

This is a highly complex and dynamic abstract painting by Wassily Kandinsky. The composition is a dense arrangement of geometric forms and lines on a light yellow background. A large, semi-transparent orange triangle dominates the left side, while a large, semi-transparent red triangle is on the right. In the center, a grey circle contains a black crosshair and several smaller black shapes. To the left of this central circle is a large, semi-transparent brown circle. Above the central circle is a blue circle. Below the central circle are three black, stylized, downward-pointing arrow-like shapes. In the bottom left corner, there is a solid red circle. In the bottom right corner, there is a grey circle with a black crosshair. The painting is filled with numerous black lines of varying thicknesses, some straight and some curved, creating a sense of movement and tension. There are also several smaller, semi-transparent shapes in various colors, including blue, purple, and orange. The overall effect is one of a complex, non-representational composition that is both visually striking and intellectually challenging.

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JOAN ACOCELLA

EIGHTH EDITION

ABNORMAL PSYCHOLOGY

C U R R E N T P E R S P E C T I V E S

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ABNORMAL PSYCHOLOGY: CURRENT PERSPECTIVES, EIGHTH EDITION

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ABNORMAL PSYCHOLOGY

About the Authors

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Lauren B. Alloy is an internationally recognized researcher in the area of mood disorders. Her work on depression has had a major impact on the fields of clinical, personality, social, and cognitive psychology. She is currently Professor of Psychology at Temple University. Previously, at Northwestern University, she became the youngest professor in the university's history and the first woman to become professor in the Northwestern Psychology department. She received both her B.A. and Ph.D. in psychology from the University of Pennsylvania. Dr. Alloy was awarded the American Psychological Association's Young Psychologist Award at the XXIII International Congress of Psychology in 1984 and the Northwestern University College of Arts & Sciences Great Teacher Award in 1988 for her classroom teaching and mentoring of students. She is a Fellow of the American Psychological Association and American Psychological Society. Dr. Alloy is the author of more than 85 scholarly publications, including her 1988 book *Cognitive Processes in Depression*. She has served on the editorial boards of the *Journal of Abnormal Psychology*, *Journal of Personality and Social Psychology*, and *Cognitive Therapy and Research*; she is the editor of the *Springer-Verlag Series on Psychopathology*; and she has served as guest editor for *Cognitive Therapy and Research* and the *Journal of Abnormal Psychology*. She regularly teaches courses on psychopathology.

Dr. Alloy's research focuses on cognitive, interpersonal, and psychosocial processes in the onset and maintenance of depression and bipolar disorder. Along with her colleagues, Lyn Abramson and Gerald Metalsky, she is the author of the hopelessness theory of depression, and she discovered, with Lyn Abramson, the "sadder but wiser," or "depressive realism," effect. In her leisure time, she enjoys sports, the theater, and good

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NEIL S. JACOBSON

Neil S. Jacobson has published more than 200 books and articles on marital and couple therapy, domestic violence, depression, and related topics, including *Clinical Handbook of Couple Therapy* and *Marital Therapy*. His more recent books include *Integrative Couple Therapy*, with Andrew Christensen, and *When Men Batter Women: New Insights into Ending Abusive Relationships*, with John Gottman. Dr. Jacobson received his Ph.D. in psychology from the University of North Carolina. He is currently a professor at the University of Washington. Dr. Jacobson has received numerous grants and research awards, including the MERIT Award and the Research Scientist Award from the National Institute of Health. The American Association for Marriage and Family Therapy and the American Family Therapy Academy have also honored him for his distinguished lifetime contributions to family therapy research. Dr. Jacobson is past president of the Association for the Advancement of Behavior Therapy and the American Psychological Association's Society for a Scientific Clinical Psychology.

JOAN ACOCCELLA

Joan Acocella is a New York-based writer. A co-author of *Abnormal Psychology: Current Perspectives* since its second edition in 1977, she has contributed to a number of textbooks in the social sciences. Dr. Acocella received her Ph.D. from Rutgers, The State University. She has served as an editor for psychiatric writings and currently writes on the arts. She is a regular contributor to *The New Yorker* magazine and other publications.

Preface

Abnormal is a relative term, the meaning of which has changed over the centuries. We hope that the eighth edition of *Abnormal Psychology: Current Perspectives* will make students of the abnormal psychology course not only more knowledgeable but also more understanding. In describing what we know so far about why people act as they do, we have attempted to present this complex subject from a human perspective. We offer a balanced approach to the standards by which *abnormality* is defined and the causal theories of the disorders. We intend for this approach to impress on the student the dynamic character of the field: its openness to dispute, to movement, and to change.

The theme of the eighth edition is *integration*. We have completely integrated the therapies into the discussions of the disorders in their chapters. All other changes flow from this integration and build on the strengths of the textbook.

