



# Using Literary Works to Teach Psychopathology: A Qualitative Document Analysis Regarding Alcohol Use Disorder

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## ABSTRACT

Bringing real-life cases to the educational environment and presenting them to students is one of the main goals of psychology. However, this is unfortunately not as easy as it is said, both ethically and practically. Since the educational materials to be offered to students on this subject are insufficient, academics and lecturers recommend that their students read case studies in psychopathology lessons or watch videos depicting certain disorders. While the use of films in both national and international literature in psychology and psychological counselling theories and practices is increasing, it is thought-provoking that there is no similar interest/attempt in reading literary works. Despite the (not)reading rates, the using literary works in students' education is overshadowed by films constitutes the main motivation of this study using literary works in students' education is overshadowed by films, which constitutes this study's main motivation. In this sense, the main purpose of the research is to provide an example of how literary works can be used in psychopathology teaching. Accordingly, Jean-Louis Fournier's book entitled "My daddy never killed anybody" was examined in terms of both causal factors and DSM criteria by using document analysis, which is one of the qualitative research methods, to delineate "alcohol use disorder. Accordingly, Jean-Louis Fournier's book named "My daddy never killed anybody" was examined in terms of both causal factors and DSM criteria by using document analysis, which is one of the qualitative research methods, to delineate "alcohol use disorder". In conclusion, it is thought that analysing literary works in terms of psychopathology and actively discussing them in front of a class will make the teaching process more creative and permanent.

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Keywords:

Psychopathology, literature, teaching psychopathology, alcohol use disorder

## 1. Introduction

American Psychiatric Association defines mental disorders as "a syndrome characterized by clinically significant disturbance in an individual's cognition, emotion regulation, or behaviour that reflects a dysfunction in the psychological, biological, or developmental processes underlying mental functioning" (APA, 2013). Psychopathology is a discipline that examines the causes, bases, diagnosis, and treatment of these disorders. In this sense, it can be seen that it is sometimes used synonymously with abnormal psychology (APA, 2021). The concept of psychopathology is a concept that is at the heart of psychological counseling because psychotherapy or counseling is based on understanding mental disorders (Rudd, 2013). The practice of any mental health professions like clinical and counseling psychology, psychiatry, and social work largely depends on recognizing and conceptualizing multiple forms of mental disorders. Therapists, regardless of their professional background and theoretical orientation, should be aware of the various manifestations of

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psychopathology (Castonguay et al., 2013). For this reason, knowledge of psychopathology can be considered as a significant guide for intern psychotherapists not to get lost in the psychology maze (Rudd, 2013). On the other hand, it is asserted that both the quality and quantity of psychopathology training are inadequate, and those trainee psychotherapists require additional training and clinical supervision under the supervision of a clinician (Stanghellini & Fiorillo, 2015).

### 1.1. Why Use Literary Works?

One of the main goals of psychology is to present real-life cases to students in an educational setting. However, this is unfortunately not as easy as it is said, ethically and practically. Therefore, it can be stated that the educational material offered to students is insufficient (Derin & Yıldız, 2018). Due to this deficiency, academics who wish to close the gap attempt to teach their students how to characterize mental disorders by recommending that they read case studies or watch videos depicting particular disorders during psychopathology lectures (Balsis et al., 2006). Psychology is especially significant in analysing literary works because there is almost no literary work in which there is no "individual" at its centre.

For this reason, it is thought important to draw students' attention to psychological novels in psychopathology teaching. Stanghellini and Fiorillo (2015) define psychopathology as a discourse (logos) about the pains (pathos) affecting the human mind (psyche). It is clear that psychology, which aims to study this discourse and psychic processes, can be based on the study of literature because the human soul is the womb of all sciences and arts (Jung, 2011). In this sense, there is a sturdy relationship between literature and psychology. Both deal with people's reactions (perceptions of the world, misery, wishes, desire, fear, conflicts and compromises, etc.) (Aras, 2015).

