare or statistically unusual, falling at the extremes of a distribution curve.	Normal: Having an IQ around 100; feeling sad after a significant loss. Abnormal: Having an IQ below 70 (intellectual disability) or very high; experiencing extreme euphoria without cause.
Violation of Social Norms	Normal: Adheres to unwritten culturally accepted rules and expectations of behaviour. Abnormal: Violates these unwritten rules, often causing discomfort or offense to others in that culture.	Normal: Wearing appropriate clothing in public; queuing patiently. Abnormal: Being naked in a public street; shouting loudly in a quiet library.
Failure to Function Adequately	Normal: Able to cope with the demands of everyday life (e.g., work, relationships, self-care). Abnormal: Unable to cope with daily demands, often experiencing distress or causing distress to others.	Normal: Maintaining a job, personal hygiene, and social relationships. Abnormal: Unable to leave the house due to severe anxiety; neglecting personal hygiene; erratic behaviour interfering with work.
Deviation from Ideal Mental Health	Normal: Meets criteria for psychological well-being (e.g., positive self-view, autonomy, accurate perception of reality). Abnormal: Lacks these criteria for psychological well-being, indicating poor mental health.	Normal: Having a realistic positive self-esteem; ability to cope with stress. Abnormal: Having extremely low self-esteem; inability to cope with minor stress; distorted perception of reality (e.g., paranoia).

Table 2.3: Criteria for distinguishing normal and abnormal behaviour.

1.3.2 Challenges in defining abnormality

Defining abnormality is not straightforward. One challenge is **cultural relativity**, which means that what is abnormal in one culture may be normal in another. Another challenge is **subjectivity**, since personal and societal biases often influence judgments. Additionally, abnormality may change over time as social norms evolve.

For instance, behaviours once considered abnormal, such as left-handedness, are now widely accepted. This shows that definitions are dynamic and context-dependent.

Fill in the blank: One major challenge in defining abnormality is _____ relativity, which varies across cultures.



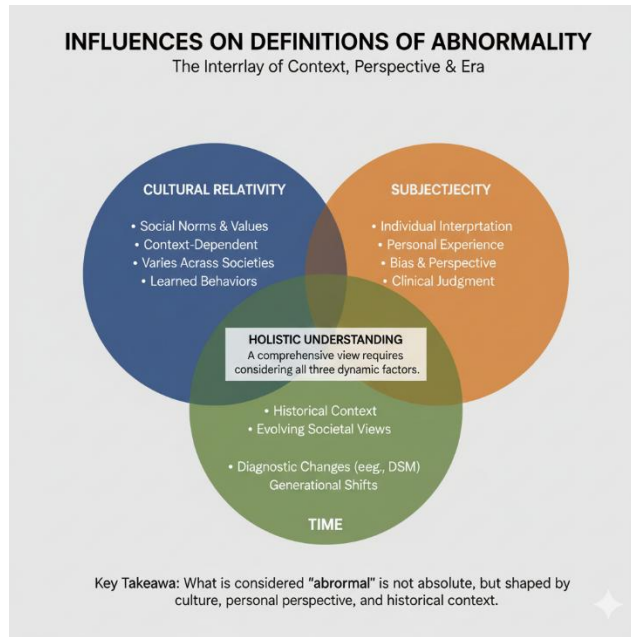


Figure 2.3: Challenges in defining abnormality

1.3.3 Implications for social psychology

The comparison of normality and abnormality has significant implications for social psychology. It affects how societies respond to individuals, how treatments are designed, and how stigma is addressed. Recognising the fluidity of these concepts encourages more compassionate and context-sensitive approaches to human behaviour.

Fill in the blank: Recognising the fluidity of normality and abnormality encourages more _____ approaches to human behaviour.

IMPLICATIONS OF COMPARING NORMALITY AND ABNORMALITY IN SOCIAL PSYCHOLOGY

- **Social Construction of Reality:** Definitions of "not fixed" but are socially constructed, across cultures, varying norms over time, influencing norms.
- **Stigma and Othering:** Examines how the process of labeling individuals "abnormal" stigma and social exclusion, impacting self-perception and negative stereotypes.
- **Stigma and Otheaning:** Expression of labeling individuals leads stigma impact and self-esteem and reinforcing negative stereotypes.
- **Conformity and Deviance:** how psychological pressure to conform to group norms influences behavior, and how deviance it misjudgment is treated within social systems.
- **Attribution Theory:** How people explain the causes of behavior, including influences; fundamental attribution error can their ways on lead worst on "abnormal" behavior.
- **Self-Fulfilling Prophecy:** Societal expectations and labels can influence their behavior, leading the act of ways of confirm confirm to initial stereotypes.
- **Therapeutic Interventions and Social Change**
- Highlights how understanding the social context of behavior of therapeutic approaches and strive to create more inclusive and supportive environments.

Box 2.1: Key implications of comparing normality and abnormality



Pilot Questions 1.3

1. How would you explain the difference between statistical frequency and social acceptability as criteria?
2. Can you think of a behaviour that is statistically rare but still considered normal in your culture?
3. Why is cultural relativity an important factor when defining abnormality?
4. How might subjectivity influence whether a behaviour is labelled abnormal?
5. How does comparing normality and abnormality help reduce stigma in society?
6. In what ways can social psychology use this comparison to design better treatment approaches?

Series Summary

This Series has provided the foundation for understanding the concepts of normality and abnormality, which are essential to the study of social psychology. Its purpose was to help you appreciate how these ideas are defined, interpreted, and compared, thereby preparing you for deeper exploration of human behaviour in later Series.

We began by examining the meaning and concept of normality, considering definitions, cultural influences, and psychological perspectives. We then explored abnormality, looking at its definitions, historical and social views, and psychological explanations. Finally, we compared normality and abnormality, highlighting criteria for distinction, challenges in definition, and implications for social psychology. In line with the Series Learning Outcomes, you should now be able to define normality and abnormality, explain their contexts and perspectives, analyse criteria for distinguishing them, and evaluate the challenges and implications of these definitions.

Glossary of Terms

- **Abnormality:** Behaviour, thoughts, or emotions that deviate from accepted norms and may cause distress, dysfunction, or risk to self and others.
- **Culture:** The shared values, beliefs, and practices of a group of people that influence what is considered normal or abnormal.
- **Cultural relativity:** The idea that definitions of normality and abnormality vary across different societies and cultural contexts.
- **Functional adaptability:** The ability of an individual to cope effectively with daily life and adjust to social demands.



- **Medical perspective:** A psychological viewpoint that defines normality as the absence of disease or disorder, and abnormality as the presence of biological or physiological dysfunction.
- **Normality:** Patterns of behaviour, thoughts, and emotions that are typical, acceptable, or expected within a given society.
- **Psychodynamic perspective:** A psychological viewpoint that explains abnormal behaviour as the result of unconscious conflicts and childhood experiences.
- **Social norms:** Unwritten rules and expectations that guide behaviour within a community, shaping what is considered normal.
- **Statistical perspective:** A psychological viewpoint that defines normality as behaviour falling within the average range of a population, and abnormality as rare or unusual behaviour.
- **Subjectivity:** Personal or societal bias that influences how behaviours are judged as normal or abnormal.
- **Supernatural causes:** Early explanations of abnormality that attributed unusual behaviour to possession, curses, or other mystical forces.

Concept Check Questions [Series 1]

Objective Questions

1. Which perspective defines normality as the absence of disease or disorder? (Linked to SLO 1.1)
2. Abnormality is often defined as behaviour that causes _____, dysfunction, or risk to self and others. (Linked to SLO 1.2)
3. Which criterion focuses on whether behaviour allows individuals to cope effectively with daily life? (Linked to SLO 1.3)
4. Cultural relativity means that definitions of abnormality _____ across societies. (Linked to SLO 1.4)

Short-Answer Questions

5. Define normality in psychological terms. (Linked to SLO 1.1)
6. Explain how social norms influence what is considered normal behaviour. (Linked to SLO 1.1)
7. Describe one historical view of abnormality and how it differs from modern perspectives. (Linked to SLO 1.2)
8. Identify one challenge in defining abnormality and explain why it is significant. (Linked to SLO 1.4)

Long-Answer Questions

9. Analyse the differences between statistical, cultural, and functional definitions of normality. (Linked to SLO 1.1)



10. Evaluate the implications of comparing normality and abnormality for social psychology. (Linked to SLO 1.4)

Answers to Concept Check Questions [Series 1]

Objective Questions

1. Medical perspective.
2. Distress.
3. Functional adaptability.
4. Vary.

Short-Answer Questions

5. Normality refers to behaviour, thoughts, and emotions that are typical, acceptable, or expected within a society.
6. Social norms are unwritten rules that guide behaviour; they determine what is acceptable and therefore considered normal.
7. In ancient societies, abnormality was often explained through supernatural causes such as possession. Modern perspectives emphasise medical and psychological explanations.
8. Cultural relativity is significant because it shows that definitions of abnormality are not universal but depend on societal context.

Long-Answer Questions

Q9: Analyse the differences between statistical, cultural, and functional definitions of normality.

- **Basic response:** Statistical definitions focus on averages, cultural definitions rely on societal norms, and functional definitions emphasise adaptability in daily life.
- **Value-added response:** Beyond these distinctions, learners can discuss how these definitions overlap, conflict, and evolve over time, noting that statistical rarity may sometimes be culturally valued (e.g., artistic genius) and that functional adaptability often provides the most practical measure in clinical settings.

Q10: Evaluate the implications of comparing normality and abnormality for social psychology.

- **Basic response:** Comparing normality and abnormality helps psychologists classify behaviours, design treatments, and address stigma.
- **Value-added response:** Outstanding learners may extend this by discussing how such comparisons influence policy-making, mental health advocacy, and cross-cultural research, highlighting the need for flexible frameworks that respect diversity while maintaining scientific rigour.



Answers to Pilot Questions [Series 1]

Part 1.1

1. Behaviour, thoughts, and emotions that are typical, acceptable, and adaptive within a given social and cultural context.
2. The functional definition, because it focuses on effective adaptation and day-to-day functioning across contexts.
3. For example, avoiding direct eye contact as a sign of respect is normal in some cultures but may be seen as unusual elsewhere.
4. They set shared expectations and sanctions, so conformity to these unwritten rules becomes the benchmark for what is judged normal.
5. The medical perspective is based on the presence or absence of disorder, while the statistical perspective judges normality by how common a behaviour is relative to the average.
6. The functional perspective, because it prioritises effective coping and role performance in everyday life.

Part 1.2

1. Maladaptive functioning, because it directly links abnormality to practical difficulties in coping and living.
2. Left-handedness or an exceptionally high IQ; both are rare statistically but not harmful.
3. They shifted from supernatural and moral explanations to medical and psychological models grounded in science.
4. Because labels depend on cultural values and change over time, considering context prevents misclassification and reduces stigma.
5. Psychodynamic focuses on unconscious conflicts and early experiences; behavioural focuses on learned responses and conditioning.
6. The behavioural perspective, as it offers clear, measurable techniques for modifying maladaptive behaviours.

Part 1.3.

1. Statistical frequency asks how common a behaviour is; social acceptability asks whether the behaviour aligns with cultural norms and values.
2. Ambidexterity is statistically rare yet widely considered normal.
3. It prevents ethnocentric judgments and ensures definitions reflect local values and practices.



4. Personal beliefs and societal stereotypes can bias decisions, leading to inconsistent or unfair labelling.
5. It highlights the role of context and fluid definitions, which helps challenge absolute labels and fosters empathy.
6. By tailoring assessments and interventions to cultural contexts, reducing bias in classification, and informing psychoeducation and community programmes.

References and Attributes Series 1

General References

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: APA.
- Comer, R. J. (2018). *Fundamentals of abnormal psychology* (9th ed.). New York: Worth Publishers.
- Sue, D., Sue, D. W., Sue, S., & Sue, D. M. (2016). *Understanding abnormal behaviour* (11th ed.). Boston: Cengage Learning.
- World Health Organization. (2019). *Mental health: Strengthening our response*. Retrieved from <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>

Illustrations and Attributes

Figure 2.1: Perspectives on defining normality

- Attribution: AI-generated diagram using Copilot image generation.
- Prompt: “Create a conceptual diagram showing three overlapping circles labelled statistical, cultural, and functional definitions of normality.”
- Suggested OER search string: “diagram definitions of normality psychology OER”

Plate 2.1: Cultural diversity in perceptions of normality

- Attribution: AI-generated image collage using Copilot image generation.
- Prompt: “Generate an image collage showing cultural practices such as greetings, dress styles, and social interactions across different societies.”
- Suggested OER search string: “cultural diversity social norms psychology OER image”

Table 2.1: Psychological perspectives on normality

- Attribution: AI-generated table using Copilot formatting.



- Prompt: “Create a table comparing medical, statistical, and functional perspectives of normality with definitions and examples.”
- Suggested OER search string: “psychological perspectives on normality table OER”

Figure 2.2: Perspectives on defining abnormality

- Attribution: AI-generated diagram using Copilot image generation.
- Prompt: “Create a diagram with three labelled branches: statistical deviation, social deviation, maladaptive functioning.”
- Suggested OER search string: “definitions of abnormality psychology diagram OER”

Plate 2.2: Historical interpretations of abnormality

- Attribution: AI-generated image collage using Copilot image generation.
- Prompt: “Generate an image collage showing ancient rituals, medieval punishments, and early medical treatments of abnormal behaviour.”
- Suggested OER search string: “historical views of abnormality psychology OER image”

Table 2.2: Psychological perspectives on abnormality

- Attribution: AI-generated table using Copilot formatting.
- Prompt: “Create a table listing medical, psychodynamic, behavioural, and cognitive perspectives of abnormality with definitions and examples.”
- Suggested OER search string: “psychological perspectives on abnormality table OER”

Table 2.3: Criteria for distinguishing normal and abnormal behaviour

- Attribution: AI-generated table using Copilot formatting.
- Prompt: “Create a table comparing criteria for normal vs abnormal behaviour with definitions and examples.”
- Suggested OER search string: “criteria distinguishing normal abnormal behaviour psychology OER table”

Figure 2.3: Challenges in defining abnormality

- Attribution: AI-generated diagram using Copilot image generation.
- Prompt: “Create a Venn diagram showing cultural relativity, subjectivity, and time as overlapping influences on abnormality.”
- Suggested OER search string: “challenges defining abnormality psychology diagram OER”

Box 2.1: Key implications of comparing normality and abnormality

- Attribution: AI-generated box using Copilot formatting.