Highlights of the Revision

To make the book more manageable for the course, we have reduced the number of chapters from 22 to 19. We have consolidated 3 chapters on the theoretical perspectives into 2, because we felt that we could provide the theoretical grounding more succinctly. We have reorganized these chapters by the orientation of the perspectives to the self. (Though these are somewhat simplified categories, biological, psychodynamic, and cognitive perspectives can be said to deal with issues “inside the self,” while behavioral, family systems, and sociocultural perspectives address issues “outside the self.”) Within this framework we discuss the diathesis-stress model, which reflects the current thinking of most researchers. We’ve chosen not to discuss the humanistic perspective, which is less used in psychopathology research today. More attention has been given to the biological, cognitive, behavioral, and family systems perspectives. We have combined what were two chapters on schizophrenia. We have also kept pace with developments in the field by devoting new chapters to “antisocial

and violent behavior” and “prevention and social change.”

Every chapter is significantly updated. The integration of therapies into every disorders chapter has resulted in a more cogent discussion of the disorders, their causes, and their therapies. The therapies are presented within the context of the theoretical perspectives, under the heading “Theory and Therapy.” Each disorder chapter also includes new “Groups at Risk” sections, which discuss differences in prevalence by gender, race, socioeconomic status, and other forms of diversity. And we’ve doubled the number of cases and added several new boxes. Other significant changes include, but are not limited to, the following:

Chapter 1: Abnormal Behavior: Historical Perspectives

- A new section on relating abnormal behavior to groups deals with cultural, ethnic, and gender diversity and establishes a groups-at-risk framework for the rest of the book.
- A new section discusses the community mental health movement.
- A new section on non-Western approaches discusses African and Asian views of abnormal behavior.

Chapter 2: Diagnosis and Assessment

- This chapter appears earlier in the table of contents, in direct response to reviewers’ comments.
- A new case, including actual psychological assessment, is featured in eight boxes using the tools of diagnosis and assessment discussed in the chapter.
- New material has been added on the mental status exam and psychophysiological assessment.
- More evaluation of *DSM-IV* has been added, including a new section on cultural bias in assessment.

Chapter 3: Research Methods in Abnormal Psychology

- This chapter appears earlier, in response to reviewers' comments.
- A new section discusses hypothesis generation.
- New boxes highlight treatment development, the correlation coefficient, and the case study.

Chapter 4: The Biological, Psychodynamic, and Cognitive Perspectives

- Regrouping of theoretical perspectives focuses on “inside the self” orientation to theory and therapy.
- New material on biological theories and therapies includes genetic studies—including family, twin, and molecular genetics advances—as well as neurotransmitter receptor up and down regulation, and drug treatment.
- A new section on the attachment theories of Ainsworth and Bowlby highlights recent research on the importance of disturbed parent-child bonds to psychodynamic theory.

Chapter 5: The Behavioral, Family Systems, and Sociocultural Perspectives

- Regrouping of perspectives focuses on “outside the self” orientation to theory and therapy.
- New material on family and couples therapy has been added, and the family systems perspective replaces the interpersonal perspective.
- A new section on integrating the perspectives uses the diathesis-stress model to provide a current way of synthesizing the traditional theories.

Chapter 6: Anxiety Disorders

- The discussion of cued vs. uncued panic attacks has been revised.
- New material has been added on acute stress disorder; attributions, social support, and posttraumatic stress disorder (PTSD); attachment theory and cognitive theory of panic disorder; biochemical theory of panic disorder, including the “suffocation false alarm hypothesis”; and neurotransmitter research on social phobia and PTSD.
- New genetic research for anxiety disorders is included.

- Coverage of therapies includes the role of social support in PTSD, psychodynamic treatment and cognitive therapy for panic disorder, drug treatments, and combined drug therapy and psychotherapy.

Chapter 7: Dissociative and Somatoform Disorders

- More distinction is made between organic and dissociative amnesia.
- A new section discusses somatoform pain disorder.
- New material has been added on problems in diagnosing dissociative identity disorder; serotonin functioning in depersonalization and body dysmorphic disorders; and body dysmorphic disorder, including developmental risk factors and the relationship with depression and obsessive-compulsive disorder.
- A new biological hypothesis of dissociative amnesia featuring the role of the hippocampus and stress-induced changes in neurotransmitters is presented.
- Coverage of therapy has been expanded, with psychodynamic treatments for dissociative disorders, drug treatment for dissociative and somatoform disorders, and behavioral and cognitive therapies for body dysmorphic disorder and pain disorder.

Chapter 8: Psychological Stress and Physical Disorders

- A new section on coronary heart disease has been added.
- New research has been added on the roles of marital status, health benefits, and cognitive-behavioral stress-management intervention in disease and rehabilitation.
- New material includes the effects of stress on risk-preventing behaviors; Type A behavior, hostility, and heart disease; stress and hypertension; and emotional inhibition and stress-related disorders.

Chapter 9: Mood Disorders

- More distinction is made between bipolar and unipolar disorder.
- New material has been added on the course of major depression, the continuity hypothesis, early vs. late onset of depression, life stress and bipolar disorder, the role of the family in

teenage suicide, behavioral and cognitive therapies and genetic research for depression, and drug treatment for depression and mania.