### 1.2. Reading vs. Watching: Their Effect on Human Life

In literature, many films (Derin & Yıldız, 2018; Nittoli & Guiffrida, 2018; Scholl et al., 2014) and a small number of literary works (Whipple & Tucker, 2012) have been studied from the counseling theories perspective. Similarly, some films deal with the psychopathological process (Lis & Tuineag, 2017; Tobia et al., 2013), but it seems that there is a need for studies in which novels or other literary works are handled and analysed as "a possible case" in the psychopathological process. While the use of films in both national and international literature in psychology, counseling theories, and practices is increasing, it is thought-provoking that there is no similar interest/attempt in reading literary works. Of course, it is a desirable situation that films actively attract students to education, which positively affects learning (Nadir, 2013). However, scientific studies on the effects of watching television (TV) demonstrated that this act is not so innocent. Many scientific studies are revealing that TV has negative effects on children (Nathanson & Rasmussen, 2011; Takeuchi et al., 2015), youngster (Christakis & Zimmerman, 2009; Hoang et al., 2016), adults, and the elderly (Fancourt & Steptoe, 2019) in academic, social, physical or cognitive terms. It has been determined that watching TV harms intellectual abilities (Takeuchi et al., 2015) and verbal intelligence (Christakis & Zimmerman, 2009) and that TV predicts an increase in aggressive behaviour longitudinally (Anderson & Bushman, 2002). Similarly, a study conducted in Japan (Takeuchi, 2013) found that watching television negatively affects the frontopolar area located in the frontal lobe of the brain (This area is the region that plays an active role in the evaluation of produced information and the execution of the functioning in the prefrontal region. ), promotes aggressive behavior, and impairs verbal intelligence. Hoang et al. (2016) also stated that long-term TV viewing in early adulthood could cause cognitive ageing even before middle age. On the other hand, many scientific studies can be mentioned that emphasize that regular reading habits contribute to the bio-psycho-social development of individuals. In particular, reading literary fiction has been proven to improve brain development (Houston et al., 2014; Kidd & Castano, 2013), and enhances intellectual skills and empathy (Kidd & Castano, 2013). For example, Berns et al. (2013) asked 21 participants to read a thriller novel (Pompeii by Robert Harris) in their study to reveal the effects of reading book on the human brain. They then took these individuals into functional magnetic resonance imaging (fMRI) scans for 19 consecutive days and examined the effect of the novel being read on the connections in the brain. At the end of the study, the researchers found that the connections in the brain regions associated with story comprehension increased and increased activation in the sensory-motor cortex. To sum up, although it is stated that reading case studies/novels and watching movies/videos can be beneficial for students, it is a crystal-clear fact that reading books is far ahead in the development of the individual. When looking at the studies comparing the advantages and disadvantages of watching television

and reading books, it is seen that the result is clearly in favour of "reading books". (Berns et al., 2013; Nathanson & Rasmussen, 2011). However, unfortunately, "the act of reading books" ranks 235 in the requirement list of people in Turkey in which the average time spent on reading a book per day is one minute, while the time spent watching TV is six hours (Cnnturk, 2017; Timeturk, 2017). On the other hand, while the average time of watching TV in all European countries is three hours and 43 minutes, the rate of reading books varies between two and 13 minutes (Statista, 2018a, 2018b). Despite the detailed scientific findings expressed above and the rates of (not) reading, the use of literary works in education is overshadowed by movies constitutes the main motivation of this study. In this sense, the study aims to provide an example of how literary works can be used in teaching psychopathology and to analyse this in line with Diagnostic and Statistical Manual of Mental Disorders (DSM) and causal factors that may provoke the disorder. Also, this study, though not directly, aims to facilitate the learning process by enabling each student or trainee who learns psychology, counseling and psychopathology courses to look at each book as a possible case, and to contribute to their intellectual knowledge. It is known that nosological classifications such as DSM and ICD develop a system based on diagnosis, not etiopathogenesis (causative factors of psychopathology) (Linden & Hewitt, 2018). This means that DSM alone is not the most effective assessment guide in understanding which psychopathological process an individual is going through (Kaya & Yildirim, 2021). Therefore, in this study, it is emphasised that focusing on "etiopathogenesis" is also important besides DSM in teaching psychopathology. Since giving the equivalents of both DSM criteria and all of the causal factors in the literary work will increase the volume of the study more than necessary, a model proposal will be presented in line with the purpose of the study by trying to give some of the DSM criteria and causal factors of alcohol use disorder (AUD).