- Prompt: “Create a text box summarising implications of comparing normality and abnormality in social psychology.”
- Suggested OER search string: “implications of normality abnormality social psychology OER”

Series 3

Course Code: ESP 103

Course Title: Social Psychology of Abnormalities

Course Credit load: 2 Units

List Series:

Series 1: Foundations of Normality and Abnormality

Series 2: Characteristics of Human Behaviour: Normal vs Abnormal

Series 3: Social-Psychological Typologies of Abnormalities

Series 4: Theoretical Conceptions of Perceptions of Abnormalities

Series 5: Assessment and Treatment Approaches in Abnormal Behaviour

Parts of Outline for Series 3

Part 3.1: Foundations of Typologies in Social Psychology

3.1.1: Meaning and purpose of typologies

3.1.2: Historical development of classification systems

3.1.3: Social-psychological relevance of typologies

Part 3.2: Major Typologies of Abnormal Behaviour

3.2.1: Statistical typologies (rare vs common behaviours)

3.2.2: Social typologies (norm violation and deviance)

3.2.3: Functional typologies (adaptive vs maladaptive behaviours)

Part 3.3: Comparative Analysis of Typologies

3.3.1: Strengths and limitations of each typology

3.3.2: Overlaps and intersections among typologies

3.3.3: Implications for social psychology and practice



Introduction

In the last Series, we examined the characteristics of normal and abnormal behaviour, focusing on how they can be identified and compared. Building on that foundation, this Series turns to the **typologies of abnormal behaviour in social psychology**, which provide structured ways of classifying and understanding behavioural patterns. Typologies are important because they help psychologists and social scientists organise complex behaviours into categories that can be studied, explained, and addressed more effectively.

The aim of this Series is to introduce you to the major social-psychological typologies of abnormal behaviour and to equip you with the ability to analyse their foundations, applications, and implications for practice.

We shall commence this Series by exploring the foundations of typologies in social psychology, including their meaning, purpose, and historical development. Next, we will examine the major typologies of abnormal behaviour, focusing on statistical, social, and functional approaches. Finally, we will wrap up by conducting a comparative analysis of these typologies, highlighting their strengths, limitations, overlaps, and implications for social psychology and practical interventions.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 3.1: define** the meaning and purpose of typologies within social psychology.
- **SLO 3.2: explain** the historical development of classification systems for abnormal behaviour.
- **SLO 3.3: describe** the social-psychological relevance of typologies in understanding abnormal behaviour.
- **SLO 3.4: differentiate** between statistical, social, and functional typologies of abnormal behaviour.
- **SLO 3.5: analyse** the strengths and limitations of each typology in classifying abnormal behaviour.
- **SLO 3.6: evaluate** the overlaps and intersections among typologies and their implications for social psychology and practice.

3.1 Foundations of Typologies in Social Psychology

Typologies are systematic ways of classifying behaviours into categories that make them easier to study and understand. In social psychology, typologies of abnormal behaviour provide frameworks that help scholars and practitioners organise complex behavioural patterns, identify similarities and differences, and design appropriate interventions. This Part introduces the



meaning and purpose of typologies, traces their historical development, and explains their relevance to social psychology.

3.1.1 Meaning and purpose of typologies

A **typology** is a structured classification system that groups behaviours or phenomena based on shared characteristics. In social psychology, typologies of abnormal behaviour serve the purpose of simplifying complex realities, making it easier to analyse, compare, and communicate findings. They also provide a common language for researchers and practitioners.

For example, behaviours may be grouped as adaptive or maladaptive, socially acceptable or deviant, common or rare. These categories help professionals decide whether intervention is needed and what kind of support may be most effective.

Fill in the blank: A typology is a structured _____ system that groups behaviours based on shared characteristics.

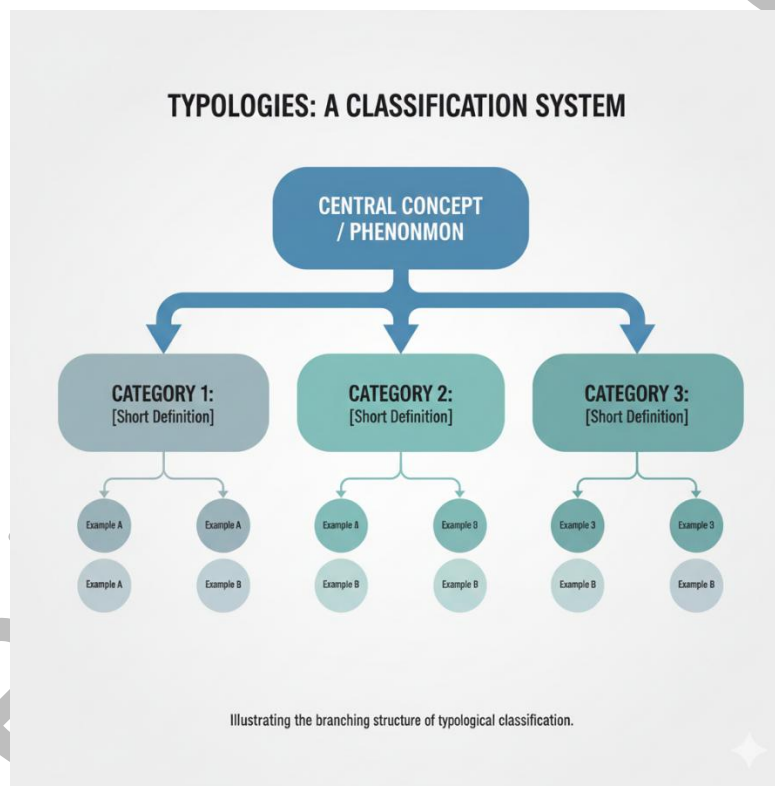


Figure 3.1: Meaning and purpose of typologies.

3.1.2 Historical development of classification systems

The history of typologies in psychology reflects changing views of abnormal behaviour. Early societies often relied on supernatural explanations, classifying behaviours as signs of possession or moral weakness. With the rise of medical science, typologies shifted towards biological and clinical categories. Later, psychological and social perspectives introduced classifications based on learning, culture, and social norms.



Modern typologies combine these perspectives, recognising that abnormal behaviour can be influenced by biological, psychological, and social factors. This historical progression shows how classification systems evolve to reflect broader scientific and cultural changes.

Fill in the blank: Early societies often classified abnormal behaviour as signs of _____ or moral weakness.

Plate 3.1: Historical development of classification systems.

3.1.3 Social-psychological relevance of typologies

The **social-psychological relevance** of typologies lies in their ability to connect individual behaviour with social norms, cultural expectations, and group dynamics. Typologies help explain why certain behaviours are labelled abnormal in one context but accepted in another. They also guide interventions by showing how social factors such as stigma, conformity, and cultural relativity influence behaviour.

For instance, a behaviour considered deviant in one culture may be normal in another, highlighting the importance of context in classification. Typologies therefore provide a bridge between individual psychology and social reality.

Fill in the blank: Typologies are socially relevant because they connect individual behaviour with _____ norms and cultural expectations.

Box 3.1: Social-psychological relevance of typologies.

Pilot Questions 3.1

1. What is a typology, and why is it important in social psychology?
2. How do typologies simplify the study of abnormal behaviour?
3. In what ways did early societies classify abnormal behaviour, and how has this changed over time?
4. Why is it important to consider the historical development of classification systems?
5. How do typologies connect individual behaviour with social norms and cultural expectations?
6. Can you think of an example of a behaviour that might be classified differently depending on cultural context?

3.2 Major Typologies of Abnormal Behaviour

Typologies of abnormal behaviour provide structured ways of classifying behaviours that deviate from accepted norms. In social psychology, these typologies help us to understand how behaviours are grouped, explained, and addressed. This Part introduces three major typologies: statistical, social, and functional. Each offers a unique perspective on how abnormal behaviour can be identified and studied.



3.2.1 Statistical typologies (rare vs common behaviours)

Statistical typologies classify behaviour based on how frequently it occurs in a population. Behaviours that are rare or deviate significantly from the average are often labelled abnormal. For example, extremely high intelligence or unusual phobias may be statistically uncommon. However, rarity alone does not always mean abnormality, as some rare behaviours can be positive or neutral.

Fill in the blank: Statistical typologies classify behaviour based on how _____ it occurs in a population.

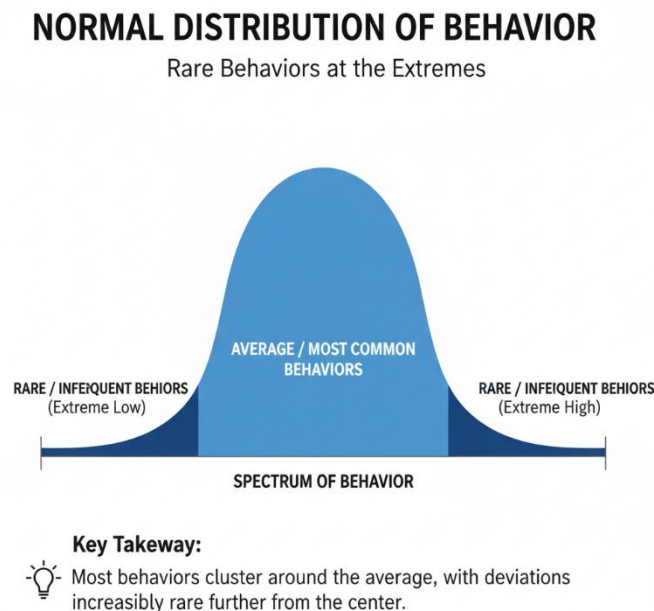


Figure 3.2: Statistical typologies of abnormal behaviour.

3.2.2 Social typologies (norm violation and deviance)

Social typologies classify behaviour according to whether it conforms to or violates social norms. **Norm violation** refers to actions that break the unwritten rules of society, while **deviance** describes behaviours that disrupt social order. For example, theft or persistent disregard for cultural traditions may be considered abnormal because they undermine social harmony.

Fill in the blank: Social typologies classify behaviour according to whether it conforms to or _____ social norms.

Plate 3.2: Social typologies of abnormal behaviour

3.2.3 Functional typologies (adaptive vs maladaptive behaviours)

Functional typologies classify behaviour based on its impact on daily functioning. **Adaptive behaviours** support effective coping, role performance, and well-being, while **maladaptive**



behaviours interfere with responsibilities, relationships, or health. For instance, substance misuse or avoidance behaviours are maladaptive because they reduce quality of life.

Fill in the blank: Functional typologies classify behaviour based on its impact on _____ functioning.

Table 3.2: Functional typologies of abnormal behaviour.

Pilot Questions 3.2

1. What is the main principle behind statistical typologies of abnormal behaviour?
2. Why does rarity alone not always indicate abnormality?
3. How do social typologies classify behaviour, and why is norm violation important?
4. Can you think of an example of behaviour that is socially deviant in one culture but acceptable in another?
5. What is the difference between adaptive and maladaptive behaviours in functional typologies?
6. Why are functional typologies considered practical in assessing abnormal behaviour?

3.3 Comparative Analysis of Typologies

Having explored the statistical, social, and functional typologies of abnormal behaviour, it is important to now compare them directly. Comparative analysis allows us to see how these typologies overlap, differ, and complement one another. This Part highlights their strengths and limitations, examines areas of intersection, and considers their implications for social psychology and practice.

3.3.1 Strengths and limitations of each typology

Each typology offers unique insights but also has limitations. **Statistical typologies** are straightforward and measurable, yet they risk labelling rare but positive behaviours as abnormal. **Social typologies** highlight the role of norms and deviance, but they can be biased by cultural differences. **Functional typologies** are practical for assessing daily life impact, though they may overlook behaviours that are disruptive but not immediately maladaptive.

Fill in the blank: Statistical typologies risk labelling rare but _____ behaviours as abnormal.

Table 3.3: Strengths and limitations of major typologies.

3.3.2 Overlaps and intersections among typologies



Typologies often overlap. For example, a behaviour may be statistically rare, socially deviant, and functionally maladaptive at the same time. These intersections show that abnormal behaviour cannot always be explained by a single typology. Instead, multiple perspectives are needed to capture its complexity.

Fill in the blank: A behaviour may be statistically rare, socially deviant, and _____ maladaptive at the same time.

Figure 3.3: Overlaps and intersections among typologies

3.3.3 Implications for social psychology and practice

Comparing typologies has practical implications. It encourages psychologists to adopt flexible approaches, recognising that abnormal behaviour is multi-dimensional. It also reduces stigma by showing that classification depends on context and perspective. For practice, this means interventions can be tailored to individual needs, cultural settings, and social realities.

Fill in the blank: Comparing typologies reduces _____ by showing that classification depends on context and perspective.

Box 3.2: Implications of comparative analysis of typologies.

Pilot Questions 3.3

1. What is one strength and one limitation of statistical typologies?
2. Why might social typologies be influenced by cultural differences?
3. How do functional typologies assess abnormal behaviour in daily life?
4. Can you think of a behaviour that fits into more than one typology at the same time?
5. Why is it important to recognise overlaps among typologies?
6. How does comparative analysis of typologies help reduce stigma in social psychology?