- Statistics on suicide have been updated.
- New research updates the presentation of the hopelessness theory, Beck's theory of depression, and seasonal affective disorder.
- The biological perspective includes a new biochemical theory of depression involving a gene that affects neuronal growth and atrophy in the hippocampus.

Chapter 10: Personality Disorders

- For greater clarity, disorders are grouped by *DSM-IV* clusters.
- Antisocial personality disorder has been moved to Chapter 17, allowing for fuller coverage of every personality disorder.
- New information has been added on estimated prevalence rates and the dispute over gender bias.

Chapter 11: Substance-Use Disorders

- New research has been added on relapse prevention and the matching programs of Alcoholics Anonymous.
- The section on nicotine dependence has been expanded to include recent legal action against the tobacco industry.
- Coverage of therapy includes new information on such areas as self-care, behavioral couples therapy, and family systems therapy.

Chapter 12: Sexual Dysfunction, Paraphilias, and Gender Identity Disorders

- Regrouping of disorders distinguishes sexual dysfunctions, paraphilias, and gender identity disorders more clearly.
- Discussion of therapies for sexual dysfunction now includes cognitive-behavioral direct treatment and experimental medications such as sildenafil and apomorphine for sexual dysfunctions.
- The section on gender identity disorders has been completely rewritten to reflect a more current view of gender dysphoria and gender reassignment.

Chapter 13: Schizophrenia and Delusional Disorder

- Two previous chapters have been combined into one.
- New material has been added on loosening of associations, schizophrenics' inability to process context information, the relationship between hallucinations and difficulty with reality monitoring, suicide in schizophrenia, and disorganized-nondisorganized dimension.
- New information has been added on the genetics of schizophrenia, brain-imaging studies, prenatal brain injury, the viral hypothesis, the role of neurotransmitters and the dopamine hypothesis, and attention and memory deficits in schizophrenia.
- Discussion of therapies includes new sections on pharmacotherapy, cognitive therapy, and assertive community therapy, as well as new material on family therapy and social-skills training for schizophrenia.

Chapter 14: Neuropsychological Disorders

- The "Problems in Diagnosis" section has been reorganized to clarify the distinctions among delirium, specific cognitive disorders, and dementias, as described in *DSM-IV*.
- A new section on specific cognitive disorders identifies the common symptoms of brain injury.
- New sections discuss current research on mad cow disease and Lewy body disease.
- New material emphasizes the impact of HIV on brain infection.
- The terminology and therapies have been thoroughly revised and updated, especially in the areas of brain trauma and infection.

Chapter 15: Disorders of Childhood and Adolescence

- Discussion of eating disorders has been expanded to include childhood obesity and groups at risk for anorexia and bulimia.
- Sleep disorders and communication and learning disorders have been regrouped for clearer presentation.
- New therapies include cognitive strategies such as the STOP technique for childhood anxiety.

Chapter 16: Mental Retardation and Autism

- The section on the prenatal environment has been expanded and updated.
- New research has been added on the relationship between mental retardation and risk for other disorders.
- Statistics have been updated on levels of mental retardation and the prevalence of Down syndrome, phenylketonuria, fetal alcohol syndrome, and autism.
- The section on neurological research and the cognitive perspective on autism has been expanded.
- New sections on community integration and quality of life broaden the discussion of social programs aimed at mental retardation.

Chapter 17: Antisocial and Violent Behavior

- This new chapter covers rape, domestic violence, and antisocial personality disorder.
- An entirely new section on domestic violence explores the types of batterers, emotional abuse, the role of alcohol abuse, and the impact on relationships.
- A new box discusses the behaviors of serial killers.

Chapter 18: Legal Issues in Abnormal Psychology

- Information on the definition of *legal insanity* has been updated.
- New material has been added on the standards of dangerous behavior.
- New information has been added on the role of the courts in backing mental health professionals.

Chapter 19: Prevention and Social Change

- This new chapter highlights the history of and issues in prevention.
- Prevention is analyzed in the context of social change.
- Specific programs, such as FAST Track and the Penn Optimism Project, are evaluated.

Pedagogy

In addition to a well-developed internal structure, each chapter has several features that help students to master the material:

- A chapter outline offers a concise overview of the chapter.
- Case studies help to illustrate and humanize the disorders. Because of the importance of cases in mastering the material, we've doubled the number of cases in this edition and presented most of the new ones in the disorders chapters. The cases are drawn from various contemporary and historical sources and are easily identifiable at the start of a chapter or in salmon-colored boxes within the chapters.
- Boxes highlight high-interest topics and unresolved issues. From 1 to 4 boxes appear in every chapter. This edition includes 14 new boxes, plus 8 special boxes that illustrate psychological assessment in a particular case study in Chapter 2 on diagnosis and assessment. Any boxes that are not new have been updated or revised for this edition. Examples of the boxes include "Western and Non-Western Culture-Bound Syndromes," in Chapter 1 (new); "Persian Gulf War Syndrome," in Chapter 6 (new); "Recovered Memory of Child Abuse: A Modern Dilemma," in Chapter 7; "Recognizing Learning Disorders: Some Signs," in Chapter 15 (new); "Serial Killers," in Chapter 17 (new); and "Evolution, Misfortune, and Criminal Responsibility," in Chapter 18 (new).
- Key terms appear in boldface type in the text, in a list at the end of each chapter, and in an end-of-book glossary.
- A chapter summary is organized around the main sections in each chapter.