## **2. Method**

### **2.1. Research Model**

The main purpose of the study is to present a "bio-psycho-socio-cultural" model on how literary works can be used in teaching psychopathology. The best way to achieve this goal is to use "document analysis" which is one of the qualitative research methods because document analysis is a qualitative research approach aimed at systematically reviewing printed or online documents (Bowen Glenn, 2009). Like in other qualitative approaches, this approach requires interpreting the data to discover implicit meanings, research, and understand the process (Altheide, 2000). Accordingly, the Turkish translation<sup>2</sup> of the book named "My daddy never killed anybody" by the French author Jean-Louis Fournier (2016) was accepted as the document.

### **2.2. Why This Book?**

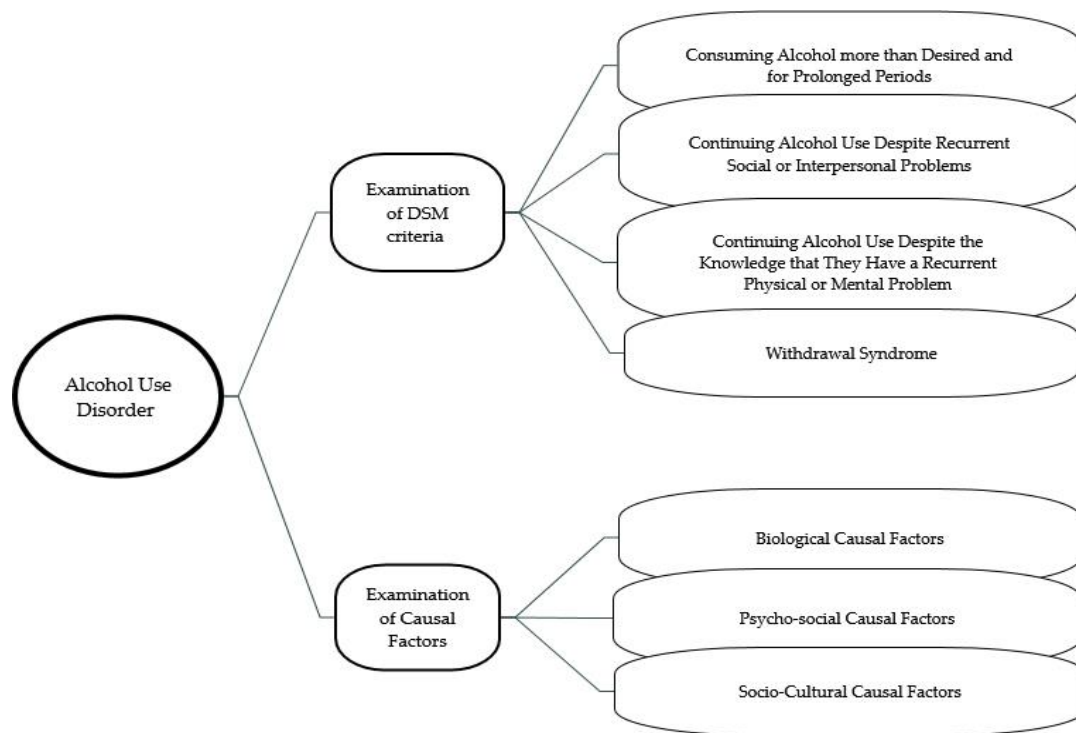
As is known, psychopathology is a field in which many psychological/psychiatric disorders are examined. For this reason, it is a significant issue to carefully select the literary works that are planned to be analysed and recommended to students. For example, recommending an excessively lengthy novel for a single psychological disorder may decrease the motivation of students to attend lectures and learn. Also, another major issue is to choose the appropriate book content for the disorders to be taught. In this sense, it is considered that Fournier's book is at the ideal length (84 pages) for teaching psychopathology (AUD). Also, the book is considered valuable in that it covers a significant part of the diagnostic criteria and reveals how an alcoholic father looks from his son's point of view (this is important for understanding and summarising the bio-psycho-socio-cultural dimension of the disorder). Finally, the author's humorous language that does not bother the reader can be shown among the reasons for choosing this work.