Series Summary

This Series has focused on the typologies of abnormal behaviour in social psychology, showing how classification systems help organise complex behavioural patterns and guide interventions. Its purpose was to highlight the foundations, major approaches, and comparative analysis of typologies, making clear their relevance to both theory and practice.

We began by examining the foundations of typologies, including their meaning, historical development, and social-psychological relevance. We then explored the major typologies of abnormal behaviour, looking at statistical, social, and functional perspectives. Finally, we compared these typologies, considering their strengths, limitations, overlaps, and implications for practice. In line with the Series Learning Outcomes, you should now be able to define the



meaning and purpose of typologies, explain their historical development, describe their social-psychological relevance, differentiate between statistical, social, and functional typologies, analyse their strengths and limitations, and evaluate their overlaps and implications for social psychology.

Glossary of Terms

- **Adaptive behaviours:** Actions that support effective coping, role performance, and overall well-being in daily life.
- **Deviance:** Behaviour that disrupts social order by breaking accepted norms or expectations.
- **Functional typologies:** Classification systems that group behaviours based on their impact on daily functioning, distinguishing between adaptive and maladaptive behaviours.
- **Maladaptive behaviours:** Actions that interfere with responsibilities, relationships, or health, reducing quality of life.
- **Norm violation:** Behaviour that breaks the unwritten rules or expectations of society.
- **Social typologies:** Classification systems that group behaviours according to whether they conform to or violate social norms.
- **Statistical typologies:** Classification systems that group behaviours based on how frequently they occur in a population, with rare behaviours often labelled abnormal.
- **Stigma:** Negative attitudes or discrimination directed towards individuals perceived as different or abnormal.
- **Typology:** A structured classification system that groups behaviours or phenomena based on shared characteristics.
- **Venn diagram (illustration context):** A visual tool used to show overlaps and intersections among different typologies of abnormal behaviour.

Concept Check Questions [Series 3]

Objective Questions

1. A typology is best defined as a structured _____ system that groups behaviours based on shared characteristics. (Linked to SLO 3.1)
2. Which typology classifies behaviour based on how frequently it occurs in a population? (Linked to SLO 3.4)
3. Social typologies classify behaviour according to whether it conforms to or violates _____ norms. (Linked to SLO 3.4)
4. Functional typologies distinguish between _____ behaviours that support coping and _____ behaviours that interfere with daily life. (Linked to SLO 3.4)

Short-Answer Questions

5. Explain the purpose of typologies in social psychology. (Linked to SLO 3.1)
6. Describe one way in which early societies classified abnormal behaviour. (Linked to SLO 3.2)



7. What is one strength and one limitation of statistical typologies? (Linked to SLO 3.5)
8. Give an example of a behaviour that may be considered deviant in one culture but normal in another. (Linked to SLO 3.3)

Long-Answer Questions

9. Analyse the overlaps and intersections among statistical, social, and functional typologies of abnormal behaviour. (Linked to SLO 3.6)
10. Evaluate the implications of comparing typologies for social psychology and practical interventions. (Linked to SLO 3.6)

Answers to Concept Check Questions [Series 3]

Objective Questions

1. Classification.
2. Statistical typologies.
3. Social.
4. Adaptive; maladaptive.

Short-Answer Questions

5. Typologies simplify complex behaviours, provide a common language, and guide analysis and interventions.
6. Early societies often classified abnormal behaviour as signs of supernatural possession or moral weakness.
7. Strength: Statistical typologies are measurable and objective. Limitation: They may label rare but positive behaviours as abnormal.
8. Loud public singing may be deviant in a classroom but normal in a festival setting.

Long-Answer Questions

Q9: Analyse the overlaps and intersections among statistical, social, and functional typologies of abnormal behaviour.

- **Basic response:** Behaviours can fit into more than one typology at the same time. For example, substance misuse may be statistically rare, socially deviant, and functionally maladaptive.



- **Value-added response:** Outstanding learners may extend this by discussing how overlaps highlight the complexity of abnormal behaviour, requiring multi-dimensional approaches. They may also note that recognising intersections reduces reliance on rigid categories and encourages culturally sensitive analysis.

Q10: Evaluate the implications of comparing typologies for social psychology and practical interventions.

- **Basic response:** Comparing typologies helps psychologists adopt flexible approaches, reduce stigma, and design tailored interventions.
- **Value-added response:** Outstanding learners may expand by considering how comparative analysis influences policy-making, mental health advocacy, and cross-cultural practice. They may also highlight that recognising overlaps promotes holistic treatment strategies and reduces bias in classification.

Answers to Pilot Questions [Series 3]

Part 3.1

- A typology is a structured classification system that groups behaviours based on shared characteristics.
- Typologies simplify the study of abnormal behaviour by organising complex patterns into categories that are easier to analyse.
- Early societies often classified abnormal behaviour as signs of supernatural possession or moral weakness.
- Considering historical development is important because it shows how classification systems evolve with scientific and cultural changes.
- Typologies connect individual behaviour with social norms and cultural expectations, making them socially relevant.
- A behaviour such as direct eye contact may be classified differently depending on cultural context.

Part 3.2

- Statistical typologies classify behaviour based on frequency, identifying rare behaviours as abnormal.
- Rarity alone does not always indicate abnormality because some rare behaviours, such as high intelligence, can be positive.
- Social typologies classify behaviour according to conformity or violation of social norms, with norm violation being central.
- Loud public singing may be deviant in a classroom but acceptable in a festival, showing cultural variation.



- Adaptive behaviours support coping and well-being, while maladaptive behaviours interfere with responsibilities and health.
- Functional typologies are practical because they assess how behaviour impacts daily functioning and quality of life.

Part 3.3

- One strength of statistical typologies is their objectivity, while a limitation is that they may mislabel rare positive behaviours.
- Social typologies may be influenced by cultural differences because norms vary across societies.
- Functional typologies assess abnormal behaviour by examining its impact on daily responsibilities and relationships.
- Substance misuse is an example of behaviour that can be statistically rare, socially deviant, and functionally maladaptive at the same time.
- Recognising overlaps among typologies is important because it highlights the complexity of abnormal behaviour and prevents rigid classification.
- Comparative analysis helps reduce stigma by showing that classification depends on context and perspective.

References and Attributes [Series 3]

General References (APA style)

- Comer, R. J. (2018). *Fundamentals of abnormal psychology* (9th ed.). New York: Worth Publishers.
- Sue, D., Sue, D. W., Sue, S., & Sue, D. M. (2016). *Understanding abnormal behaviour* (11th ed.). Boston: Cengage Learning.
- World Health Organization. (2019). *Mental health: Strengthening our response*. Retrieved from <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: APA.

Illustrations and Attributes

Figure 3.1: Meaning and purpose of typologies

- Attribution: AI-generated diagram using Copilot image generation.
- Prompt: “Create a diagram showing typologies as a classification system with categories branching from a central concept.”
- Suggested OER search string: “typology classification psychology diagram OER”



Plate 3.1: Historical development of classification systems

- Attribution: AI-generated image collage using Copilot image generation.
- Prompt: “Generate an image collage showing supernatural, medical, and psychological views of abnormal behaviour.”
- Suggested OER search string: “history of classification abnormal behaviour psychology OER image”

Box 3.1: Social-psychological relevance of typologies

- Attribution: AI-generated box using Copilot formatting.
- Prompt: “Create a text box summarising the social-psychological relevance of typologies with key points.”
- Suggested OER search string: “social psychology relevance typologies abnormal behaviour OER”

Figure 3.2: Statistical typologies of abnormal behaviour

- Attribution: AI-generated diagram using Copilot image generation.
- Prompt: “Create a bell curve diagram showing normal distribution with rare behaviours at both extremes.”
- Suggested OER search string: “statistical typologies abnormal behaviour psychology diagram OER”

Plate 3.2: Social typologies of abnormal behaviour

- Attribution: AI-generated image using Copilot image generation.
- Prompt: “Generate an image showing individuals violating social norms in a public space.”
- Suggested OER search string: “social typologies abnormal behaviour psychology OER image”

Table 3.2: Functional typologies of abnormal behaviour

- Attribution: AI-generated table using Copilot formatting.
- Prompt: “Create a table comparing adaptive and maladaptive behaviours with definitions and examples.”
- Suggested OER search string: “functional typologies abnormal behaviour psychology OER table”

Table 3.3: Strengths and limitations of major typologies

- Attribution: AI-generated table using Copilot formatting.
- Prompt: “Create a table comparing strengths and limitations of statistical, social, and functional typologies of abnormal behaviour.”



- Suggested OER search string: “strengths limitations typologies abnormal behaviour psychology OER table”

Figure 3.3: Overlaps and intersections among typologies

- Attribution: AI-generated diagram using Copilot image generation.
- Prompt: “Create a Venn diagram showing overlaps among statistical, social, and functional typologies of abnormal behaviour.”
- Suggested OER search string: “overlaps intersections typologies abnormal behaviour psychology diagram OER”

Box 3.2: Implications of comparative analysis of typologies

- Attribution: AI-generated box using Copilot formatting.
- Prompt: “Create a text box summarising implications of comparative analysis of typologies for social psychology.”
- Suggested OER search string: “implications comparative analysis typologies abnormal behaviour psychology OER”

Series 4

Course Code: ESP 103

Course Title: Social Psychology of Abnormalities

Course Credit load: 2 Units

List Series:

Series 1: Foundations of Normality and Abnormality

Series 2: Characteristics of Human Behaviour: Normal vs Abnormal

Series 3: Social-Psychological Typologies of Abnormalities

Series 4: Theoretical Conceptions of Perceptions of Abnormalities

Series 5: Assessment and Treatment Approaches in Abnormal Behaviour

Parts of Outline for Series 4

Part 4.1: Foundations of theoretical perspectives

- 4.1.1: Meaning of theoretical perspectives
- 4.1.2: Importance of theories in shaping perceptions of abnormal behaviour
- 4.1.3: Overview of major schools of thought



Part 4.2: Psychological theories of abnormal behaviour

- 4.2.1: Psychoanalytic perspective
- 4.2.2: Behavioural perspective
- 4.2.3: Cognitive perspective
- 4.2.4 Humanistic perspective

Part 4.3: Social and cultural theories of abnormal behaviour

- 4.3.1: Labelling theory
- 4.3.2: Cultural relativity perspective
- 4.3.3: Social constructivist perspective

Part 4.4: Comparative analysis and implications

- 4.4.1: Strengths and limitations of theoretical perspectives
- 4.4.2: Implications for social psychology and practice
- 4.4.3: Contemporary relevance and integration of perspectives

Introduction

In the last Series, we examined typologies of abnormal behaviour, focusing on how behaviours can be classified statistically, socially, and functionally. Building on that foundation, this Series turns to the **theoretical perspectives on perceptions of abnormal behaviour**, which provide deeper explanations of why societies and individuals view certain behaviours as abnormal. Understanding these theories is crucial because they shape not only academic discourse but also practical responses to abnormality in everyday life.

The aim of this Series is to introduce you to the major theoretical perspectives that influence perceptions of abnormal behaviour and to equip you with the ability to analyse their foundations, applications, and implications for social psychology and practice.

We shall commence this Series by exploring the foundations of theoretical perspectives, including their meaning, importance, and an overview of major schools of thought. Next, we will examine psychological theories such as psychoanalytic, behavioural, cognitive, and humanistic perspectives. Following that, we will move on to social and cultural theories, including labelling theory, cultural relativity, and social constructivism. Finally, we will wrap up by conducting a comparative analysis of these perspectives, highlighting their strengths, limitations, implications for practice, and contemporary relevance.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 4.1: define** the meaning of theoretical perspectives in relation to abnormal behaviour.
- **SLO 4.2: explain** the importance of theories in shaping perceptions of abnormal behaviour.
- **SLO 4.3: describe** the major schools of thought that underpin theoretical perspectives.



- **SLO 4.4: summarise** the psychoanalytic, behavioural, cognitive, and humanistic perspectives on abnormal behaviour.
- **SLO 4.5: analyse** social and cultural theories such as labelling theory, cultural relativity, and social constructivism.
- **SLO 4.6: evaluate** the strengths and limitations of theoretical perspectives in explaining perceptions of abnormal behaviour.
- **SLO 4.7: assess** the implications of theoretical perspectives for social psychology and practical interventions.
- **SLO 4.8: discuss** the contemporary relevance and integration of different perspectives in understanding abnormal behaviour.

4.1 Foundations of Theoretical Perspectives

Theories provide structured explanations for why behaviours are considered normal or abnormal. In social psychology, theoretical perspectives shape how individuals and societies perceive abnormal behaviour, guiding both academic study and practical interventions. This Part introduces the meaning of theoretical perspectives, explains their importance, and provides an overview of major schools of thought.

4.1.1 Meaning of theoretical perspectives

A **theoretical perspective** is a framework or lens through which behaviour is interpreted and explained. It offers organised ideas that help scholars and practitioners understand why certain behaviours occur and how they are perceived. In the context of abnormal behaviour, theoretical perspectives provide different explanations ranging from unconscious processes to social influences.

Fill in the blank: A theoretical perspective is a framework or _____ through which behaviour is interpreted and explained.