Supplements

The supplements listed here can accompany *Abnormal Psychology: Current Perspectives*, eighth edition. Please contact your local McGraw-Hill representative for details concerning policies, prices, and availability, as some restrictions may apply.

Casebook in Abnormal Psychology (0-07-303473-8) was written by John Vitkus of Medical College of Ohio. The casebook features 14 case studies from various mental health professionals. The cases cover a broad range of disorders and therapies. This casebook is shrinkwrapped with the textbook and sold separately.

The **Student Study Guide** (0-07-303469-X) was prepared by Gary Bothe and Susan Jones Bothe of

Pensacola Junior College. Each chapter of the study guide begins with a list of learning objectives, followed by key terms and important names. A guided self-study helps students to learn the information in the chapter, and multiple-choice practice tests enable them to assess their understanding of the material. A “Helpful Hints” section provides general studying tips and assists students with the chapter’s most difficult concepts. An answer key, complete with feedback for all multiple-choice items, is also included.

The *Instructor’s Manual* (0-07-303462-2) was prepared by Gregory Cutler of Bay de Noc Community College. Each chapter of the manual provides many ideas for lectures, demonstrations, activities, and classroom assessment techniques, as well as a “Talking Points” feature intended to stimulate class discussion. Learning objectives that correspond with the study guide and the test bank, as well as lists of relevant films and videos, are also included.

The *Test Bank* (0-07-303463-0) was prepared by Gary Bothe and Susan Jones Bothe of Pensacola Junior College, who also prepared the study guide. The consistency between the test bank and study guide has been improved for this edition. The test bank contains nearly 2,000 multiple-choice items and essay questions, classified by cognitive type and level of difficulty. Items that test knowledge of material in the textbook’s boxes are indicated for easy reference as well.

Computerized Test Banks, available in Windows (0-07-303468-1) and Macintosh (0-07-303467-3) formats, make the items from the test bank easily available to instructors. MicroTest III, a powerful but easy-to-use test-generating program by Chariot Software Group, facilitates the selection of questions from the test bank and the printing of tests and answer keys. Instructors can customize questions, headings, and instructions and add or import their own questions.

Overhead Transparencies (0-07-303470-3) include full-color art from the book on overhead transparency acetates, to facilitate classroom presentation.

PowerPoint Slides (0-07-365921-5) enhance lectures and classroom presentation of material using bulleted text and art from the book.

Presentation Manager CD (0-07-365920-7) consolidates teaching and visual resources that support the book. Instructors can use this CD to enhance lectures and classroom presentation of material in the book for their abnormal psychology course.

Videos that can support the textbook in class include *DSM-IV Clinical Vignettes*, *The World of Abnormal Psychology*, and *The Brain*. Consult your McGraw-Hill sales representative for details.

Movies and Mental Illness (0-07-068990-3) was written by Danny Wedding, of the Missouri Institute of Mental Health, and Mary Ann Boyd, of Southern Illinois University at Edwardsville. *Movies and Mental Illness* discusses films that depict characters with various mental disorders, mental health professionals, and methods of treatment. The book portrays movies both as tools to help students understand abnormal behavior and as barriers to educating students accurately about mental illness. It is sold separately from the textbook. Each chapter of the instructor’s manual of *Abnormal Psychology: Current Perspectives* helps instructors to integrate *Movies and Mental Illness* into their abnormal psychology course.

Acknowledgments

We have consulted several experts to ensure that *Abnormal Psychology: Current Perspectives* continues to represent the most current scholarship, coverage, and thinking in the field. The following people provided in-depth guidance early in the development of the chapters in their specialties.

Richard Carroll, Assistant Professor of Psychiatry and Psychology at Northwestern University Medical School, is a specialist in sexual disorders. He assisted with the chapter on sexual dysfunctions, paraphilias, and gender identity disorders.

Andrew R. Eisen, Associate Professor of Psychology at Fairleigh Dickinson University, is a specialist in child and adolescent anxiety disorders. He assisted with the chapter on disorders of childhood and adolescence.

Jennifer Haythornthwaite, Associate Professor of Psychiatry and Behavioral Sciences at The Johns Hopkins School of Medicine, is a specialist in behavioral medicine. She assisted with the chapter on psychological stress and physical disorders.

Christopher Kearney, Associate Professor of Psychology at the University of Nevada–Las Vegas, is a specialist in child behavior disorders and developmental disabilities. He assisted with the chapter on mental retardation and autism.

Howard Ulan, an attorney for the Pennsylvania Department of Public Welfare who also holds a Ph.D. in psychology, is a specialist in mental health and disability law. He assisted with the chapter on legal issues in abnormal psychology.