### **2.3. Data Analysis**

Fournier's book was discussed by the following the criteria of "AUD" in DSM V (APA, 2013) and "bio-psycho-socio-cultural" causal factors (Butcher et al., 2017) that may cause this disorder. The data were analysed using the content analysis method. Four of the 11 items constituting AUD were determined as sub-themes in the analysis process. Merriam (2016) suggested that researchers use the literature to determine the themes during content analysis. After the sub-themes were decided (See Figure 1. for the theme and sub-themes), passages thought to correspond to these sub-dimensions/criteria in the text were coded using NVivo 12.0 qualitative data analysis software.

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<sup>2</sup> This author's book has not been translated into English yet.



**Figure 1.** Themes/ Sub-Themes Regarding the Alcohol Use Disorder

#### 2.4. Validity and Reliability

Validity and reliability for qualitative research mean that the subject to be investigated should be handled as objectively as possible. Thus, meticulous reporting of the data obtained by researchers is an essential criterion for research validity. For example, reporting direct quotations in line with the purpose of the research is a significant step towards validity (Yıldırım & Şimşek, 2016). Examination of the data by another independent researcher is another technique that increases both reliability and validity (Merriam, 1995). In this regard, a psychiatrist provided support for the compliance of the extracted analyses and quotations with the DSM criteria. In addition, Whittemore et al. (2001) state that the use of computer software such as NVivo and MAXQDA increases the reliability of qualitative studies. NVivo 12.0 qualitative data analysis software was used in this study to make coding more systematic. Finally, the accessibility of the document examined is another factor affecting the accuracy of it, and so is the validity and reliability of the study. Researchers should not leave unanswered questions of the report analysed such as date, author etc. (Merriam & Tisdell, 2015). Therefore, the identity of the document examined in this study is given in Table 1.

**Table 1.** Document Identity

The Name of the Book	My daddy never killed anybody
Author	Jean-Louis Fournier
Original Language	French
Translator (to Turkish)	Zafer Demez
Original Name of the Book	Il a jamais tué personne, mon papa.
Date of Issue	2016
Publisher	Yapı Kredi
Place Published and Edition	Istanbul – 2 <sup>nd</sup> Edition
Page Number	84
Book content with one sentence	A hero, protective, playful, humble, problematic image from the eyes of a child: Father (Back cover of the book)

#### 3. Findings

In this section, after the analysis of the book named “My daddy never killed anybody” in the context of “AUD”, quotations that are thought to be in accordance with DSM V criteria and the etiopathogenesis of the disorder are included.

### 3.1. Alcohol Use Disorder (AUD): Examination of DSM criteria

In DSM V, there are 11 items under the AUD criteria. It is sufficient for at least two of these items to create an alcohol use pattern that causes clinically significant problems for the diagnosis (APA, 2013). Only four of the DSM criteria will be included under this main theme/title:

#### 3.1.1. Consuming Alcohol more than Desired and for Prolonged Periods

AUD is a medical condition characterized by an inability to control alcohol use and has negative effects on an individual's work, social, and health life (NIAAA, 2020). Individual alcohol consumption has been increasing daily and is becoming an increasingly global problem. Manthey et al. (2019) conducted a study on alcohol consumption tendency in 189 countries and found that alcohol consumption increased by approximately 70 percent between 1990 and 2017. In the same study, it is predicted that half of the adults in the world will consume alcohol by 2030. Although it is stated that controlled alcohol consumption is harmless (Kunzmann et al., 2018), researchers have declared that the global destruction caused by alcohol, which causes approximately 3 million deaths per year, is growing, and there is no safe limit to drinking alcohol (Griswold et al., 2018). In the analysed book, the author expresses that his father could not control alcohol consumption as follows:

*... (my father's) work had taken a long time, and I had seen my father drinking his first and then the second glass between the curtain of the house. Then I had honked the horn in the middle of the steering wheel. My father came in very angry. He had known immediately that I was honking the horn. He had said I should not have disturbed him while he was working. Then I left him to work. My father worked so hard in the evening that he could not walk properly." (Fournier, 2016, p.68).*

The author stated that excessive alcohol use caused the death of his father in the following tragic words:

