

UNDERSTANDING ABNORMAL

BEHAVIOR

FOURTH EDITION

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# UNDERSTANDING ABNORMAL BEHAVIOR

FOURTH EDITION



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*To our parents, Tom and Lucy Sue, who never suspected they would produce three psychologists, and to our wives and families, who provided the emotional support that enabled us to complete this edition.*

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# Preface

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This is an exciting time to be learning about abnormal behavior, its causes, and its treatment. Researchers have made major advances in understanding genetic and other biological influences on mental disorders. At the same time, psychological models of psychopathology have become increasingly sophisticated, and much research has been conducted on effective forms of psychotherapy. In our society, health-care reform is altering the provision of mental health services, and new ethical issues concerning the delivery of mental health interventions have been raised. Looking beyond our society, we are becoming more familiar with other cultures and peoples, and more aware of variability in the way emotional distress is expressed and in the way problems are treated. This dynamic environment is the context in which we study abnormal behavior.

In writing and revising this book we have sought to engage students in the exciting process of understanding abnormal behavior and the ways that mental health professionals study and attempt to treat it. In pursuing this goal, we have been guided by three major objectives.

1. To provide students with scholarship of the highest quality
2. To offer an evenhanded treatment of abnormal psychology as both a scientific and a clinical endeavor, giving students the opportunity to explore topics thoroughly and responsibly
3. To make our book inviting and stimulating to a wide range of students

In each edition we have strived to achieve these objectives, working with comments from many students and instructors and our own work in teaching, research, and therapy. The Fourth Edition, we believe, builds on the achievements of previous editions and surpasses them.

## OUR APPROACH

We are pleased to provide instructors and students with the most current information contained in the

fourth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-IV). We've provided readers with comprehensive, integrated coverage of changes in the DSM-IV diagnostic categories as well as analysis of those changes throughout the text. The DSM nosological system has generated much controversy, which we discuss as we examine the system's strengths, weaknesses, and evolution. This thorough integration of DSM distinguishes our text as an up-to-date and useful resource for student learning.

The text covers the major categories of disorders listed in DSM-IV, but is not a reiteration of DSM. We take an eclectic, multicultural approach to the field, drawing on important contributions from various disciplines and theoretical stances. We believe that different combinations of life experiences and constitutional factors influence behavioral disorders, and we project this view throughout the text. One vital aspect of life experience is cultural norms, values, and expectations. Because we are convinced that cross-cultural comparisons of abnormal behavior and treatment methods can greatly enhance our understanding of disorders, we pay special attention to cultural phenomena. For example, our analysis of mood disorders carefully examines gender and culture as factors in diagnosing and treating depression.

As psychologists (and professors) we know that learning is enhanced whenever material is presented in a lively and engaging manner. We achieve these qualities in part by providing case vignettes and clients' descriptions of their experiences to complement and illustrate research-based explanations. Controversial topics are highlighted and explored in depth. Among these are:

- ◆ Rape and symptoms of posttraumatic stress disorder (Chapter 6)
- ◆ Processes of addiction (Chapter 10)
- ◆ Eating disorders (Chapter 17)
- ◆ Cultural bias in psychotherapy (Chapter 18)
- ◆ Assisted suicide and the "right to die" (Chapter 20)

Complex material is presented with clarifying examples. The intriguing symptoms of multiple person-

ality disorder emerge as an experienced therapist describes a client in detail (p. 202). The various factors that affect clients with mood disorders are carefully examined (p. 384). We try to encourage students to think critically about the knowledge they acquire in hope that they will develop an appreciation of the study of abnormal behavior rather than merely assimilate a collection of facts and theories.

## SPECIAL FEATURES

Contributing to the strength of the Fourth Edition are a number of features popularized in earlier editions. Among these is the extended case study of Steven V., a unique device that translates theory into reality by interpreting the problems of a troubled college student through different theoretical perspectives. The case appears in four chapters, reflecting many of the issues presented in the text, such as the relationships among theoretical stances and the way therapists diagnose and treat mental illness. Steven's background and clinical history are discussed in Chapter 1. He is viewed from the biogenic, psychoanalytic, and humanistic-existential perspectives in Chapter 2, and from the behavioral and family systems perspectives in Chapter 3. The case culminates in Chapter 18, where Steven's therapist discusses his mental state, treatment, and prognosis from a systematic eclectic perspective. Other helpful features appearing in the previous edition include:

- \* Discussions of treatment approaches in each of the chapters on disorders as well as in a separate chapter
- \* Disorder charts that illustrate the relationships among categories of disorder in every chapter, based on DSM-IV criteria
- \* A separate chapter on suicide
- \* Two chapters devoted to schizophrenia
- \* Focus boxes highlighting high-interest topics
- \* "First Person" essays that demonstrate therapy issues and the range of careers available in the field of psychopathology
- \* A chapter outline on the first page of every chapter
- \* Chapter summaries reinforcing important concepts and ideas

- \* Key terms with definitions listed at the end of each chapter, plus a glossary at the back of the book that defines all key terms

## NEW TO THE FOURTH EDITION

Our foremost objective in preparing this edition was to update thoroughly and present the latest trends in research and clinical thinking. Most significantly, we have included information from the DSM-IV in all topical coverage of disorders. We also introduce and provide a thorough overview of the DSM's evolution in Chapter 4.