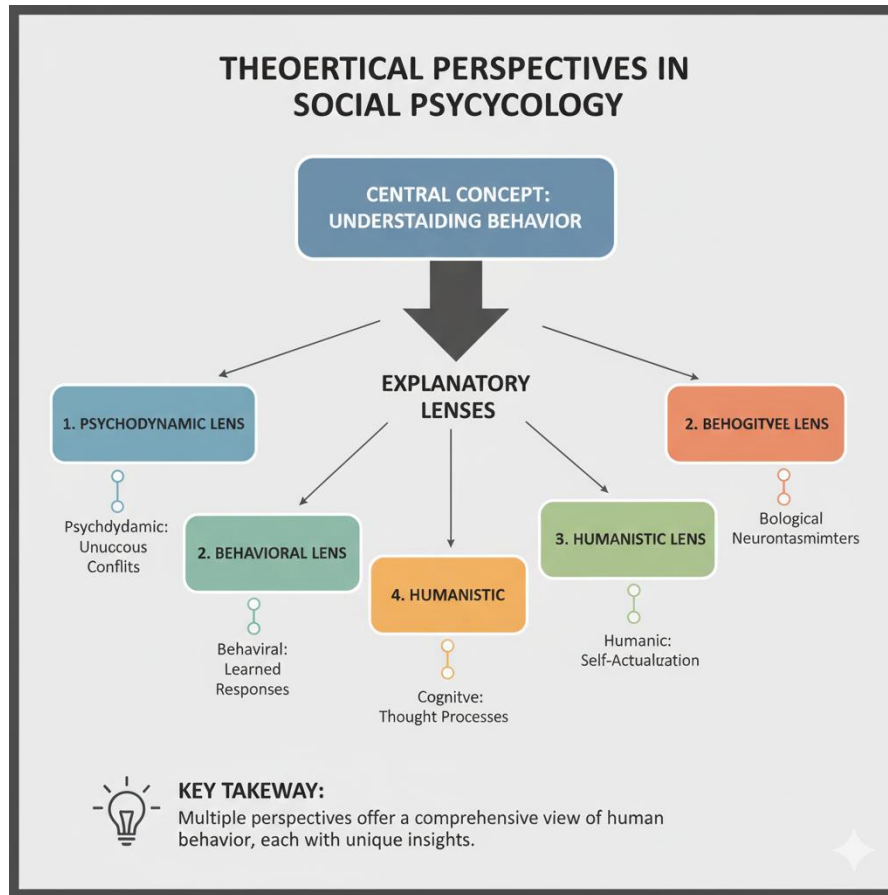


Figure 4.1: Meaning of theoretical perspectives.

4.1.2 Importance of theories in shaping perceptions of abnormal behaviour

Theories are important because they influence how abnormal behaviour is defined, studied, and treated. For example, a psychoanalytic perspective may view abnormal behaviour as rooted in unconscious conflict, while a behavioural perspective may see it as learned responses. These differences show that theories shape perceptions and guide interventions.

Fill in the blank: Theories influence how abnormal behaviour is defined, _____, and treated.

[Insert box here] Caption: Box 4.1: Importance of theories in shaping perceptions Short description: A box summarising the importance of theories, including definition, study, and treatment of abnormal behaviour. Suggestion of a sample AI prompt: "Create a text box summarising the importance of theories in shaping perceptions of abnormal behaviour." Search string: "importance of theories abnormal behaviour psychology OER"

4.1.3 Overview of major schools of thought

Several major schools of thought provide theoretical perspectives on abnormal behaviour. The **psychoanalytic perspective** emphasises unconscious processes and early experiences. The **behavioural perspective** focuses on learned behaviours shaped by reinforcement and punishment. The **cognitive perspective** highlights thought patterns and beliefs, while the



humanistic perspective stresses personal growth and self-actualisation. Together, these schools provide diverse explanations that enrich our understanding of abnormal behaviour.

Fill in the blank: The cognitive perspective highlights _____ patterns and beliefs in explaining abnormal behaviour.

[Insert table here] Caption: Table 4.1: Overview of major schools of thought Short description: A table listing psychoanalytic, behavioural, cognitive, and humanistic perspectives with their key focus areas. Suggestion of a sample AI prompt: "Create a table listing psychoanalytic, behavioural, cognitive, and humanistic perspectives with their key focus areas." Search string: "schools of thought abnormal behaviour psychology OER table"

Pilot Questions 4.1

1. What is meant by a theoretical perspective in psychology?
2. Why are theoretical perspectives important in shaping perceptions of abnormal behaviour?
3. How does the psychoanalytic perspective explain abnormal behaviour?
4. What is the main focus of the behavioural perspective?
5. Which perspective highlights thought patterns and beliefs in explaining abnormal behaviour?
6. How does the humanistic perspective differ from other schools of thought in its view of abnormal behaviour?

4.2 Psychological Theories of Abnormal Behaviour

Psychological theories provide structured explanations for why abnormal behaviours occur and how they can be understood. Each theory offers a unique lens, focusing on different aspects of human functioning such as unconscious drives, learned behaviours, thought processes, or personal growth. In this Part, we will explore four major psychological perspectives: psychoanalytic, behavioural, cognitive, and humanistic.

4.2.1 Psychoanalytic perspective

The **psychoanalytic perspective** is rooted in the work of Sigmund Freud. It emphasises the role of **unconscious processes**, which are hidden thoughts, desires, and conflicts that influence behaviour. According to this view, abnormal behaviour arises when unresolved conflicts from childhood or repressed emotions manifest in maladaptive ways. Defence mechanisms, such as denial or repression, are often used to cope but may contribute to abnormality.

Fill in the blank: The psychoanalytic perspective emphasises the role of _____ processes in shaping behaviour.



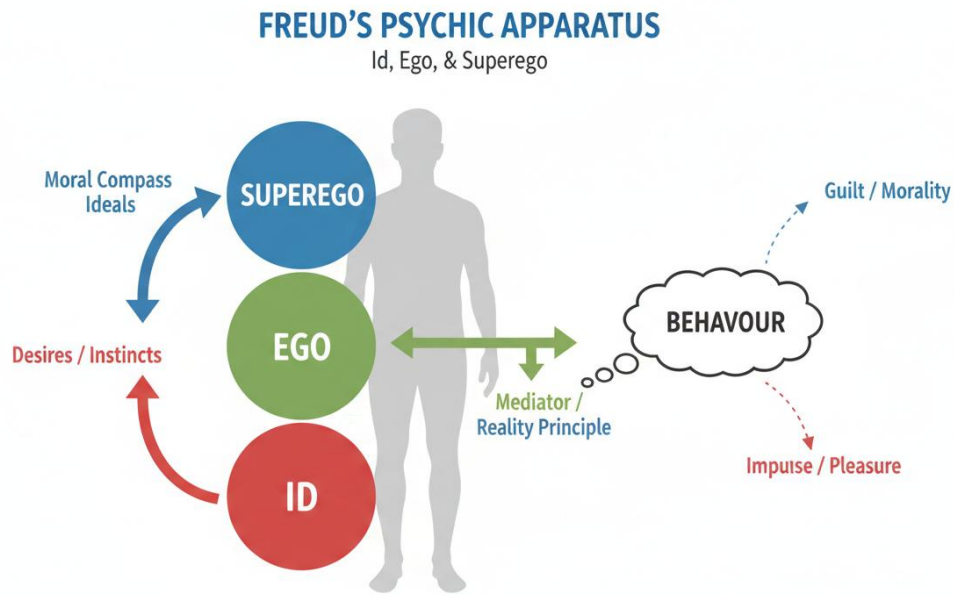


Figure 4.2: Psychoanalytic perspective on abnormal behaviour

4.2.2 Behavioural perspective

The **behavioural perspective** focuses on **learned behaviours**, which are actions shaped by reinforcement, punishment, and conditioning. Abnormal behaviour is seen as a result of maladaptive learning experiences. For example, phobias may develop through classical conditioning, while compulsive habits may be reinforced through operant conditioning. This perspective highlights the environment's role in shaping behaviour.

Fill in the blank: The behavioural perspective views abnormal behaviour as a result of maladaptive _____ experiences.



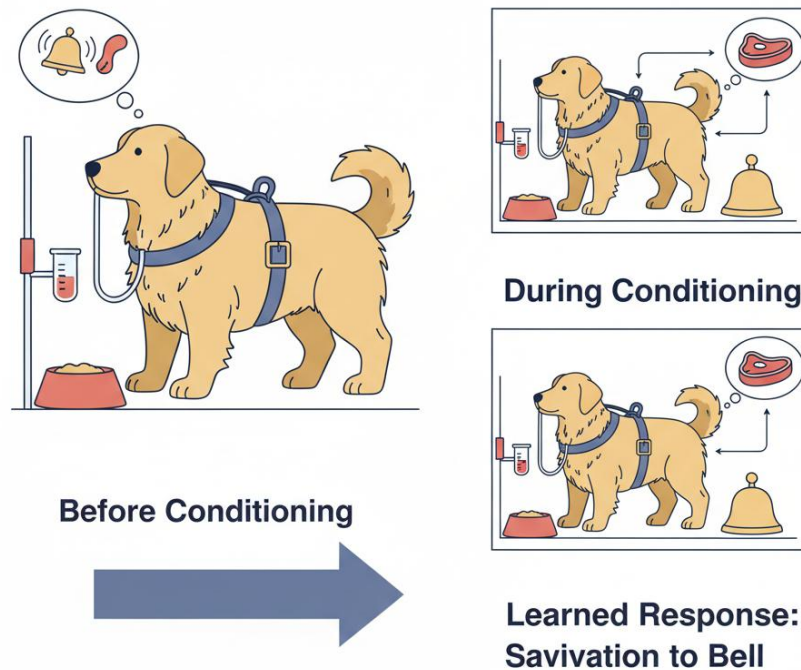


Plate 4.2: Behavioural perspective illustrated through conditioning.

4.2.3 Cognitive perspective

The **cognitive perspective** emphasises the role of **thought patterns**, beliefs, and interpretations in shaping behaviour. Abnormal behaviour is often linked to distorted thinking, such as negative self-talk or irrational beliefs. For instance, depression may be explained by persistent negative thoughts about oneself, the world, and the future. Cognitive therapies aim to restructure these thought patterns to promote healthier functioning.

Fill in the blank: The cognitive perspective explains abnormal behaviour through distorted _____ patterns and irrational beliefs.

Box 4.2: Key features of the cognitive perspective



4.2.4 Humanistic perspective

The **humanistic perspective** highlights the importance of **personal growth** and **self-actualisation**, which is the process of realising one's full potential. Abnormal behaviour is seen as a result of obstacles that prevent individuals from achieving growth, such as lack of unconditional positive regard or restrictive environments. This perspective stresses empathy, free will, and the inherent goodness of people.

Fill in the blank: The humanistic perspective views abnormal behaviour as a result of obstacles to _____ growth and self-actualisation.

Perspective	Definition	Example
Psychoanalytic Perspective	Focuses on unconscious processes, early childhood experiences, and internal conflicts as the primary causes of behaviour.	A person's fear of authority figures is explained as unresolved childhood conflict with a strict parent.
Behavioural Perspective	Emphasises observable behaviour and explains behaviour as learned through conditioning and reinforcement.	A child learns to complete homework on time because they are rewarded with praise or gifts.
Cognitive Perspective	Focuses on mental processes such as thoughts, beliefs, and interpretations that influence behaviour and emotions.	A student experiences anxiety because they believe, "If I fail, I am a failure," leading to negative emotions.
Humanistic Perspective	Emphasises personal growth, free will, and the individual's subjective experience and drive toward self-actualisation.	A therapist helps a client explore their feelings and personal goals to improve self-acceptance and self-esteem.

Table 4.2: Comparison of psychological perspectives.

Pilot Questions 4.2

1. What does the psychoanalytic perspective emphasise in explaining abnormal behaviour?
2. How does the behavioural perspective account for the development of phobias?
3. What role do distorted thought patterns play in the cognitive perspective?
4. How does the humanistic perspective differ from other psychological theories in its view of abnormal behaviour?
5. Can you give an example of a defence mechanism that might contribute to abnormal behaviour?
6. Why is the environment considered central in the behavioural perspective?



4.3 Social and Cultural Theories of Abnormal Behaviour

Social and cultural theories highlight the importance of society and culture in shaping how abnormal behaviour is perceived. Unlike psychological theories that focus on internal processes, these perspectives emphasise external influences such as social norms, cultural traditions, and collective beliefs. In this Part, we will explore three major theories: labelling theory, cultural relativity, and social constructivism.

4.3.1 Labelling theory

Labelling theory explains abnormal behaviour as a consequence of being labelled by society. A label is a social tag or identity assigned to individuals who deviate from norms. Once labelled, people may internalise the identity and behave in ways that reinforce it. For example, calling someone “mentally ill” may lead to stigma and discrimination, which can worsen their condition.

Fill in the blank: Labelling theory explains abnormal behaviour as a consequence of being _____ by society.

THE LABELLING PROCESS

Deviant Behaviour → Social Reaction → Internalisation



Figure 4.3: Labelling theory and abnormal behaviour.

4.3.2 Cultural relativity perspective

The **cultural relativity perspective** argues that abnormal behaviour must be understood within the context of cultural norms and values. What is considered abnormal in one culture may be normal in another. For example, spiritual practices such as trance states may be seen as abnormal in some societies but accepted in others. This perspective highlights the importance of cultural sensitivity in diagnosis and treatment.



Fill in the blank: The cultural relativity perspective argues that abnormal behaviour must be understood within the context of _____ norms and values.



Plate 4.3: Cultural relativity in perceptions of abnormal behaviour.

4.3.3 Social constructivist perspective

The **social constructivist perspective** views abnormal behaviour as a product of social agreements and shared meanings. According to this theory, societies construct categories of normality and abnormality based on collective beliefs. These constructions can change over time, reflecting shifts in social values. For instance, behaviours once considered abnormal, such as left-handedness, may later be accepted as normal.

Fill in the blank: The social constructivist perspective views abnormal behaviour as a product of social _____ and shared meanings.