*"...One morning, my mother came into my room very early. 'I think your father is dead!' she said. I remember saying 'Again?'. I had seen my father so dead drunk that I would not know the difference between a real dead and a dead drunk. Then my father was a doctor, and a doctor wouldn't die. 'This time it's real. Come on, get up!' My mother said. I got up. I went to his room. He fell by the bed, his mouth was full of blood. He didn't scold me, and he was really dead." (Fournier, 2016, p. 76).*

#### 3.1.2. Continuing Alcohol Use Despite Recurrent Social or Interpersonal Problems

AUD plays an important role in experiencing domestic violence, such as partner violence, child abuse (Lander et al., 2013), and social problems that cause serious accidents and injuries (Oliveira et al., 2020; Papalimperi et al., 2019). In the following statements taken from the analysed book, the author summarises how his father became a problematic individual both within the family and in society:

*"My father was treating people who were not rich, and these people often did not pay, but they offered a drink in return because my father liked to have a glass, even many. When he returned home in the evening, he was very tired. Sometimes he said he would kill my mother, and sometimes he would say this to me...*

*He nearly killed people with his car, but nearly. He crushed many chickens and ducks. He did not crush any cows, only sheep. One day he dived into a herd with his car, injured many sheep, but did not crush the shepherd, he stopped right in front of him." (Fournier, 2016, pp. 15,31).*

Alcohol is seen as an important risk factor for almost all kinds of injury events, whether intentional (fighting with someone, suicide, etc.) or unintentional (poisoning, falling, burning, traffic accident, etc.) (WHO, 2018). While sometimes, excessive alcohol consumption experienced even once can cause irreversible consequences (Moss, 2013), alcohol-dependent individuals continue to do this repeatedly, even in situations that may be dangerous. The following statements of the author support how an alcohol-addicted individual persistently continues these risky actions are remarkable.

*"...My father had to pay the price of compensation for many accidents. One day, to someone telling that my father caught his clothes while driving, another time for a whole lamb crushed by him then for a wheelbarrow loaded with flower pots that overturned, for a man shortened his leg because of him and for many other accidents..."*

*On one occasion, my father probably was very tired (drank), couldn't take the bend before the bridge and fly into the river with his bike." (Fournier, 2016, pp.68,31)<sup>3</sup>*

### 3.1.3. Continuing Alcohol Use Despite the Knowledge that They Have a Recurrent Physical or Mental Problem

The clinical picture is not pleasant at all for individuals who consume excessive alcohol. Alcohol is a traumatizing disorder that kills or cripples individuals at a young age. It is one of the main causes of many diseases like liver cirrhosis and sexual problems, especially cancer (stomach, pancreas, larynx, etc.) (WHO, 2018). The liver absorbs approximately 95% of the alcohol consumed, and the remaining part is excreted through urine and sweating (Papalimperi et al., 2019). As it can be seen, since the liver is the organ responsible for the metabolization of alcohol, a large amount of alcohol ingested forces the liver to work above its capacity and eventually causes severe damage to the organs (Butcher et al., 2017). The following statements show strikingly how the individual walked to death despite the fatal harm caused by alcohol use:

*"Alcohol and tobacco inflicted great damage to my father's lungs. One day he had to go to the mountain to treat his lungs. He found himself in a sanatorium on the Schlucht Mountain gorge in the Vosges region in western France. My father received treatment but also managed to escape from the sanatorium while the cure continued. He was walking with his slippers on the snow for a drink in the only cafe in the village. His lungs were healing, but his real illness was not." (Fournier, 2016, p.71).*

### 3.1.4. Withdrawal Syndrome

According to the World Health Organization (WHO, 2018) data, approximately 2.3 billion people in the world consume alcohol, and 283 million suffer from AUD. A global effort is also being made to minimise this rapidly increasing global problem (WHO, 2010). However, many obstacles such as political (Peer, 2017), socio-cultural (Eashwar et al., 2020) and neuro-psychological (Fernández-Serrano et al., 2010) that prevent to reach maximum efficiency from these efforts. Withdrawal syndrome is one of the neuropsychological factors that negatively affect this process. This syndrome, which creates many physical and psychological negative effects, particularly affects the body's stress response system (Becker, 2008). Thus, the individual cannot think of something other than alcohol. The author expresses his father's efforts to quit alcohol and how this effort failed as follows:

*"My dad used to be sad at home. I had a feeling that he was not interested in anything. He was no longer reading or listening to the radio. We felt something was missing. He was like a patient who had not taken his medication... I remember one day he went through a grave madness crisis. He filled loads of cigarettes in his mouth with a cigar in the middle. His head was like a dandelion flower. He walked around the house in this state, but nobody wanted to laugh. The situation was serious and did not know what he was doing." (Fournier, 2016, pp.29-75)*

## 3.2. Alcohol Use Disorder (AUD): Examination of Causal Factors

As emphasised before, the causal factors related to alcohol use have been analysed under three subtitles/themes as biological, psycho-social and socio-cultural in line with the "bio-psycho-socio-cultural" approach.

### 3.2.1. Biological Causal Factors

AUD is defined as a "relapsing brain disease" that continues to be used despite the negative consequences caused by alcohol (Kamarajan et al., 2020; Zhu et al., 2017). This definition emphasises that the brain plays the main role in the realisation of addiction. In particular, dopamine pathways and brain reward circuit (Ventral tegmental area; VTA, Ventral Striatum; VS, Nucleus accumbens; NAc etc.) play a significant role in the activation of neurochemical processes at the base of addiction (Uhl et al., 2019). After drinking alcohol, the stimulation of this reward system causes this behaviour to be reinforced, and thus addiction occurs (Horseman & Meyer, 2019). Long-term drinking with addiction causes severe mental health problems such as "Korsakoff Syndrome" (Ritz et al., 2021) and "Delirium Tremens" (Calvo et al., 2018). Especially "delirium tremens", also known as alcohol withdrawal syndrome, occurs after the individual suddenly reduces or quits alcohol, so

<sup>3</sup> The quotation here also directly meets the expression of another diagnostic criterion of the AUD that is "Repetitive use of alcohol in potentially dangerous situations". Just as here, it should be stated to students that citations from books may refer to more than one diagnostic criteria from time to time.

alcohol addiction becomes more lethal (Sørensen et al., 2019). The author explains below, using a funny memory, that his father diagnosed this in one of his patients as follows:

*“Another time my mother opened the door to another customer, the woman did not seem very happy. She was very angry with my father because he told her that her husband was a very thin man’s ass\*. The lady client was trying to explain that this was not true. My father had said that her husband had ‘delirium tremens’. What they said was in Latin. It means trembling delusion and is a very serious illness seen in alcoholics, a kind of madness.*

*\* Translator’s Note: The French equivalent of ‘a very thin man’s ass’ is ‘Deryerdom tromens’. The woman got it wrong because its pronunciation was similar to the ‘delirium tremens’.” (Fournier, 2016, p. 28).*

When alcohol inhibits glutamate, one of the neurotransmitters in the brain, it causes a decrease in brain functioning and impairment of functions such as learning and judgment. This situation causes individuals to lose control over the impulses they can normally control and the perceptions become blunted. In such a case, individuals bravely expose the issues that previously disturbed them (Butcher et al., 2017). The author expresses the reaction of his father, who lost control after consuming excessive alcohols to the grandmother as follows:

*“My father would sometimes be angry or furious, then call the police. The gendarmes always would come and try to calm my father, who talked nonsense. One day, my father said that my grandmother wanted to rape her. I did not know what it meant, but it must have been something serious. I had seen that word in a newspaper. I think it meant killing a woman, or worse.” (Fournier, 2016, p.53).*

### 3.2.2. Psycho-social Causal Factors

AUD is defined as a relapsing brain disorder; this definition has been a matter of debate as it ignores the psycho-social aspect and importance of AUD because this definition adopts a reductionist approach instead of a holistic approach (Cunningham & McCambridge, 2012). However, it is emphasized that even genetics, which is known to have a very high effect (60%) on addiction, is crucial in its interaction with the environment (NIAAA, 2020). It is stated that this disorder hidden in genetics cannot occur without exposure to a psycho-socially negative environment that will pave the way for the emergence of addiction (Butcher et al., 2017). For this reason, it is essential to carefully consider the "psycho-social" approach to understanding any psychopathological situation. Many different or similar psycho-social causative factors can be mentioned that trigger AUD and other psychopathological disorders. For example, having alcoholic parents (Omkarappa & Rentala, 2019), marital conflict (Windle & Windle, 2019), parents' attitude toward alcohol (Tael-Öeren et al., 2019), individuals' psychological vulnerability (Gowin et al., 2017) can be shown among the psycho-social problems that trigger AUD.

