

DAVISON/NEALE



**ABNORMAL
PSYCHOLOGY**

FOURTH EDITION

FOURTH EDITION

ABNORMAL PSYCHOLOGY

AN EXPERIMENTAL CLINICAL APPROACH

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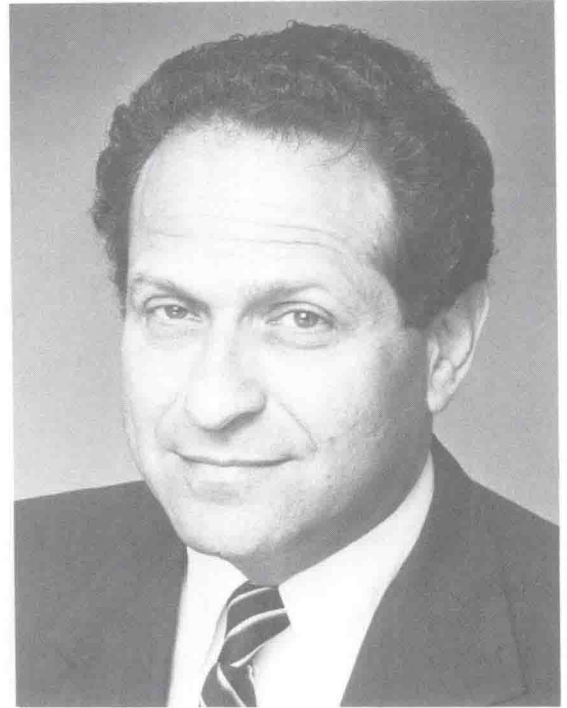
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ABNORMAL PSYCHOLOGY



To Carol, Eve, and Asher
GCD

To Gail and Sean
JMN



GERALD C. DAVISON is Chair and Professor of Psychology at the University of Southern California, where he was also Director of Clinical Training from 1979 to 1984. Previously he was on the psychology faculty at the State University of New York at Stony Brook (1966–1979). In 1969–70 he was visiting associate professor at Stanford University (where he received his Ph.D. in 1965), and in 1975–76, a National Institute of Mental Health Special Fellow at Harvard (where he obtained his B.A. in 1961). Davison has published widely in the general area of behavior therapy and personality, particularly on theoretical and philosophical issues, and is coauthor of *Clinical Behavior Therapy* (1976) and *Case Studies in Abnormal Psychology* (1986, second edition). He is a Fellow of the American Psychological Association and has served on the Executive Committee of the Division of Clinical Psychology, on the Board of Scientific Affairs, on the Committee on Scientific Awards, and on the Council of Representatives. He is presently serving on a National Academy of Sciences Committee on the Study of Techniques for Enhancing Human Performance and is also a past-president of the Association for Advancement of Behavior Therapy. He has been on the editorial board of several professional journals, including the *Journal of Consulting and Clinical Psychology*, *Behavior Therapy*, and *Cognitive Therapy and Research*. His current research program focuses on the relationship between cognition and a variety of behavioral and emotional states. In addition to his teaching and research, he is a practicing clinical psychologist.



JOHN M. NEALE, a Canadian, received his B.A. from the University of Toronto in 1965 and his Ph.D. from Vanderbilt University in 1969. Thereafter he spent a year as Fellow in Medical Psychology at Langley Porter Neuropsychiatric Institute and since then has been at the State University of New York at Stony Brook, where he is Professor of Psychology. His major research interests are psychopathology and the effects of life stress on health and the immune system. In 1974 he won the American Psychological Association's Early Career Award for his research in schizophrenia. In addition to being on the editorial boards of several professional journals and an active contributor to the psychological literature, he has coauthored five books, *Science and Behavior: An Introduction to Methods of Research*, *The Early Window: Effects of Television on Children and Youth*, *Psychology, Case Studies in Abnormal Psychology* (1986, second edition), and *Schizophrenia*. He has just finished a term as associate editor of the *Journal of Abnormal Psychology* and is currently directing a new health psychology program at Stony Brook.

Contemporary abnormal psychology is a field in which there are few hard and fast answers. Indeed, the very way the field should be conceptualized and the kinds of questions that should be asked are hotly debated issues. In this book we have tried to present what glimpses there are of answers to two primary questions: what causes psychopathology and which treatments are most effective in preventing or reducing psychological suffering.

It has become commonplace in psychology to recognize the selective nature of perception. Certainly the writing of a textbook is guided by biases on the part of the authors, and our effort is no exception. We share a strong commitment to a scientific approach but at the same time appreciate the often uncontrollable nature of the subject matter and the importance of clinical findings. Rather than pretend that we are unbiased and objective, we have tried to alert readers to our assumptions. Forewarned in this manner, they may consider on their own the merits of our point of view. At the same time, we attempt as best we can to represent fairly and comprehensively the major alternative conceptualizations in contemporary psychopathology. A recurrent theme in the book is the importance of points of view or, to use Kuhn's (1962) phrase, paradigms. Our experience in teaching undergraduates has made us very much aware of the importance of making explicit the unspoken assumptions underlying any quest for knowledge. In our handling of the paradigms, we have tried to make their premises clear. Long after specific facts are forgotten, the student should retain a grasp of the basic problems in the field of psychopathology.