Box 4.3: Key features of the social constructivist perspective.

Pilot Questions 4.3

1. What does labelling theory suggest about the role of society in abnormal behaviour?
2. How can labels contribute to stigma and discrimination?
3. Why is cultural relativity important in understanding abnormal behaviour?
4. Can you give an example of a behaviour that is considered normal in one culture but abnormal in another?
5. What does the social constructivist perspective emphasise about the nature of abnormal behaviour?
6. How can social constructions of abnormality change over time?

4.4 Comparative Analysis and Implications

Comparing theoretical perspectives allows us to see how different explanations of abnormal behaviour complement or challenge one another. This Part focuses on the strengths and limitations of each perspective, explores overlaps and intersections, and considers their implications for social psychology and practice.

4.4.1 Strengths and limitations of theoretical perspectives

Each theoretical perspective offers unique insights but also has limitations. The **psychoanalytic perspective** provides deep explanations of unconscious processes, yet it can be criticised for being difficult to test scientifically. The **behavioural perspective** is practical and evidence-based, but it may overlook internal thought processes. The **cognitive perspective** highlights the importance of thought patterns, though it may underestimate environmental influences. The **humanistic perspective** values personal growth, but it can be criticised for being overly idealistic.

Fill in the blank: The behavioural perspective is practical and evidence-based, but it may overlook internal _____ processes.

Perspective	Strengths	Limitations
Psychoanalytic Perspective	Highlights the role of the unconscious mind. Emphasises early childhood experiences. Useful for understanding deep-seated emotional problems	Difficult to test scientifically. Time-consuming and expensive. Overemphasis on childhood and sexuality



Perspective	Strengths	Limitations
Behavioural Perspective	Based on observable and measurable behaviour. Highly scientific and objective. Effective for behaviour modification	Ignores internal mental processes. Behaviour change may be superficial. Less effective for complex emotional issues
Cognitive Perspective	Focuses on thought processes influencing behaviour. Evidence-based and widely applicable. Practical and goal-oriented	May overlook emotional and unconscious factors. Assumes people think rationally. Less emphasis on social and cultural context
Humanistic Perspective	Emphasises personal growth and free will. Client-centred and holistic. Enhances self-esteem and self-awareness	Lacks scientific measurement. May be too subjective. Less effective for severe mental disorders

Table 4.4: Strengths and limitations of theoretical perspectives.

4.4.2 Implications for social psychology and practice

The **implications** of theoretical perspectives are significant because they shape how abnormal behaviour is addressed in society. For example, psychoanalytic approaches may emphasise therapy focused on unconscious conflicts, while behavioural approaches may use conditioning techniques. Cognitive approaches often involve restructuring thought patterns, and humanistic approaches stress empathy and personal growth. Together, these perspectives guide interventions, reduce stigma, and encourage culturally sensitive practices.

Fill in the blank: Cognitive approaches often involve restructuring _____ patterns to promote healthier functioning.

4.4.3 Contemporary relevance and integration of perspectives

The **contemporary relevance** of theoretical perspectives lies in their integration. Modern psychology often combines elements from different theories to provide holistic explanations. For instance, cognitive-behavioural therapy integrates cognitive and behavioural approaches, while humanistic principles are often incorporated into counselling. This integration reflects the recognition that abnormal behaviour is multi-dimensional and requires flexible approaches.

Fill in the blank: Modern psychology often combines elements from different theories to provide _____ explanations of abnormal behaviour.



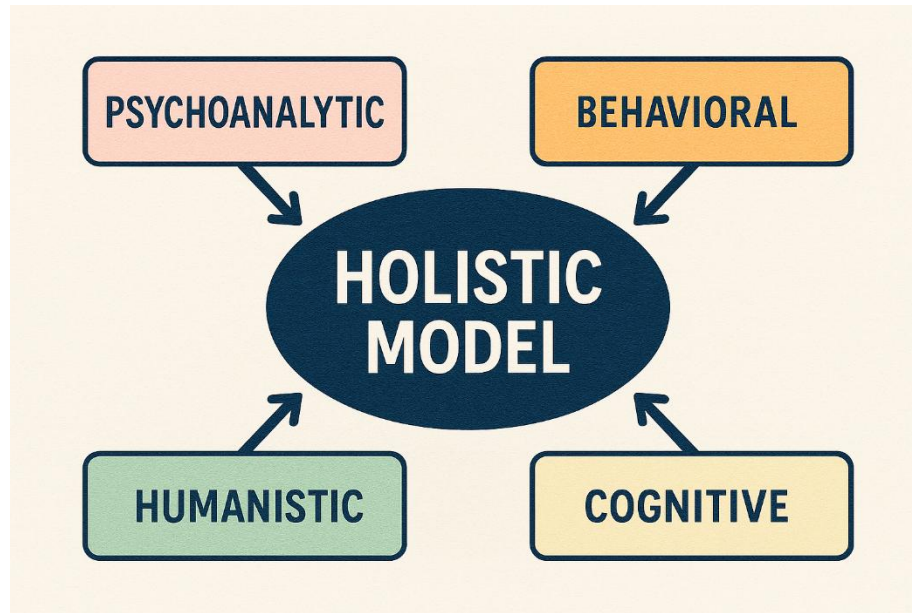


Figure 4.4: Integration of theoretical perspectives.

Pilot Questions 4.4

1. What is one strength and one limitation of the psychoanalytic perspective?
2. Why might the behavioural perspective be criticised despite its practical applications?
3. How do cognitive approaches aim to improve abnormal behaviour?
4. What is the main implication of the humanistic perspective for practice?
5. Why is integration of perspectives considered important in contemporary psychology?
6. Can you give an example of how two perspectives might be combined in modern therapy?

Series Summary

This Series has explored the theoretical perspectives that shape how abnormal behaviour is perceived, emphasising their importance in social psychology and practice. Its purpose was to show how different schools of thought provide explanations for abnormality, and how these perspectives influence both academic understanding and practical interventions.

We began by examining the foundations of theoretical perspectives, including their meaning, importance, and the major schools of thought. We then considered psychological theories such as psychoanalytic, behavioural, cognitive, and humanistic approaches, before moving on to social and cultural theories including labelling theory, cultural relativity, and social constructivism. Finally, we compared these perspectives, highlighting their strengths, limitations, implications, and contemporary relevance. In line with the Series Learning Outcomes, you should now be able to define and explain theoretical perspectives, describe psychological and social-cultural theories, analyse their overlaps, evaluate their strengths and limitations, and assess their implications for social psychology and practice.



Glossary of Terms

- **Behavioural perspective:** A psychological theory that explains abnormal behaviour as learned actions shaped by reinforcement, punishment, and conditioning.
- **Cognitive perspective:** A psychological theory that focuses on thought patterns, beliefs, and interpretations, explaining abnormal behaviour as a result of distorted thinking.
- **Cultural relativity perspective:** A social-cultural theory that argues abnormal behaviour must be understood within the norms and values of a specific culture.
- **Defence mechanisms:** Unconscious strategies, such as denial or repression, used to protect oneself from anxiety but which may contribute to abnormal behaviour.
- **Humanistic perspective:** A psychological theory that emphasises personal growth, free will, and self-actualisation, viewing abnormal behaviour as a result of obstacles to achieving potential.
- **Labelling theory:** A social theory that explains abnormal behaviour as a consequence of being labelled by society, often leading to stigma and internalisation of the label.
- **Psychoanalytic perspective:** A psychological theory rooted in Freud's work, which explains abnormal behaviour through unconscious processes, childhood experiences, and inner conflicts.
- **Self-actualisation:** The process of realising and fulfilling one's full potential, often highlighted in the humanistic perspective.
- **Social constructivist perspective:** A social-cultural theory that views abnormal behaviour as a product of social agreements and shared meanings, which can change over time.
- **Theoretical perspective:** A framework or lens used to interpret and explain behaviour, offering organised ideas about why certain behaviours occur and how they are perceived.

Concept Check Questions [Series 4]

Objective Questions

1. A theoretical perspective is a framework or _____ used to interpret and explain behaviour. (Linked to SLO 4.1)
2. Which psychological perspective emphasises unconscious processes and childhood experiences? (Linked to SLO 4.4)
3. The behavioural perspective views abnormal behaviour as a result of maladaptive _____ experiences. (Linked to SLO 4.4)
4. Which social-cultural theory argues that abnormal behaviour must be understood within cultural norms and values? (Linked to SLO 4.5)

Short-Answer Questions

5. Explain why theoretical perspectives are important in shaping perceptions of abnormal behaviour. (Linked to SLO 4.2)
6. Describe one strength and one limitation of the cognitive perspective. (Linked to SLO 4.6)



7. How does labelling theory contribute to stigma in abnormal behaviour? (Linked to SLO 4.5)
8. Give an example of a behaviour that is considered normal in one culture but abnormal in another. (Linked to SLO 4.5)

Long-Answer Questions

9. Analyse the strengths and limitations of psychoanalytic, behavioural, cognitive, and humanistic perspectives. (Linked to SLO 4.6)
10. Evaluate the implications of integrating psychological and social-cultural perspectives for contemporary practice in social psychology. (Linked to SLO 4.7, SLO 4.8)

Answers to Concept Check Questions [Series 4]

Objective Questions

1. Lens.
2. Psychoanalytic perspective.
3. Learning.
4. Cultural relativity perspective.

Short-Answer Questions

5. Theoretical perspectives are important because they guide how abnormal behaviour is defined, studied, and treated, influencing both academic understanding and practical interventions.
6. Strength: The cognitive perspective highlights the role of thought patterns in abnormal behaviour. Limitation: It may underestimate environmental influences.
7. Labelling theory contributes to stigma by attaching negative identities to individuals, which can lead to discrimination and reinforce abnormal behaviour.
8. For example, trance states may be considered abnormal in some societies but accepted as spiritual practice in others.

Long-Answer Questions

Q9: Analyse the strengths and limitations of psychoanalytic, behavioural, cognitive, and humanistic perspectives.

- **Basic response:** Each perspective offers insights but also has weaknesses. Psychoanalytic theory explains unconscious conflicts but is difficult to test. Behavioural theory is evidence-based but overlooks internal processes. Cognitive theory highlights



thought patterns but may ignore environmental factors. Humanistic theory values growth but can be idealistic.

- **Value-added response:** Outstanding learners may extend this by discussing how these perspectives complement one another, for example, integrating behavioural techniques with cognitive restructuring in therapy. They may also note how cultural sensitivity can address limitations across perspectives.

Q10: Evaluate the implications of integrating psychological and social-cultural perspectives for contemporary practice in social psychology.

- **Basic response:** Integration allows for more holistic approaches, combining insights from psychological theories with cultural and social contexts. This helps tailor interventions and reduce stigma.
- **Value-added response:** Outstanding learners may expand by considering how integration influences policy-making, mental health advocacy, and global practice. They may highlight examples such as cognitive-behavioural therapy combined with cultural relativity, showing how integration enhances effectiveness and inclusivity.

Answers to Pilot Questions [Series 4]

Part 4.1

- A theoretical perspective is a framework or lens through which behaviour is interpreted and explained.
- Theories are important because they influence how abnormal behaviour is defined, studied, and treated.
- The psychoanalytic perspective emphasises unconscious processes and early experiences.
- The behavioural perspective focuses on learned behaviours shaped by reinforcement and punishment.
- The cognitive perspective highlights thought patterns and beliefs.
- The humanistic perspective stresses personal growth and self-actualisation.

Part 4.2

- The psychoanalytic perspective emphasises unconscious processes in explaining abnormal behaviour.
- Phobias can develop through classical conditioning, as explained by the behavioural perspective.
- Distorted thought patterns and irrational beliefs contribute to abnormal behaviour in the cognitive perspective.
- The humanistic perspective differs by focusing on personal growth, free will, and self-actualisation.



- Defence mechanisms such as denial or repression may contribute to abnormal behaviour.
- The environment is central in the behavioural perspective because it shapes learning experiences.

Part 4.3

- Labelling theory suggests that society's labels contribute to abnormal behaviour.
- Labels can lead to stigma and discrimination, reinforcing abnormality.
- Cultural relativity is important because behaviours must be understood within cultural norms and values.
- For example, trance states may be normal in one culture but abnormal in another.
- The social constructivist perspective emphasises that abnormal behaviour is shaped by social agreements and shared meanings.
- Social constructions of abnormality can change over time, reflecting shifts in values.

Part 4.4

- One strength of the psychoanalytic perspective is its deep insight into unconscious processes; one limitation is its lack of scientific testability.
- The behavioural perspective may be criticised for overlooking internal thought processes despite its practical applications.
- Cognitive approaches aim to improve abnormal behaviour by restructuring thought patterns.
- The humanistic perspective implies that empathy and unconditional positive regard are central to practice.
- Integration of perspectives is important because abnormal behaviour is multi-dimensional.
- Cognitive-behavioural therapy is an example of combining perspectives in modern practice.

References and Attributes [Series 4]

General References (APA style)

- Comer, R. J. (2018). *Fundamentals of abnormal psychology* (9th ed.). New York: Worth Publishers.



- Sue, D., Sue, D. W., Sue, S., & Sue, D. M. (2016). *Understanding abnormal behaviour* (11th ed.). Boston: Cengage Learning.
- World Health Organization. (2019). *Mental health: Strengthening our response*. Retrieved from <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: APA.