The lifestyles of parents, who are the most important role models in life for the individual, have a significant impact on children's future lives. For example, Lander et al. (2013) emphasize that the fact that only one of the parents experiences AUD increases the possibility of children being affected emotionally and mentally, causing psychological problems. Another study (NIAAA, 2020) revealed that those who started using alcohol before the age of 15 had five times more AUD than those who started using alcohol at the age of 21 or later. In the book examined, the author expresses how his father offered him a drink many times in a cafe despite all the problems he had due to alcohol use as follows:

*“On a Sunday, my father took me to a cafe, where he offered me an aperitif as if I were an adult. I drunk a Martini because Martini is a little sweet. There was a piece of lemon peel floating on it. They presented it in a very thick glass like a lens, so it looked like it had a lot of Martini in it, but it was not like that. The glass had emptied too quickly. I was feeling good. My ears burned a little by the martini effect. I found everyone very pleasant. Then my father repeated “Martini” many times, and the pleasantness faded.” (Fournier, 2016, p.70).*

It is possible to find many studies (Birditt et al., 2018; Bresin et al., 2020) on the problematic relationships between spouses and families of individuals with AUD. In particular, research findings reveal that alcohol use seriously impacts marital satisfaction and relationship quality in marriage (Windle & Windle, 2019). While mild drinking was associated with increased quality and length of the relationship, pathological drinking was associated with low marital satisfaction and a high divorce rate (Collins et al., 2007; Homish et al., 2009; Kendler et al., 2017). Worse still, it is stated that alcohol use causes both physical and psychological violence

against the partner (Bresin et al., 2020). The author describes how his father, who suffered from alcohol use, used psychological violence against his mother as follows:

*“We would not really want my dad to have an automatic gun because sometimes weird ideas used to form in his mind. Many times, he would say that he would kill my mother. We would think he said this just for fun, but he was not joking at all.”*

The author expresses the attitude of his mother, who is tired of his father's situation, as follows:

*“One day, my mother was fed up, really fed up. Living with my father was very difficult, even impossible... My mother locked the door to prevent my father from entering the house, and we went to bed. We would finally be able to sleep well.”* (Fournier, 2016, pp. 33,64).

One of the most significant problems caused by AUD is self-harm and suicide attempts. It is known that repetitive self-harm behaviour increases, especially with the onset of alcohol abuse (Ness et al., 2015). In a study by Griffin and her colleagues (2018) conducted in Ireland, it was found that approximately 43% of self-harm cases admitted to the hospital were due to alcohol use. Also, the increased amount of alcohol consumed constitutes a risk factor for suicide. Meta-analysis studies revealed that individuals with AUD have three times the risk of suicide comparing those without (Conner & Bagge, 2019). Below, the author describes his father's repetitive suicide attempts and self-harming behaviour as follows:

*“My father used to like committing suicide. He has attempted this many times. He usually attempted suicide on Sundays, when everyone was there, preferably at the festive meals. My father would take his scalpel and cut a vein from the inside of his elbow. We were afraid at first, not wanting him to die. My mother, who was used to this situation, would pretend nothing had happened and continued talking to us. She used to ask us about our school and our friends as the blood flowed. Seeing that we were not taking care of him, my father used to worry and rush into his study room for dressing his wound.”* (Fournier, 2016, p.19).