Thomas Widiger, Professor of Psychology at the University of Kentucky, is a specialist in diagnosis and the personality disorders. He assisted with the chapter on personality disorders.

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Lauren B. Alloy
Neil S. Jacobson
Joan Acocella

Contents in Brief

List of Boxes xiii

Preface xiv

Part One INTRODUCTION TO ABNORMAL PSYCHOLOGY

- | | |
|-----------------------------------------------------|----|
| 1 Abnormal Behavior: Historical Perspectives | 2 |
| 2 Diagnosis and Assessment | 26 |
| 3 Research Methods in Abnormal Psychology | 56 |

Part Two THEORETICAL PERSPECTIVES

- | | |
|-------------------------------------------------------------------------|-----|
| 4 The Biological, Psychodynamic, and Cognitive Perspectives | 76 |
| 5 The Behavioral, Family Systems, and Sociocultural Perspectives | 120 |

Part Three EMOTIONAL AND BEHAVIORAL DISORDERS

- | | |
|---------------------------------------------------------------------------|-----|
| 6 Anxiety Disorders | 148 |
| 7 Dissociative and Somatoform Disorders | 176 |
| 8 Psychological Stress and Physical Disorders | 206 |
| 9 Mood Disorders | 236 |
| 10 Personality Disorders | 272 |
| 11 Substance-Use Disorders | 294 |
| 12 Sexual Dysfunctions, Paraphilias, and Gender Identity Disorders | 334 |

Part Four PSYCHOTIC AND NEUROPSYCHOLOGICAL DISORDERS

- | | |
|-------------------------------------------------|-----|
| 13 Schizophrenia and Delusional Disorder | 368 |
| 14 Neuropsychological Disorders | 408 |

Part Five DEVELOPMENTAL DISORDERS

- | | |
|--------------------------------------------------|-----|
| 15 Disorders of Childhood and Adolescence | 436 |
| 16 Mental Retardation and Autism | 462 |

Part Six SOCIETAL AND LEGAL ISSUES

- | | |
|-----------------------------------------------|-----|
| 17 Antisocial and Violent Behavior | 492 |
| 18 Legal Issues in Abnormal Psychology | 522 |
| 19 Prevention and Social Change | 544 |

- | | |
|---------------|-----|
| Glossary | 561 |
| References | 577 |
| Credits | 637 |
| Name Index | 641 |
| Subject Index | 657 |

Contents

List of Boxes	xiii
Preface	xiv

Part One INTRODUCTION TO ABNORMAL PSYCHOLOGY

Chapter 1	Abnormal Behavior: Historical Perspectives	2
	Abnormal Behavior and Society	4
	Defining Abnormal Behavior	4
	Relating Abnormal Behavior to Groups	7
	Western and Non-Western Culture-Bound Syndromes	9
	Explaining Abnormal Behavior	8
	Treating Abnormal Behavior	11
	The Mental Health Professions	12
	Conceptions of Abnormal Behavior: A Short History	12
	Ancient Societies: Deviance and the Supernatural	12
	The Greeks and the Rise of Science	12
	The Middle Ages and the Renaissance: Natural and Supernatural	13
	The Eighteenth Century and After: The Asylums	15
	The Homeless and Mentally Ill	20
	The Foundations of Modern Abnormal Psychology	19
	Non-Western Approaches to Abnormal Behavior	23
	A Multiperspective Approach	24
Chapter 2	Diagnosis and Assessment	26
	Diagnosis and Assessment: The Issues	28
	Why Assessment?	28
	The Diagnosis of Mental Disorders	29
	On Being Sane in Insane Places	31
	Assessing the Assessment: Reliability and Validity	33
	Comorbidity: Disturbance as a Package	36

Problems in Assessment	37
Methods of Assessment	38
The Interview	38
A Sample SCID Interview	39
The Mini Mental Status Exam	40
Psychological Tests	39
Laboratory Tests	49
Observation in Natural Settings	50
Cultural Bias in Assessment	52

Chapter 3	Research Methods in Abnormal Psychology	56
	Characteristics of the Scientific Method	58
	Skeptical Attitude	58
	Objectives	58
	Scientific Procedures	60
	The Case Study	61
	Treatment Development: An Example of Hypothesis Generation	62
	Research Designs	65
	Correlational Research	65
	The Correlation Coefficient: A Measure of Predictive Strength	66
	Epidemiological Studies	68
	Experimental Designs	68
	The Single-Case Experiment	70

Part Two THEORETICAL PERSPECTIVES

Chapter 4	The Biological, Psychodynamic, and Cognitive Perspectives	76
	The Biological Perspective	78
	Behavior Genetics	78
	The Minnesota Study of Twins Reared Apart	81
	The Central Nervous System	82
	The Peripheral Nervous System: Somatic and Autonomic	90
	The Endocrine System	92
	Evaluating the Biological Perspective	92