Illustrations and Attributes

Figure 4.1: Meaning of theoretical perspectives

- Attribution: AI-generated diagram using Copilot image generation.
- Prompt: “Create a diagram showing theoretical perspectives as a central concept with arrows pointing to different explanatory lenses.”
- Suggested OER search string: “theoretical perspectives psychology diagram OER”

Box 4.1: Importance of theories in shaping perceptions

- Attribution: AI-generated box using Copilot formatting.
- Prompt: “Create a text box summarising the importance of theories in shaping perceptions of abnormal behaviour.”
- Suggested OER search string: “importance of theories abnormal behaviour psychology OER”

Table 4.1: Overview of major schools of thought

- Attribution: AI-generated table using Copilot formatting.
- Prompt: “Create a table listing psychoanalytic, behavioural, cognitive, and humanistic perspectives with their key focus areas.”
- Suggested OER search string: “schools of thought abnormal behaviour psychology OER table”

Figure 4.2: Psychoanalytic perspective on abnormal behaviour

- Attribution: AI-generated diagram using Copilot image generation.
- Prompt: “Create a diagram showing Freud’s id, ego, and superego with arrows indicating their influence on behaviour.”
- Suggested OER search string: “Freud psychoanalytic theory id ego superego diagram OER”

Plate 4.2: Behavioural perspective illustrated through conditioning

- Attribution: AI-generated image using Copilot image generation.



- Prompt: “Generate an image showing Pavlov’s dog experiment with bell, food, and salivation response.”
- Suggested OER search string: “Pavlov classical conditioning psychology OER image”

Box 4.2: Key features of the cognitive perspective

- Attribution: AI-generated box using Copilot formatting.
- Prompt: “Create a text box summarising the cognitive perspective with examples of distorted thinking.”
- Suggested OER search string: “cognitive perspective abnormal behaviour psychology OER summary”

Table 4.2: Comparison of psychological perspectives

- Attribution: AI-generated table using Copilot formatting.
- Prompt: “Create a table comparing psychoanalytic, behavioural, cognitive, and humanistic perspectives with definitions and examples.”
- Suggested OER search string: “comparison psychological perspectives abnormal behaviour OER table”

Figure 4.3: Labelling theory and abnormal behaviour

- Attribution: AI-generated diagram using Copilot image generation.
- Prompt: “Create a diagram showing the process of labelling: deviant behaviour → social reaction → internalisation.”
- Suggested OER search string: “labelling theory abnormal behaviour psychology diagram OER”

Plate 4.3: Cultural relativity in perceptions of abnormal behaviour

- Attribution: AI-generated image using Copilot image generation.
- Prompt: “Generate an image showing diverse cultural practices interpreted differently across societies.”
- Suggested OER search string: “cultural relativity abnormal behaviour psychology OER image”

Box 4.3: Key features of the social constructivist perspective

- Attribution: AI-generated box using Copilot formatting.
- Prompt: “Create a text box summarising the social constructivist perspective with examples of changing social values.”
- Suggested OER search string: “social constructivist perspective abnormal behaviour psychology OER summary”

Table 4.4: Strengths and limitations of theoretical perspectives



- Attribution: AI-generated table using Copilot formatting.
- Prompt: “Create a table comparing strengths and limitations of psychoanalytic, behavioural, cognitive, and humanistic perspectives.”
- Suggested OER search string: “strengths limitations psychological perspectives abnormal behaviour OER table”

Figure 4.4: Integration of theoretical perspectives

- Attribution: AI-generated diagram using Copilot image generation.
- Prompt: “Create a diagram showing integration of psychoanalytic, behavioural, cognitive, and humanistic perspectives into a holistic model.”
- Suggested OER search string: “integration psychological perspectives abnormal behaviour diagram OER”

Series 5

Course Code: ESP 103

Course Title: Social Psychology of Abnormalities

Course Credit load: 2 Units

List Series:

Series 1: Foundations of Normality and Abnormality

Series 2: Characteristics of Human Behaviour: Normal vs Abnormal

Series 3: Social-Psychological Typologies of Abnormalities

Series 4: Theoretical Conceptions of Perceptions of Abnormalities

Series 5: Assessment and Treatment Approaches in Abnormal Behaviour

Parts of Outline for Series 5

Part 5.1: Foundations of assessment in abnormal behaviour

5.1.1: Meaning and purpose of assessment

5.1.2: Types of assessment methods (clinical interviews, psychological testing, behavioural observation)

5.1.3: Ethical considerations in assessment

Part 5.2: Psychological treatment approaches

5.2.1: Psychoanalytic therapy



- 5.2.2: Behavioural therapy
- 5.2.3: Cognitive therapy
- 5.2.4: Humanistic therapy

Part 5.3: Social and cultural treatment approaches

- 5.3.1: Community-based interventions
- 5.3.2: Culturally sensitive practices
- 5.3.3: Role of social support networks

Part 5.4: Comparative analysis and implications

- 5.4.1: Strengths and limitations of assessment methods
- 5.4.2: Strengths and limitations of treatment approaches
- 5.4.3: Implications for social psychology and practice

Introduction

In the previous Series, we examined theoretical perspectives on perceptions of abnormal behaviour, focusing on how different schools of thought shape understanding and practice. Building on that foundation, this Series turns to the **assessment and treatment of abnormal behaviour**, which is central to both psychological theory and social psychology. By learning how abnormalities are identified and addressed, you will gain practical insight into the processes that guide intervention and support.

The aim of this Series is to introduce you to the major assessment methods and treatment approaches used in abnormal psychology, and to equip you with the ability to evaluate their strengths, limitations, and implications for practice.

We shall commence this Series by exploring the foundations of assessment, including its meaning, purpose, methods, and ethical considerations. Next, we will examine psychological treatment approaches such as psychoanalytic, behavioural, cognitive, and humanistic therapies. Following that, we will move on to social and cultural treatment approaches, including community-based interventions, culturally sensitive practices, and the role of social support networks. Finally, we will conclude with a comparative analysis of assessment and treatment approaches, highlighting their strengths, limitations, and implications for social psychology and practice.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 5.1: define** the meaning and purpose of assessment in abnormal behaviour.
- **SLO 5.2: describe** the main types of assessment methods, including clinical interviews, psychological testing, and behavioural observation.
- **SLO 5.3: explain** the ethical considerations involved in assessing abnormal behaviour.
- **SLO 5.4: summarise** the key features of psychoanalytic, behavioural, cognitive, and humanistic treatment approaches.
- **SLO 5.5: analyse** social and cultural treatment approaches, including community-based interventions, culturally sensitive practices, and social support networks.



- **SLO 5.6: evaluate** the strengths and limitations of assessment methods in abnormal behaviour.
- **SLO 5.7: evaluate** the strengths and limitations of treatment approaches in abnormal behaviour.
- **SLO 5.8: assess** the implications of assessment and treatment approaches for social psychology and practice.

5.1 Foundations of Assessment in Abnormal Behaviour

Assessment is the starting point for understanding abnormal behaviour. It provides structured ways of gathering information about individuals, helping psychologists and social scientists to identify problems, plan interventions, and evaluate outcomes. In this Part, we will explore the meaning and purpose of assessment, the main types of assessment methods, and the ethical considerations that guide the process.

5.1.1 Meaning and purpose of assessment

Assessment refers to the systematic process of collecting information about an individual's behaviour, emotions, and thoughts to better understand their condition. Its purpose is to identify the nature of abnormal behaviour, determine its severity, and guide appropriate treatment. Assessment also helps in monitoring progress and evaluating the effectiveness of interventions.

Fill in the blank: Assessment is the systematic process of collecting _____ about an individual's behaviour, emotions, and thoughts.



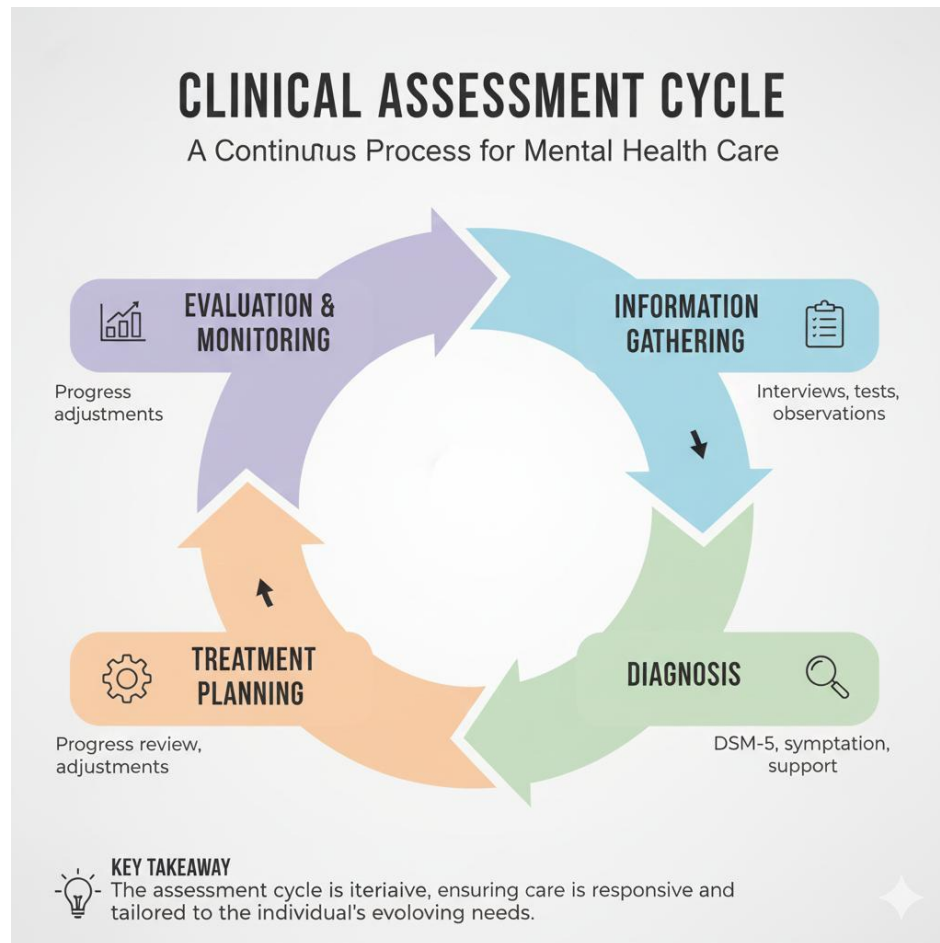


Figure 5.1: The assessment cycle in abnormal behaviour.

5.1.2 Types of assessment methods

There are several methods used in assessing abnormal behaviour:

- **Clinical interviews:** Structured or unstructured conversations that allow psychologists to gather detailed personal and behavioural information.
- **Psychological testing:** Standardised tools such as personality tests, intelligence tests, or symptom checklists that provide measurable data.
- **Behavioural observation:** Direct monitoring of an individual's actions in natural or controlled settings to identify patterns of behaviour.

Fill in the blank: Clinical interviews, psychological testing, and behavioural _____ are the main methods of assessment in abnormal behaviour.



CLINICAL ASSESSMENT METHODS

Tools for Understanding Mental Health

METHOD	DEFINITION	EXAMPLES
CLINICAL INTERVIEW A structured or unstructured conversation to gather information about a client's history, symptoms and current functioning.		• Initial intake interview • Mental status exam • Diagnostic interview (e.g. SCID)
PSYCHOLOGICAL TESTING Standardized instruments to measure cognitive abilities, personality traits and emotional states.		• Personality tests (e.g., MMPI) • Intelligence tests (e.g., WAIS) • Projective tests (e.g., Rorschach)
BEHAVIORAL OBSERVATION Directly observing and recording client's behavior in naturalistic settings.		• Classroom observations • Parent-child interactions • Self-monitoring diaries



KEY TAKEAWAY: Each method provides unique insights, contributing to a comprehensive understanding of an individual's mental health.

Table 5.1: Types of assessment methods

5.1.3 Ethical considerations in assessment

Ethical considerations are central to assessment. Psychologists must ensure **confidentiality**, which means protecting the privacy of the individual's information. They must also obtain **informed consent**, ensuring that individuals understand the purpose and process of assessment. Additionally, assessments should be conducted with **cultural sensitivity**, respecting the values and norms of the person being assessed.

Fill in the blank: Ethical assessment requires confidentiality, informed consent, and cultural _____.



ETHICAL CONSIDERATIONS IN PSYCHOLOGICAL ASSESSMENT

CONFIDENTIALITY

- Protecting client information from unauthorized disclosure, with legal limits (e.g. harm to self/others).

INFORMED CONSENT

- Clients must be fully informed about the assessment's nature, purpose, risks, and benefits, and voluntarily agree to participate.

CULTURAL SENSITIVITY

- Recognizing and adapting to cultural differences to ensure fair, accurate, and respectful assessment for diverse individuals.



KEY TAKEAWAY:

Adhering to these ethical principles is crucial for ensuring client rights, building trust, and conducting responsible psychological assessments.

Box 5.1: Ethical principles in assessment.

Pilot Questions 5.1

1. What is the main purpose of assessment in abnormal behaviour?
2. Name three types of assessment methods commonly used in psychology.
3. How do clinical interviews differ from psychological testing?
4. Why is confidentiality important in assessment?
5. What does cultural sensitivity mean in the context of assessment?
6. How does assessment help in monitoring treatment progress?

5.2 Psychological Treatment Approaches

Psychological treatment approaches provide structured methods for addressing abnormal behaviour. Each approach is grounded in a particular theory of human functioning and offers specific techniques to help individuals cope, change, or grow. In this Part, we will explore four major approaches: psychoanalytic therapy, behavioural therapy, cognitive therapy, and humanistic therapy.

5.2.1 Psychoanalytic therapy

Psychoanalytic therapy is based on Sigmund Freud's theory, which emphasises the role of **unconscious processes**—hidden thoughts, desires, and conflicts that influence behaviour. The



therapy seeks to uncover these unconscious conflicts through techniques such as free association, dream analysis, and interpretation. The goal is to bring unconscious material into conscious awareness, allowing individuals to resolve inner conflicts and reduce abnormal behaviour.