### 3.2.3. Socio-Cultural Causal Factors

It is known that culture, religions, customs, and traditions affect alcohol consumption. For example, from a cultural perspective, alcohol is seen as a part of social life in western civilisation (Butcher et al., 2017). In celebrations, social events, and easing tensions, alcohol is often regarded as a “social lubricant” (Capito et al., 2017). In addition to the culture, it is stated that religious beliefs also affect addictions, but this effect has a more protective role, contrary to the example given above (Baena et al., 2019). For example, researchers have indicated that the rate of alcohol consumption is much lower in Muslim countries where alcohol consumption is religiously prohibited (Assanangkornchai et al., 2016). Similarly, a study conducted in Spain found that religiosity is efficient in low alcohol consumption, and non-believers consume much more alcohol than Catholics (Baena et al., 2019). In the book analysed, the author also states that his dad tried to get help from a priest to benefit from this positive effect of religion on alcohol use, and how the priest avoided using alcohol as follows:

*“Everything has been tried to make my father quit drinking; prayers, nine days of worship, rituals... Even one of the priests made lots of effort in this regard. He was a very likeable young vicar. His name was Peter Lesage. He would accompany my dad on his medical visits, read the prayer book while waiting for his visit in the car and bring my father home in the evening. Initially, my dad did not dare go to the cafe because of the father. At least he went less often...”* (Fournier, 2016, p.48).

## 4. Conclusion and Discussion

This study aims to show how a good literary work can contribute to the teaching and understanding of psychological disorders. In this respect, the daily life of a father suffering from alcohol use disorder was evaluated in the context of problems caused by alcohol use, diagnostic criteria of the DSM, and causal factors. The main character of the book is a funny, humble, but alcohol-addicted, problematic father. The book shows how alcohol use disorder destroyed the father's family, work and social life. In this sense, this study aims to provide a guide/idea of how a mental health professional can approach/analyse this (similar) case.



Jung (2011) stated that psychology and art studies would always need each other, and one would not override the other. Similarly, Noam Chomsky emphasised that literature is one of the most important tools for obtaining information about people and their lives, unique experiences, and values. He even went one step further and stressed that much more could be learned about human life and personality from novels than from scientific psychology (Aras, 2015).

This study tried to emphasize how literature is a valuable field that should be evaluated for mental health professionals using scientific psychology teachings. Using this field is considered important in teaching and examining all other psychopathological disorders, as in AUD. Examining "bio-psycho-socio-cultural" causal factors in literary works is one of the most necessary stages of investigating the psychopathological process. To fully understand the underlying causes of psychopathology, recent studies stress the need for a more holistic approach rather than a single approach. Therefore, using the "bio-psycho-socio-cultural" approach is important in determining the underlying causes of both normal and abnormal behaviour (Butcher et al., 2017). Again, it is thought that reading and analysing the texts in literary works by considering DSM criteria will make the process more understandable by embodying and thus increase the intellectual accumulation of students with the books read.

Also, it is thought that conducting this process over heroes in the books before meeting a real client will minimise both the possibility of students making mistakes in practical applications and the anxieties that may arise from ethical processes, making the learning more permanent. It is believed that this will also increase students' participation in practice lessons more self-confident in the following years. Similarly, Korkut and Aktaş (2019) state that some complex phenomena examined and evaluated during undergraduate and graduate education will contribute to the students' ability to overcome many negative situations they may encounter in the future.

## 5. Strength, Limitation, and Future Research

The goal of this study is to contribute to a better understanding of the psychopathological process by analyzing a literary character and to start scientific debates about the needs of "lecturers and students, theorists and clinicians" when it comes to teaching psychopathology. In this sense, with the mission of this paper, lecturers, researchers, and practitioners who are interested in teaching psychopathology can contribute to the development of this intellectual approach by directing their thoughts, criticisms, and suggestions regarding this approach. The efficacy of this approach may be evaluated and further improved in line with students' opinions, ideas, and suggestions. Analyzing and actively discussing literary works can make the teaching process more creative. For example, assigning each psychopathology topic to groups of four to five people and setting up a platform where these group members can discuss their analyses in front of the class can make the learning process more permanent (Whipple & Tucker, 2012). Therefore, research like this that enhances the educational environment and provides experience-based learning might be recommended for mental health practitioners teaching psychopathology. Academics should also use literary works while teaching other psychological disorders to enrich the theoretical course materials. For example, examining other psychopathological diseases through document analysis may be helpful. Reviewing the book and drawing on the latest research on alcohol use disorders is one of the study's strengths. It is thought important for both lecturers and (intern) students to try to demonstrate such an approach with a review and through a case (literary works). Finally, conducting the research with a qualitative method only and handling single psychopathology are among the limitations of this study. Similar studies can be conducted to reveal the effect of this approach in teaching psychopathology.

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