A related issue is the use of more than one paradigm in studying abnormal psychology. Rather than force an entire field into, for example, a social-learning paradigm, we argue, from the available information, that different problems in psychopathology are amenable to analyses within different frameworks. For instance, physiological processes must be considered when examining mental retardation and schizophrenia, but for other disorders a cognitive behavioral theory seems the most helpful. Over the course of our several revisions the importance of a diathesis-stress approach has become more and more evident. Emerging data indicate that many, perhaps most, disorders arise from subtle interactions between organic or psychological predispositions and stressful life events. Our coverage continues to reflect these hypotheses and findings, strengthening our basic position that a diathesis-stress paradigm is useful in understanding most psychopathologies.

Preparing this fourth edition has given us an opportunity to strengthen many parts of the book and to include significant new material that has appeared since completion of the third edition. Those familiar with our earlier efforts will find that our basic orientation has not changed. Our intent is to communicate to students our own excitement about our discipline, particularly the puzzles that challenge researchers in their search for the causes of psychopathology and for ways to prevent and ameliorate it. We try to encourage readers to participate with us in a process of

discovery as we sift through the evidence on the origins of psychopathology and the effectiveness of specific interventions.

Any abnormal psychology textbook written in the 1980s must attend to the third edition of the *Diagnostic and Statistical Manual of Mental Disorders*, and ours is no exception. It has been gratifying to note that many of the changes introduced into DSM-III—recategorizing affective disorders, better operational definitions of each category, omission of homosexuality from the list of mental disorders, a narrower definition of schizophrenia—were anticipated and advocated in our first two editions. To help readers find their way through DSM-III, a summary table on the back endpapers of the book compares DSM-III with DSM-II.

We do not, however, accept DSM-III uncritically; those responsible for its compilation are themselves aware of our incomplete and evolving understanding of human suffering. Many times throughout the book we comment critically on this diagnostic scheme. We have every expectation that there will be a DSM-IV one day, and we hope to make some contribution, along with other colleagues, to the continuing refinement of the manual.

As in the third edition, treatments of specific disorders are discussed in the chapters reviewing them. The final section on intervention is also retained, for we continue to believe that only a separate and extended consideration allows us to explore with the reader the many perplexing and intriguing problems encountered by health professionals who try to prevent or treat mental disorders. Chapter 2, the pivotal chapter devoted to paradigms, lays the foundation for Chapters 5 through 17, which describe the various disorders and give what is known about their etiologies and about treating and preventing them.

It is a pleasure to acknowledge the contributions of a number of colleagues and students to this revision. Ian Evans, State University of New York at Binghamton; Stephen A. Lisman, State University of New York at Binghamton; Martha Storandt, Washington University; and Paul Wachtel, New York University, provided thoughtful recommendations for the fourth edition. Helpful library research was done at the University of Southern California by Sharon Dolezal, Max Fuentes, David Haaga, Kathie Hilterbrand, Elizabeth Kandel, and Linda Louie; and at the State University of New York at Stony Brook by Alexandra Gaughan, Jill Hooley, Kevin Leach, Sally Thomason, and Heiddis Valdimarsdottir. Special thanks go to Keri Weed and Wendy Weicker for drafting and rewriting major portions of the revisions of Chapters 16 and 17, respectively, and to Stephen J. Morse, for consultation on Chapter 21.

We continued to enjoy and benefit from the skills and dedication of our “Wiley family,” Carol Luitjens, Mark Mochary, Stella Kupferberg, Elizabeth Meder, Dawn Stanley, Ed Burke, and Barbara Heaney. As before, our deepest appreciation goes to Priscilla Todd, who lent her writing talents to what we have striven mightily to make a readable and engaging text, without sacrificing scientific accuracy or professional responsibility. We wish to thank Fran McCleod and Barbara Conklin at Stony Brook and Gertrude Langerud at USC, for their secretarial work, as well as Eve Davison and Asher Davison for their clerical assistance. Our loving thanks to our respective families, who once again put up with “lost weekends” and occasional grumpiness: Gail and Sean Neale, and Carol, Eve, and Asher Davison. Finally, we have maintained the order of authorship as it was for the first edition, decided by the toss of a coin.

GERALD C. DAVISON

JOHN M. NEALE

September 1985

A NOTE TO THE STUDENT

There are several features of this book that we hope will make it easier for you to master and enjoy the material. Some are common to all textbooks, others particular to our book.

1. *Chapter Summaries.* Though a summary appears at the end of each chapter, we recommend that you read it first. Even if you do not understand all of it, you will get some idea of what the chapter is about. Then, when you read it after completing the chapter itself, your enhanced understanding of it will give you an immediate sense of what you have learned in just one reading of the chapter; if something remains unclear in the Summary, you have some indication of what you would do well to reread then and there.