Fill in the blank: Psychoanalytic therapy seeks to uncover _____ conflicts through techniques such as free association and dream analysis.

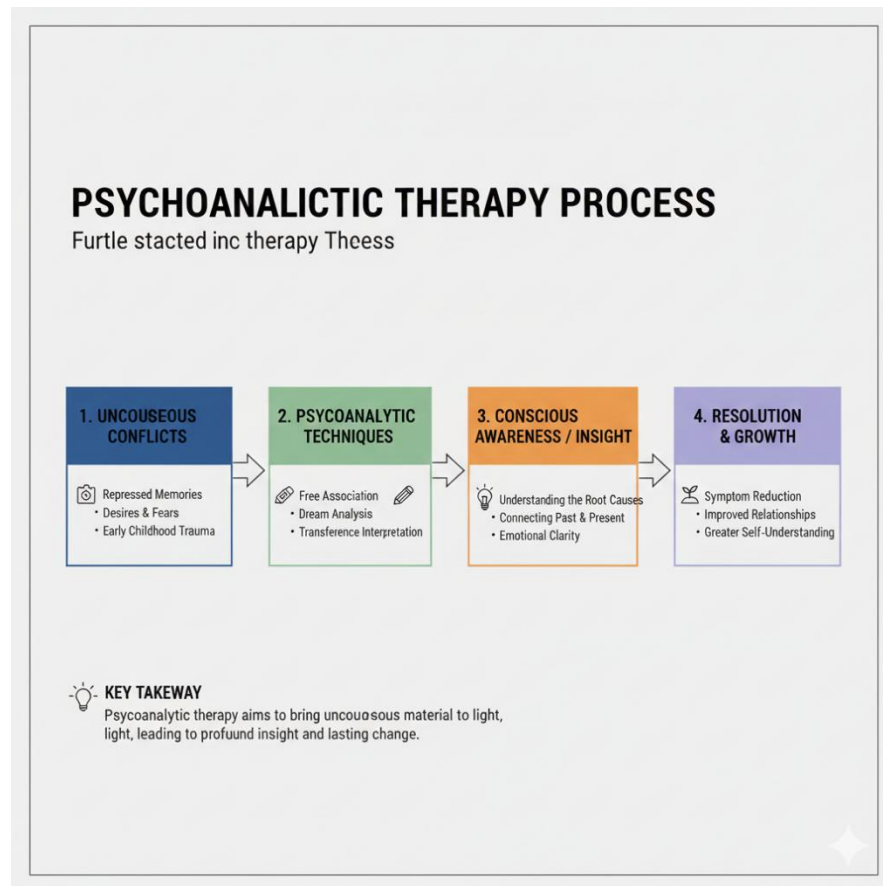


Figure 5.2: Psychoanalytic therapy process.

5.2.2 Behavioural therapy

Behavioural therapy focuses on modifying **learned behaviours**, which are actions shaped by reinforcement, punishment, and conditioning. Abnormal behaviour is seen as maladaptive learning that can be corrected through techniques such as systematic desensitisation, exposure therapy, and reinforcement schedules. The emphasis is on observable behaviour rather than internal processes.

Fill in the blank: Behavioural therapy focuses on modifying learned behaviours shaped by reinforcement, punishment, and _____.



SYSTEMATIC DESENSITIZATIONS: GRADUAL EXPOSURE THERAPY

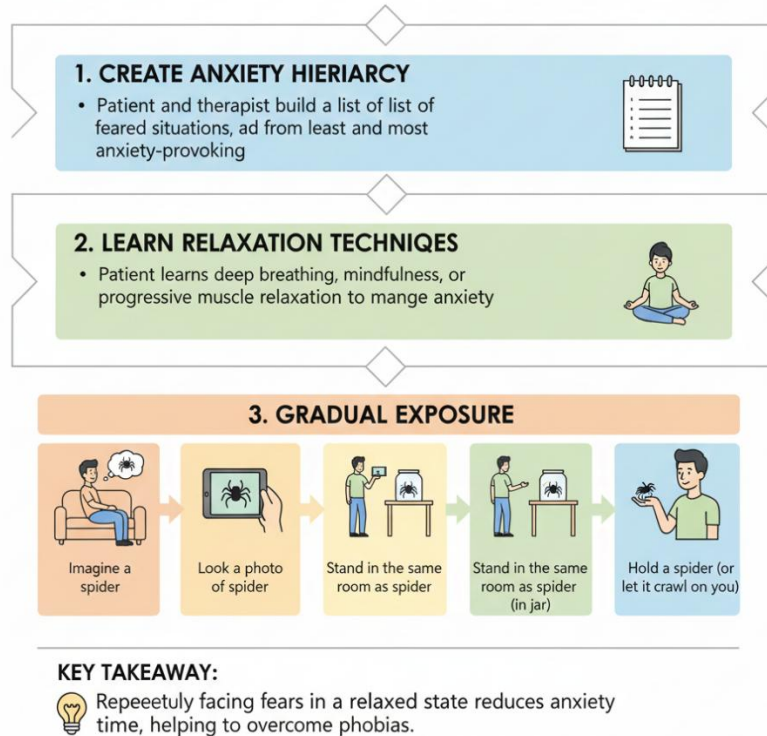


Plate 5.2: Behavioural therapy through systematic.

5.2.3 Cognitive therapy

Cognitive therapy emphasises the role of **thought patterns** and beliefs in shaping behaviour. Abnormal behaviour is often linked to distorted thinking, such as irrational beliefs or negative self-talk. Techniques include cognitive restructuring, where individuals learn to identify and replace faulty thoughts with healthier ones. The aim is to promote balanced thinking and reduce maladaptive behaviours.

Fill in the blank: Cognitive therapy aims to restructure distorted _____ patterns and replace them with healthier alternatives.

[Insert box here] Caption: Box 5.2: Key techniques in cognitive therapy Short description: A box summarising techniques such as cognitive restructuring, thought monitoring, and challenging irrational beliefs. Suggestion of a sample AI prompt: "Create a text box summarising techniques in cognitive therapy such as restructuring and thought monitoring." Search string: "cognitive therapy techniques abnormal behaviour psychology OER summary"

5.2.4 Humanistic therapy

Humanistic therapy highlights the importance of **personal growth** and **self-actualisation**, which is the process of realising one's full potential. Abnormal behaviour is seen as a result of



obstacles that prevent individuals from achieving growth, such as lack of unconditional positive regard or restrictive environments. Techniques include client-centred therapy, which emphasises empathy, acceptance, and active listening.

Fill in the blank: Humanistic therapy views abnormal behaviour as a result of obstacles to personal growth and _____.

Therapy Approach	Main Goals	Key Techniques
Psychoanalytic Therapy	Bring unconscious conflicts into conscious awareness. Resolve past childhood conflicts. Strengthen ego functioning	Free association. Dream analysis Analysis of transference and resistance.
Behavioural Therapy	Eliminate maladaptive behaviours. Learn new, adaptive behaviours. Modify observable behaviour	Classical conditioning (systematic desensitization). Operant conditioning (reinforcement, punishment). Token economy
Cognitive Therapy	Identify and change distorted thinking. Improve problem-solving skills. Reduce emotional distress	Cognitive restructuring. Thought monitoring / thought records. Challenging irrational beliefs.
Humanistic Therapy	Promote self-growth and self-actualisation. Increase self-awareness and self-acceptance. Enhance personal responsibility	Client-centred therapy. Unconditional positive regard. Empathy and genuineness. Reflective listening

Table 5.2: Comparison of psychological treatment approaches.

Pilot Questions 5.2

1. What is the main goal of psychoanalytic therapy?
2. Which techniques are commonly used in behavioural therapy to modify maladaptive behaviours?
3. How does cognitive therapy address distorted thought patterns?
4. What is meant by self-actualisation in humanistic therapy?
5. Why does behavioural therapy focus on observable behaviour rather than internal processes?



6. How does client-centred therapy promote personal growth?

5.3 Social and Cultural Treatment Approaches

Social and cultural treatment approaches emphasise the role of society, community, and cultural values in addressing abnormal behaviour. Unlike psychological therapies that focus on the individual, these approaches highlight collective support, cultural sensitivity, and social structures as essential components of treatment. In this Part, we will explore community-based interventions, culturally sensitive practices, and the role of social support networks.

5.3.1 Community-based interventions

Community-based interventions are treatment strategies delivered within the community rather than in clinical settings. They aim to make mental health care accessible, affordable, and relevant to people's everyday lives. Examples include outreach programmes, community counselling centres, and peer support groups. These interventions often reduce stigma by normalising help-seeking within familiar environments.

Fill in the blank: Community-based interventions aim to make mental health care _____, affordable, and relevant to everyday life.



Figure 5.3: Community-based interventions in abnormal behaviour treatment



5.3.2 Culturally sensitive practices

Culturally sensitive practices involve tailoring treatment approaches to respect and incorporate the cultural values, beliefs, and traditions of individuals. This ensures that interventions are not only effective but also acceptable within the cultural context. For example, incorporating traditional healing practices alongside modern therapies can improve acceptance and outcomes.

Fill in the blank: Culturally sensitive practices involve tailoring treatment approaches to respect and incorporate _____ values and traditions.



Plate 5.3: Culturally sensitive practices in treatment.

5.3.3 Role of social support networks

Social support networks refer to the family, friends, and community connections that provide emotional, practical, and psychological assistance. These networks play a vital role in recovery by reducing isolation, offering encouragement, and helping individuals manage daily challenges. Strong social support often improves treatment outcomes and reduces relapse rates.

Fill in the blank: Social support networks provide emotional, practical, and _____ assistance to individuals in recovery.



THE ROLE OF SOCIAL SUPPORT IN MENTAL HEALTH TREATMENT

A Foundation for Healing and Resilience

1. ENHANCED WELL-BEING & COPING

- Provides emotional comfort, reducing feelings of isolation
- Offers practical help (e.g. appointments, daily tasks) during challenging times

2. TREATMENT ADHERENCE & RECOVERY

- Encourages individuals to attend therapy & take medication consistently
- Celebrates small victories and provides motivating long-term recovery
- Celebrates small victories and motivation for long-term recovery

3. REDUCED STIGMA & INCREASED ACCEPTANCE

- Creates a safe space for open conversations about mental health
- Fosters understanding reduces judgement from friends, family, and community



KEY TAKEAWAY:

Strong social networks are a vital complement to clinical treatment, significantly outcomes and quality of life for individuals navigating health challenges

Box 5.3: Role of social support networks..

Pilot Questions 5.3

1. What is the main aim of community-based interventions?
2. How do community-based interventions help reduce stigma?
3. Why are culturally sensitive practices important in treatment?
4. Give an example of how traditional healing can be integrated into modern therapy.
5. What role do social support networks play in recovery from abnormal behaviour?
6. How can strong social support reduce relapse rates?

5.4 Comparative Analysis and Implications

Comparing assessment and treatment approaches allows us to evaluate their effectiveness, limitations, and relevance to social psychology. This Part focuses on the strengths and weaknesses of different methods, their practical implications, and their contemporary relevance when integrated into practice.

5.4.1 Strengths and limitations of assessment methods



Assessment methods such as clinical interviews, psychological testing, and behavioural observation each have unique strengths. Clinical interviews provide rich qualitative data, psychological testing offers measurable and standardised results, and behavioural observation captures real-time actions. However, limitations exist: interviews may be biased, tests may lack cultural validity, and observations may be influenced by artificial settings.

Fill in the blank: Psychological testing offers measurable and standardised results, but may lack cultural _____.

Assessment Method	Strengths	Limitations
Clinical Interview	Flexible and allows in-depth exploration. Builds rapport and therapeutic alliance. Provides rich qualitative information. Can clarify responses immediately	Subjective and prone to interviewer bias. Reliability may be low without structure. Depends heavily on client honesty and insight. Time-consuming
Psychological Testing	Standardized and objective High reliability and validity (if well-designed) Allows comparison with norms. Efficient assessment of specific traits or abilities	May be culturally biased. Limited depth—does not capture full context. Requires trained professionals to administer and interpret. Test anxiety can affect performance
Behavioural Observation	Direct assessment of actual behaviour. Useful when clients have limited verbal skills. Can be conducted in natural settings. Reduces reliance on self-report	Observer bias may occur. Behaviour may change due to being observed (reactivity). Time-intensive. Difficult to observe rare or internal behaviours

Table 5.4: Strengths and limitations of assessment methods.

5.4.2 Strengths and limitations of treatment approaches

Treatment approaches also vary in their strengths and weaknesses. **Psychoanalytic therapy** provides deep insight into unconscious conflicts but is time-consuming and difficult to test scientifically. **Behavioural therapy** is evidence-based and effective for specific behaviours, yet it may ignore internal thought processes. **Cognitive therapy** addresses distorted thinking



patterns but may underestimate environmental influences. **Humanistic therapy** promotes personal growth and empathy, though it can be criticised for being overly idealistic.

Fill in the blank: Behavioural therapy is evidence-based and effective for specific behaviours, but may ignore internal _____ processes.

Therapeutic Approaches			
Strengths & Limitations			
Psychoanalytic Therapy		Behavioural Therapy	
Strengths	Limitations	Strengths	Limitations
• Explores unconscious conflicts • Deep insight into past experiences • Addresses root causes of issues	• Time-consuming and lengthy • Can be emotionally intense • Lacks focus on present issues	• Effective for specific behaviors • Based on measurable change • Uses proven techniques	• Focuses only on symptoms • May ignore deeper issues • Limited attention to thoughts
Cognitive Therapy		Humanistic Therapy	
Strengths	Limitations	Strengths	Limitations
• Changes negative thinking • Problem-solving focused • Structured and goal-oriented	• Can be overly analytical • May overlook emotions • Not suitable for all issues	• Promotes self-growth • Empathy and acceptance • Focuses on personal potential	• Lacks structured techniques • May be too vague • Not effective for severe disorders

Figure 5.4: Strengths and limitations of treatment approaches.