The Psychodynamic Perspective	93
<i>The Basic Concepts of Freudian Theory</i>	94
Psychodynamic Theory and Female Development	99
<i>The Descendants of Freud</i>	100
<i>The Psychodynamic Approach to Therapy</i>	105
<i>Evaluating the Psychodynamic Perspective</i>	107
The Cognitive Perspective	109
<i>The Background of the Cognitive Perspective</i>	109
<i>Cognitive Behaviorism</i>	109
<i>Cognitive Appraisal</i>	110
<i>Self-Reinforcement</i>	112
<i>Information Processing</i>	112
A Cognitive Approach to Transference	114
<i>The Cognitive Approach to Therapy</i>	113
<i>Evaluating the Cognitive Perspective</i>	115

Chapter 5

The Behavioral, Family Systems, and Sociocultural Perspectives	120
The Behavioral Perspective	122
<i>The Background of Behaviorism</i>	122
<i>The Assumptions of Behavioral Psychology</i>	124
<i>The Basic Mechanisms of Learning</i>	125
<i>Other Mechanisms Associated with Learning</i>	126
The Mechanisms of Learning	129
<i>Abnormal Behavior as a Product of Learning</i>	128
<i>The Behavioral Approach to Therapy</i>	130
<i>Evaluating Behaviorism</i>	133
The Family Systems Perspective	135
<i>Family Systems Theories</i>	135
<i>Family Systems Theory and Abnormal Behavior</i>	136
<i>Family and Couple Therapy</i>	137
The Limitations of Change: An Acceptance-Based Approach to Couple Therapy	140
<i>Evaluating the Family Systems Perspective</i>	139
The Sociocultural Perspective	141
<i>Mental Illness and Social Ills</i>	141
<i>Mental Illness and Labeling</i>	142
African American Protest and the Mental Health Establishment	143
<i>Prevention as a Social Issue</i>	143
<i>Evaluating the Sociocultural Perspective</i>	143
Integrating the Perspectives	144

Part Three EMOTIONAL AND BEHAVIORAL DISORDERS

Chapter 6

Anxiety Disorders	148
Anxiety Disorder Syndromes	151
<i>Panic Disorder</i>	151
<i>Generalized Anxiety Disorder</i>	153
<i>Phobias</i>	153
<i>Obsessive-Compulsive Disorder</i>	155
<i>Posttraumatic Stress Disorder</i>	157
Persian Gulf War Syndrome	159
Anxiety Disorders: Theory and Therapy	161
<i>The Psychodynamic Perspective: Neurosis</i>	161
<i>The Behavioral Perspective: Learning to Be Anxious</i>	163
<i>The Cognitive Perspective: Misperception of Threat</i>	165
Anxiety and Selective Attention	167
<i>The Biological Perspective: Biochemistry and Medication</i>	168
Anxiety and the Middle-Aged Brain	170

Chapter 7

Dissociative and Somatoform Disorders	176
Dissociative Disorders	178
<i>Dissociative Amnesia</i>	179
Who Committed the Crime? Dissociative Identity Disorder and the Law	181
<i>Dissociative Fugue</i>	181
<i>Dissociative Identity Disorder</i>	182
Recovered Memory of Childhood Abuse: A Modern Dilemma	186
<i>Depersonalization Disorder</i>	185
<i>Groups at Risk for Dissociative Disorders</i>	188
Dissociative Disorders: Theory and Therapy	189
<i>The Psychodynamic Perspective: Defense Against Anxiety</i>	189
<i>The Behavioral and Sociocultural Perspectives: Dissociation as a Social Role</i>	190
<i>The Cognitive Perspective: Memory Dysfunction</i>	192
<i>The Biological Perspective: Brain Dysfunction</i>	193
Somatoform Disorders	194
<i>Body Dysmorphic Disorder</i>	194
<i>Hypochondriasis</i>	195
<i>Somatization Disorder</i>	196
<i>Pain Disorder</i>	197