2. *Heads and Subheads.* We have employed four orders of heads. The first level heads are listed at the beginning of the chapter to provide a general idea of how the chapter is organized. You might also want to flip through the chapter and note the subheads; this will give you a better idea of how the chapter as a whole is organized. Another way to take note of the organization of each chapter is to flip backwards to the detailed Table of Contents at the beginning of the book, where we have listed both first and second level heads, with the pages on which they appear.

3. *Key Terms.* When an important term is introduced, it is italicized and underlined. Usually a discussion of that term immediately follows. Of course, the term will probably appear again later in the book, in which case it will not be highlighted in this way. If its meaning eludes you on this second or third meeting, then the next feature will help.

4. *Glossary.* We have provided at the end of the book a detailed dictionary of sorts that includes all key terms, as well as some other words and phrases that may not have been so highlighted. Unlike an ordinary dictionary, a glossary is a very specialized listing of terms and definitions tied to a particular area of study—in the present instance, of course, to abnormal psychology.

5. *Subject and Name Indices.* Also in the back of the book is an index of terms and ideas, the subject index, and a listing of names cited as bibliographic sources, the name index. Sometimes you may wish to know where in the book a certain topic, such as malnutrition, has been discussed. You will find in the subject index that malnutrition is mentioned in more than one context, and the page numbers enable you to look up quickly these several discussions, perhaps to compare how malnutrition was dealt with in the different contexts. The name index can help you find a particular reference, though sometimes we think that a principal purpose is to enable colleagues to look themselves up quickly to see if they have been cited in someone else's book! (We've certainly been guilty of this "sin.")

6. *DSM-III and DSM-II Tables.* On the endpapers of the book are listings of the new psychiatric nomenclature, DSM-III, and its predecessor DSM-II, along with a method for comparing the two. This provides a handy guide to where particular

disorders appear in the currently and formerly used listings. You will see, as you read our book, that we make considerable use of DSM-III, yet in a selective vein. Sometimes we find it better to discuss theory and research on a particular problem in a way that is different from DSM's conceptualization.

7. *Study Guide.* A *Student Study Guide*, written by Douglas Hindman, is available to help you read and study the textbook. For each chapter there is a summary of the chapter, a list of key concepts, important study questions, and practice tests to encourage active reading and learning. We think that it is a very helpful study aid.

8. *Supplemental Text.* Finally, with Thomas Oltmanns we have developed a supplemental paperback text, *Case Studies in Abnormal Psychology*, second edition, based on our own clinical experience with real clients. We hope that it will give you an appreciation of the range and nature of abnormal behavior. The response from students who have used the first edition has been overwhelmingly positive.

One of the things previous users have liked about the book is the way it reads. We hope you, too, will find it engaging and interesting. From time to time students have written us their comments on the book. Should the spirit move you to do so, you can glean our addresses from the brief biographies that appear next to our pictures at the beginning of the book.

GCD AND JMN

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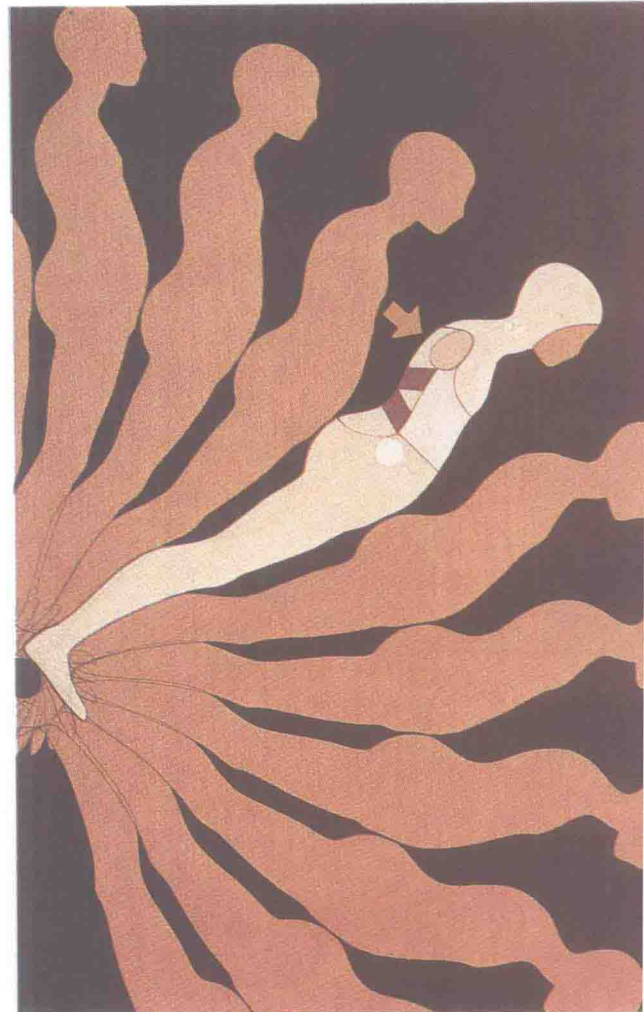
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