5.4.3 Implications for social psychology and practice

The **implications** of assessment and treatment approaches are significant for social psychology. Effective assessment ensures accurate diagnosis and guides treatment planning, while diverse treatment approaches provide flexibility in addressing abnormal behaviour. Integration of psychological and social-cultural approaches enhances relevance, reduces stigma, and promotes culturally sensitive interventions. This holistic view reflects the multi-dimensional nature of abnormal behaviour.

Fill in the blank: Integration of psychological and social-cultural approaches enhances relevance, reduces stigma, and promotes _____ sensitive interventions.



Box 5.4: Implications of assessment and treatment approaches.

Pilot Questions 5.4

1. What is one strength and one limitation of clinical interviews?
2. Why might psychological testing be criticised despite its standardisation?
3. How does behavioural therapy differ from psychoanalytic therapy in its focus?
4. What is the main strength of cognitive therapy in treating abnormal behaviour?
5. Why is integration of psychological and social-cultural approaches important in practice?
6. How can culturally sensitive interventions reduce stigma in abnormal behaviour treatment?

Series Summary

This Series has focused on the assessment and treatment of abnormal behaviour, highlighting their importance in both psychological theory and social psychology. Its purpose was to show how assessment provides the foundation for understanding abnormal behaviour and how different treatment approaches, both psychological and social-cultural, contribute to effective intervention and support.

We began by examining the foundations of assessment, including its meaning, purpose, methods, and ethical considerations. We then explored psychological treatment approaches such as psychoanalytic, behavioural, cognitive, and humanistic therapies, followed by social and cultural approaches including community-based interventions, culturally sensitive practices, and the role of social support networks. Finally, we compared these methods, considering their strengths, limitations, and implications for practice. In line with the Series Learning Outcomes, you should now be able to define and describe assessment methods, explain ethical principles, summarise psychological and social-cultural treatment approaches, analyse their applications, and evaluate their strengths, limitations, and implications for social psychology.

Glossary of Terms

- **Assessment:** The systematic process of collecting information about an individual's behaviour, emotions, and thoughts to identify problems and guide treatment.
- **Behavioural observation:** A method of assessment that involves directly monitoring an individual's actions in natural or controlled settings to identify patterns of behaviour.



- **Behavioural therapy:** A treatment approach that focuses on modifying learned behaviours through techniques such as reinforcement, exposure, and systematic desensitisation.
- **Clinical interview:** A structured or unstructured conversation used in assessment to gather detailed personal and behavioural information from an individual.
- **Cognitive restructuring:** A technique in cognitive therapy where distorted or irrational thought patterns are identified and replaced with healthier alternatives.
- **Cognitive therapy:** A treatment approach that emphasises the role of thought patterns and beliefs in shaping behaviour, aiming to reduce maladaptive thinking.
- **Community-based interventions:** Treatment strategies delivered within the community, such as outreach programmes or peer support groups, designed to make mental health care accessible and reduce stigma.
- **Confidentiality:** An ethical principle in assessment and treatment that requires protecting the privacy of an individual's personal information.
- **Culturally sensitive practices:** Treatment approaches tailored to respect and incorporate the cultural values, beliefs, and traditions of individuals.
- **Humanistic therapy:** A treatment approach that highlights personal growth and self-actualisation, often using client-centred techniques such as empathy and unconditional positive regard.
- **Informed consent:** An ethical principle requiring that individuals understand and agree to the purpose and process of assessment or treatment before it begins.
- **Psychoanalytic therapy:** A treatment approach based on Freud's theory, which seeks to uncover unconscious conflicts through techniques such as free association and dream analysis.
- **Psychological testing:** Standardised tools used in assessment, such as personality tests or intelligence tests, that provide measurable data about an individual.
- **Self-actualisation:** The process of realising and fulfilling one's full potential, often emphasised in humanistic therapy.
- **Social support networks:** Family, friends, and community connections that provide emotional, practical, and psychological assistance to individuals in recovery.

Concept Check Questions [Series 5]

Objective Questions

1. Assessment is the systematic process of collecting _____ about an individual's behaviour, emotions, and thoughts. (Linked to SLO 5.1)
2. Which assessment method provides measurable and standardised results? (Linked to SLO 5.2)
3. Confidentiality in assessment means protecting the _____ of an individual's personal information. (Linked to SLO 5.3)
4. Which psychological therapy focuses on unconscious conflicts and uses techniques such as dream analysis? (Linked to SLO 5.4)
5. Community-based interventions aim to make mental health care accessible, affordable, and _____ to everyday life. (Linked to SLO 5.5)



Short-Answer Questions

6. Explain the purpose of assessment in abnormal behaviour. (Linked to SLO 5.1)
7. Describe one strength and one limitation of behavioural therapy. (Linked to SLO 5.7)
8. Why is cultural sensitivity important in treatment approaches? (Linked to SLO 5.5)
9. What role do social support networks play in recovery from abnormal behaviour? (Linked to SLO 5.5)
10. How does cognitive therapy help individuals restructure distorted thought patterns? (Linked to SLO 5.4)

Long-Answer Questions

11. Analyse the strengths and limitations of clinical interviews, psychological testing, and behavioural observation as assessment methods. (Linked to SLO 5.6)
12. Evaluate the implications of integrating psychological and social-cultural treatment approaches for practice in social psychology. (Linked to SLO 5.8)

Answers to Concept Check Questions [Series 5]

Objective Questions

1. Information.
2. Psychological testing.
3. Privacy.
4. Psychoanalytic therapy.
5. Relevant.

Short-Answer Questions

6. The purpose of assessment is to identify the nature and severity of abnormal behaviour, guide treatment planning, and monitor progress.
7. Strength: Behavioural therapy is evidence-based and effective for specific behaviours. Limitation: It may ignore internal thought processes.
8. Cultural sensitivity ensures that treatment respects values and traditions, making interventions more acceptable and effective.
9. Social support networks provide emotional encouragement, practical help, and reduce isolation, improving recovery outcomes.
10. Cognitive therapy helps individuals identify irrational beliefs and replace them with healthier, balanced thoughts.

Long-Answer Questions



Q11: Analyse the strengths and limitations of clinical interviews, psychological testing, and behavioural observation.

- **Basic response:** Clinical interviews provide detailed personal information but may be biased. Psychological testing offers standardised results but may lack cultural validity. Behavioural observation captures real-time actions but can be influenced by artificial settings.
- **Value-added response:** Outstanding learners may extend this by discussing how combining these methods improves accuracy, for example, using interviews alongside testing to balance qualitative and quantitative data. They may also highlight the importance of cultural adaptation in psychological testing.

Q12: Evaluate the implications of integrating psychological and social-cultural treatment approaches for practice in social psychology.

- **Basic response:** Integration allows for more holistic treatment, combining psychological techniques with cultural and social support to reduce stigma and improve outcomes.
- **Value-added response:** Outstanding learners may expand by considering how integration influences policy-making, community mental health programmes, and global practices. They may provide examples such as combining cognitive-behavioural therapy with culturally sensitive counselling to enhance inclusivity and effectiveness.

Answers to Pilot Questions [Series 5]

Part 5.1

- The main purpose of assessment in abnormal behaviour is to identify problems, guide treatment, and monitor progress.
- Clinical interviews, psychological testing, and behavioural observation are the three main methods of assessment.
- Clinical interviews gather detailed personal information, while psychological testing provides measurable data.
- Confidentiality protects the privacy of the individual's information during assessment.



- Cultural sensitivity means tailoring assessment to respect the values and traditions of the person being assessed.
- Assessment helps monitor treatment progress by evaluating changes in behaviour and outcomes over time.

Part 5.2

- The main goal of psychoanalytic therapy is to uncover unconscious conflicts and bring them into conscious awareness.
- Behavioural therapy uses techniques such as systematic desensitisation, exposure therapy, and reinforcement schedules.
- Cognitive therapy addresses distorted thought patterns through techniques like cognitive restructuring.
- Self-actualisation refers to realising and fulfilling one's full potential.
- Behavioural therapy focuses on observable behaviour rather than internal processes.
- Client-centred therapy promotes personal growth through empathy, acceptance, and active listening.

Part 5.3

- The main aim of community-based interventions is to make mental health care accessible and relevant to everyday life.
- Community-based interventions reduce stigma by normalising help-seeking within familiar environments.
- Culturally sensitive practices are important because they ensure treatment respects values and traditions.
- Traditional healing can be integrated into modern therapy by combining cultural practices with professional counselling.
- Social support networks provide emotional encouragement, practical help, and reduce isolation in recovery.
- Strong social support reduces relapse rates by offering stability and ongoing encouragement.

Part 5.4

- One strength of clinical interviews is the rich qualitative data they provide; one limitation is potential bias.
- Psychological testing may be criticised for lacking cultural validity despite its standardisation.
- Behavioural therapy differs from psychoanalytic therapy by focusing on observable behaviour rather than unconscious conflicts.



- The main strength of cognitive therapy is its ability to restructure distorted thought patterns.
- Integration of psychological and social-cultural approaches is important because abnormal behaviour is multi-dimensional.
- Culturally sensitive interventions reduce stigma by making treatment more acceptable and relevant to diverse groups.

References and Attributes [Series 5]

General References

- Comer, R. J. (2018). *Fundamentals of abnormal psychology* (9th ed.). New York: Worth Publishers.
- Sue, D., Sue, D. W., Sue, S., & Sue, D. M. (2016). *Understanding abnormal behaviour* (11th ed.). Boston: Cengage Learning.
- World Health Organization. (2019). *Mental health: Strengthening our response*. Retrieved from <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: APA.

Illustrations and Attributes

Figure 5.1: The assessment cycle in abnormal behaviour

- Attribution: AI-generated diagram using Copilot image generation.
- Prompt: “Create a diagram showing assessment as a cycle: information gathering → diagnosis → treatment planning → evaluation.”
- Suggested OER search string: “assessment cycle abnormal behaviour psychology diagram OER”

Table 5.1: Types of assessment methods

- Attribution: AI-generated table using Copilot formatting.
- Prompt: “Create a table listing clinical interviews, psychological testing, and behavioural observation with definitions and examples.”
- Suggested OER search string: “types of assessment methods abnormal behaviour psychology OER table”

Box 5.1: Ethical principles in assessment

- Attribution: AI-generated box using Copilot formatting.



- Prompt: “Create a text box summarising confidentiality, informed consent, and cultural sensitivity in psychological assessment.”
- Suggested OER search string: “ethical principles psychological assessment abnormal behaviour OER summary”

Figure 5.2: Psychoanalytic therapy process

- Attribution: AI-generated diagram using Copilot image generation.
- Prompt: “Create a diagram showing psychoanalytic therapy process: unconscious conflicts → techniques → conscious awareness → resolution.”
- Suggested OER search string: “psychoanalytic therapy process diagram OER”

Plate 5.2: Behavioural therapy through systematic desensitisation

- Attribution: AI-generated image using Copilot image generation.
- Prompt: “Generate an image showing systematic desensitisation with gradual exposure to a feared stimulus.”
- Suggested OER search string: “systematic desensitisation behavioural therapy psychology OER image”

Box 5.2: Key techniques in cognitive therapy

- Attribution: AI-generated box using Copilot formatting.
- Prompt: “Create a text box summarising techniques in cognitive therapy such as restructuring and thought monitoring.”
- Suggested OER search string: “cognitive therapy techniques abnormal behaviour psychology OER summary”

Table 5.2: Comparison of psychological treatment approaches

- Attribution: AI-generated table using Copilot formatting.
- Prompt: “Create a table comparing psychoanalytic, behavioural, cognitive, and humanistic therapies with goals and techniques.”
- Suggested OER search string: “comparison psychological treatment approaches abnormal behaviour OER table”

Figure 5.3: Community-based interventions in abnormal behaviour treatment

- Attribution: AI-generated diagram using Copilot image generation.
- Prompt: “Create a diagram showing community-based interventions with outreach programmes, counselling centres, and peer support groups.”
- Suggested OER search string: “community-based interventions abnormal behaviour psychology diagram OER”

Plate 5.3: Culturally sensitive practices in treatment



- Attribution: AI-generated image using Copilot image generation.
- Prompt: “Generate an image showing a therapist working with a client while acknowledging cultural traditions.”
- Suggested OER search string: “culturally sensitive practices abnormal behaviour psychology OER image”

Box 5.3: Role of social support networks

- Attribution: AI-generated box using Copilot formatting.
- Prompt: “Create a text box summarising the role of social support networks in abnormal behaviour treatment.”
- Suggested OER search string: “social support networks abnormal behaviour psychology OER summary”

Table 5.4: Strengths and limitations of assessment methods

- Attribution: AI-generated table using Copilot formatting.
- Prompt: “Create a table comparing strengths and limitations of clinical interviews, psychological testing, and behavioural observation.”
- Suggested OER search string: “strengths limitations assessment methods abnormal behaviour psychology OER table”

Figure 5.4: Strengths and limitations of treatment approaches

- Attribution: AI-generated diagram using Copilot image generation.
- Prompt: “Create a diagram showing psychoanalytic, behavioural, cognitive, and humanistic therapies with strengths and limitations.”
- Suggested OER search string: “strengths limitations treatment approaches abnormal behaviour psychology diagram OER”

Box 5.4: Implications of assessment and treatment approaches

- Attribution: AI-generated box using Copilot formatting.
- Prompt: “Create a text box summarising implications of assessment and treatment approaches for social psychology.”
- Suggested OER search string: “implications assessment treatment approaches abnormal behaviour psychology OER summary”



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