<i>Conversion Disorder</i>	197	<i>Dysthymic Disorder and Cyclothymic Disorder</i>	244
<i>Groups at Risk for Somatoform Disorders</i>	199	<i>Streams of Fire: Bipolar Disorder and Creativity</i>	244
Somatoform Disorders: Theory and Therapy	200	<i>Dimensions of Mood Disorder</i>	246
<i>The Psychodynamic Perspective: Defense Against Anxiety</i>	200	<i>Comorbidity: Mixed Anxiety-Depression</i>	248
<i>The Behavioral and Sociocultural Perspectives: The Sick Role</i>	201	Suicide	248
<i>The Cognitive Perspective: Misinterpreting Bodily Sensations</i>	202	<i>The Prevalence of Suicide</i>	248
<i>The Biological Perspective: Brain Dysfunction</i>	203	<i>Groups at Risk for Suicide</i>	248
		<i>Myths About Suicide</i>	251
		<i>Suicide Prediction</i>	251
		<i>Suicide Prevention</i>	252
		Mood Disorders: Theory and Therapy	252
		<i>The Psychodynamic Perspective</i>	252
		<i>The Behavioral Perspective</i>	254
		<i>The Cognitive Perspective</i>	256
		<i>The Sociocultural Perspective</i>	259
		Why Do Gender Differences in Depression Emerge in Adolescence?	242
		<i>The Biological Perspective</i>	260
		Drug Therapy Versus Psychotherapy	267
Chapter 8 Psychological Stress and Physical Disorders 206			
Mind and Body	208	Chapter 10 Personality Disorders 272	
Psychological Stress	210	Odd/Eccentric Personality Disorders	275
<i>Defining Stress</i>	210	<i>Paranoid Personality Disorder</i>	275
<i>What Determines Responses to Stress?</i>	210	<i>Schizotypal Personality Disorder</i>	276
How Stress Influences Illness	211	<i>Schizoid Personality Disorder</i>	277
<i>Changes in Physiological Functioning</i>	211	Dramatic/Emotional Personality Disorders	277
Minor Stresses and Illness	214	<i>Borderline Personality Disorder</i>	277
<i>Changes in High-Risk Behavior</i>	215	<i>Histrionic Personality Disorder</i>	278
Psychological Factors and Physical Disorders	216	<i>Narcissistic Personality Disorder</i>	279
<i>Coronary Heart Disease</i>	216	Anxious/Fearful Personality Disorders	280
<i>Hypertension</i>	219	<i>Avoidant Personality Disorder</i>	280
<i>Cancer</i>	220	<i>Dependent Personality Disorder</i>	281
<i>AIDS</i>	221	<i>Obsessive-Compulsive Personality Disorder</i>	281
<i>Headache</i>	222	Impulse-Control Disorders	283
<i>Obesity</i>	223	Groups at Risk	282
<i>Sleep Disorders</i>	224	<i>Comorbidity</i>	282
Groups at Risk	227	<i>The Dispute over Gender Bias</i>	284
<i>Gender</i>	227	Politics and Personality Disorders	284
<i>Race</i>	227	<i>Cultural Bias</i>	286
<i>Socioeconomic Status</i>	228	Personality Disorders: Theory and Therapy	286
Stress and Illness: Theory and Therapy	228	<i>The Psychodynamic Perspective</i>	286
<i>The Behavioral Perspective</i>	228	<i>The Behavioral Perspective</i>	287
<i>The Cognitive Perspective</i>	230	<i>The Cognitive Perspective</i>	288
<i>The Psychodynamic Perspective</i>	231	<i>The Sociocultural Perspective</i>	289
<i>The Family Systems Perspective</i>	232	<i>The Biological Perspective</i>	290
<i>The Sociocultural Perspective</i>	232		
<i>The Biological Perspective</i>	232		
Chapter 9 Mood Disorders 236			
Depressive and Manic Episodes	238		
<i>Major Depressive Episode</i>	238		
<i>Manic Episode</i>	240		
Mood Disorder Syndromes	240		
<i>Major Depressive Disorder</i>	240		
<i>Bipolar Disorder</i>	242		

Chapter 11	Substance-Use Disorders	294
	The Nature of Substance Dependence and Abuse	297
	Alcohol Dependence	298
	<i>The Social Cost of Alcohol Problems</i>	298
	<i>The Personal Cost of Alcohol Dependence</i>	300
	<i>The Development of Alcohol Dependence</i>	301
	<i>Groups at Risk for Alcohol Abuse and Dependence</i>	302
	Binge Drinking on Campus	305
	<i>Treatment of Alcohol Dependence</i>	305
	Nicotine Dependence	308
	<i>The Antismoking Movement</i>	309
	<i>Legal Remedies</i>	310
	<i>Nicotine Dependence: Theory and Therapy</i>	310
	Other Psychoactive Drugs	312
	Depressants	313
	Stimulants	315
	Hallucinogens	317
	Marijuana and Hashish	318
	<i>Groups at Risk for Abuse of Illegal Drugs</i>	320
	Anabolic Steroids: Not for Athletes Only	321
	Substance Dependence: Theory and Therapy	320
	<i>The Psychodynamic Perspective</i>	320
	<i>The Behavioral Perspective</i>	322
	<i>The Family Systems Perspective</i>	323
	<i>The Cognitive Perspective</i>	324
	<i>The Biological Perspective</i>	326
	<i>The Sociocultural Perspective</i>	328
Chapter 12	Sexual Dysfunctions, Paraphilias, and Gender Identity Disorders	334
	Defining Sexual Disorders	336
	Sexual Dysfunctions	338
	<i>Sex in America: Myths and Reality</i>	339
	<i>Forms of Sexual Dysfunction</i>	340
	<i>What Is Normal Sexual Response in a Woman?</i>	342
	<i>Diagnosing Sexual Dysfunction</i>	342
	<i>Groups at Risk for Sexual Dysfunction</i>	343
	Sexual Dysfunction: Theory and Therapy	344
	<i>The Psychodynamic Perspective</i>	344
	<i>The Behavioral and Cognitive Perspectives</i>	345
	<i>Multifaceted Treatment</i>	347
	<i>The Biological Perspective</i>	349
	Paraphilias	350
	Fetishism	351

