**Chapter 5: Psychopathology**

**The Cognitive Route to Depression**

**Activity type** Consolidation, application

This set of slides covers the general principle of the cognitive explanation of depression followed by the explanations offered by Beck and Ellis.

The slides include examples of how the models work and invites students, in a DIY section, to apply these explanations to brief case studies. Cartoons lighten a depressing topic!

**Practical use**

Teacher to use as whole class exercise and discussion

**Additional notes**

See notes on the presentation.

Some slides include examples of irrational beliefs. These are based on Ellis, A. (1962) *Reason and emotion in psychotherapy*. New York: Stuart

**Cognitive Distortions and Depression**

**Activity type** Evaluation

This handout provides a brief summary of a study of the relationship between scores on the BDI (Beck Depression Inventory) and the ATQ (Automatic Thought Questionnaire). It therefore provides some evaluative material in support of this approach.

The questions asked on the sheet are mainly concerned with research methods so the students will need to have covered these research methods topics to make full use of the handout.

Of course, it is possible to use the study alone for evaluation and return to the questions as a revision aid once the research methods have been covered.

**Practical use**

Individual exercise

**Additional notes**

Extension: There is a useful description of the Beck Depression Inventory on Wikipedia if you want to find out more about it.


**Answers**

1. **a)** An opportunity sample is not necessarily a representative sample of the target population.
   **b)** A positive point concerning the sample of participants is the relatively large number as this increases the chances that it will be representative.
   A negative point is that all students from one university are likely to be similar in age, socio-economic background and culture.

2. Any suitable method: random, systematic, stratified, volunteer. Student must explain how it would be done.

3. An advantage of questionnaires is that they are cost-effective. They can gather large amounts of data quickly because they can be distributed to large numbers of people. A disadvantage is that the responses given may not always be truthful. Respondents may be keen to present themselves in a positive light and this may influence their answers.

4. Answers should be contextualised. Advantages of using an interview: no questions can be skipped over; people may be more likely to answer seriously and think carefully about their answers. Disadvantages of using an interview: more time consuming; more expensive as requires more people.

5. It is impossible to establish cause and effect from correlational data. In this case, it is not possible
to say that the dysfunctional thoughts caused the depression or that depression caused the negative thoughts.

6. The scattergram should show a positive relationship with labels saying scores on BDI and scores on ATQ on the axes (not just BDI and ATQ).

7. The results show a positive relationship between negative thoughts and depression as predicted by the theory.

8. They don’t show that depression is caused by negative thoughts only that there is a positive relationship between them.

**Devise your own irrational beliefs**

**Activity type** Application

The basis of Beck and Ellis’ theories is that people have irrational/maladaptive beliefs.

In small groups, get students to compile a list of beliefs that might correspond to those of Beck and Ellis.

**Practical use**

Small group activity

**Additional notes**

The handout provides guidance and a summary of the categories of maladaptive beliefs of both theorists with an example to start them off. The exercise will help students remember the types of irrational beliefs of both theorists and help them provide an example of such beliefs in an essay.