Transvestism	352
Exhibitionism	353
Voyeurism	354
Sadism and Masochism	354
Frotteurism	355
Pedophilia	355
<i>Groups at Risk for Paraphilias</i>	357
Paraphilias: Theory and Therapy	357
<i>The Psychodynamic Perspective</i>	357
<i>The Behavioral Perspective</i>	358
<i>The Cognitive Perspective</i>	359
<i>The Biological Perspective</i>	360
Gender Identity Disorders	360
<i>Patterns of Gender Identity Disorder</i>	361
<i>The Psychodynamic Perspective</i>	362
<i>The Behavioral Perspective</i>	362
<i>The Biological Perspective</i>	362
<i>Gender Reassignment</i>	362

Part Four PSYCHOTIC AND NEUROPSYCHOLOGICAL DISORDERS

Chapter 13	Schizophrenia and Delusional Disorder	368
	Schizophrenia	370
	<i>The Prevalence of Schizophrenia</i>	370
	<i>The History of the Diagnostic Category</i>	370
	<i>The Symptoms of Schizophrenia</i>	371
	<i>Hallucinations: Terror or Comfort?</i>	377
	<i>The Course of Schizophrenia</i>	378
	<i>The Subtypes of Schizophrenia</i>	380
	<i>The Dimensions of Schizophrenia</i>	382
	<i>Groups at Risk for Schizophrenia</i>	384
	Delusional Disorder	385
	<i>The Symptoms of Delusional Disorder</i>	385
	<i>Groups at Risk for Delusional Disorder</i>	386
	Problems in the Study of Schizophrenia	386
	Schizophrenia: Theory and Therapy	387
	<i>The Biological Perspective</i>	387
	<i>Eye Tracking as a Marker for Schizophrenia</i>	391
	<i>Is Schizophrenia an Infectious Disease? The Viral Hypothesis</i>	394
	<i>The Cognitive Perspective</i>	396
	<i>The Family Systems Perspective</i>	399
	<i>The Behavioral Perspective</i>	402
	<i>The Sociocultural Perspective</i>	404
	<i>Unitary Theories: Diathesis and Stress</i>	404

Chapter 14	Neuropsychological Disorders	408
	Problems in Diagnosis	410
	Identifying an Acquired Brain Injury	410
	Specifying the Type of Injury	411
	Specifying the Site of the Damage	414
	Types of Acquired Brain Injuries	414
	Cerebral Infection	414
	Brain Trauma	417
	Concussions in Football: What City Am I In?	418
	Cerebrovascular Accidents: Strokes	419
	Brain Tumors	422
	Degenerative Disorders	422
	Caregivers: The Hidden Victims of Dementia	428
	Nutritional Deficiency	427
	Endocrine Disorders	429
	Toxic Disorders	429
	The Epilepsies	430
	Causes of Epilepsy	431
	Types of Seizures	431
	Psychological Factors in Epilepsy	432
	Groups at Risk	432
	Treatment of Epilepsy	432

Part Five

DEVELOPMENTAL DISORDERS

Chapter 15	Disorders of Childhood and Adolescence	436
	Issues in Child Psychopathology	438
	Prevalence	438
	Classification and Diagnosis	439
	Long-Term Consequences	439
	Disruptive Behavior Disorders	440
	Attention Deficit Hyperactivity Disorder	440
	Conduct Disorder	442
	Antisocial Adolescents: Are There Two Types?	443
	Groups at Risk for Disruptive Behavior Disorders	444
	Disorders of Emotional Distress	444
	Anxiety Disorders	444
	Childhood Depression	446
	Groups at Risk for Disorders of Emotional Distress	447
	Eating Disorders	447
	Anorexia Nervosa	447
	Bulimia Nervosa	448
	Childhood Obesity	449
	Groups at Risk for Eating Disorders	449

Elimination Disorders	450
Enuresis	450
Encopresis	450
Childhood Sleep Disorders	451
Insomnia	451
Nightmares and Night Terrors	451
Sleepwalking	452
Learning and Communication Disorders	452
Learning Disorders	452
Recognizing Learning Disorders: Some Signs	454
Groups at Risk for Learning Disorders	453
Communication Disorders	453
Disorders of Childhood and Adolescence: Theory and Therapy	454
The Psychodynamic Perspective	454
The Behavioral Perspective	456
The Cognitive Perspective	457
The Family Systems Perspective	458
The Sociocultural Perspective	459
The Biological Perspective	459

Chapter 16 Mental Retardation and Autism 462

Mental Retardation	464
Levels of Mental Retardation	464
Genetic Factors	466
Environmental Factors	467
Mental Retardation in Adults	472
Groups at Risk for Mental Retardation	473
Autism	473
Symptoms of Autism	474
Savant Syndrome	475
Theories of Autism	476
Groups at Risk for Autism	479
Society and People with Developmental Disabilities	479
Public Policy	479
Community Integration	481
Quality of Life	481
Support for the Family	482
Employment	483
Prevention and Therapy	483
Primary Prevention	483
Secondary Prevention	483
Behavior Therapy	484
Cognitive Therapy	486
Pharmacological Therapy	486
Psychotherapy	487
Controversial Treatments	487