Throughout the text we have expanded our coverage of dozens of topics, including:

- \* Biochemical research and treatment perspectives for many of the disorders, including the use of drugs such as Prozac (in all chapters)
- \* An overview of biological research methods and techniques (Chapter 5)
- \* Cognitive therapies and their use in conjunction with drug treatment (Chapter 18)
- \* Cultural, gender, and stress factors involved in mood disorders (Chapter 12)
- \* Research on the process of addiction (Chapter 10)
- \* Eating disorders and cultural factors that may contribute to them (Chapter 17)
- \* Alzheimer's disease: its diagnosis, treatment, and effects (Chapter 16)
- \* Stress and the effects of Acquired Immune Deficiency Syndrome (Chapter 8)
- \* Delusions and hallucinations as symptoms of schizophrenia (Chapter 14)

A new feature, Critical Thinking, encourages students to evaluate and analyze a high-interest topic such as the causes of rape or the "right" to die. Each Critical Thinking box provides factual evidence and thought-provoking questions that raise key issues in research, examine widely held assumptions about abnormal behavior, or challenge the student's own understanding of the text material. The Critical Thinking feature is designed to prompt students to begin thinking about issues as a psychologist would, weighing the evidence and applying theoretical perspectives and personal experiences to arrive at an

evaluation. The feature should also be helpful in sparking lively class discussion.

New First Person narratives discuss

- ✦ A case of multiple personality disorder
- ✦ Family counseling for families of Alzheimer's patients
- ✦ Battered women and their symptoms of PTSD
- ✦ AIDS and the diagnosis and treatment of a mood disorder
- ✦ A therapy program for women with eating disorders
- ✦ A psychologist's perspective on the issue of cross-cultural counseling.

New Focus box topics include

- ✦ Our ability to predict dangerous behavior in serial killers
- ✦ The relatively fast recovery from schizophrenia among people in developing countries
- ✦ The psychology of women from a feminist perspective
- ✦ The relationship between psychotherapy and cultural bias
- ✦ Reasons for early onset Alzheimer's disease

## ORGANIZATION OF THE TEXT

In the Fourth Edition, we have reorganized some key material to make it more useful for professors and students alike, although the text continues to be organized into six major sections. Part I (Chapters 1 through 5) provides a context for viewing abnormal behavior and treatment by introducing students to historical contributions and to the diverse theoretical perspectives that currently are used to explain deviant behaviors. Biogenic and psychogenic models are presented in Chapter 2. We have moved an expanded discussion of basic brain structure and function to this introductory chapter, allowing fuller and more understandable explanations of biochemical processes through the entire remainder of the text. Behavioral and family systems models are presented in Chapter 3, including expanded coverage of cognitive perspectives. Chapter 4, which discusses the new edition of DSM, has also been restructured to present

an overview of assessment before moving into issues of classification. This logical progression encourages students to think about the relationship between assessment, classification, and diagnosis and the skills and methods involved in each of these activities. Chapter 5 examines research methods, including biological techniques that psychologists use in studying abnormal behavior.

The bulk of the text, Chapters 6 through 17, presents the major disorders covered in DSM-IV. In each chapter, symptoms are presented first, followed by diagnosis, theoretical perspectives, etiology, and treatment.

Part II contains three chapters that deal with anxiety and stress. Anxiety disorders are discussed in Chapter 6, somatoform and dissociative disorders in Chapter 7, and psychophysiological disorders in Chapter 8.

Part III includes chapters dealing with personality and impulse control disorders (Chapter 9), substance abuse (Chapter 10), and psychosexual disorders and dysfunctions (Chapter 11).

Part IV contains four chapters that deal with mood disorders (Chapter 12), suicide (Chapter 13), and schizophrenia (Chapters 14 and 15).

Part V encompasses cognitive impairment disorders (Chapter 16) and developmental disorders and mental retardation (Chapter 17). We have included the topic of mental retardation in Chapter 17 to bring it in line with the classification system of DSM and focusing on the essential characteristics—both causes and treatments—for this condition.

Part VI comprises three chapters. The first two, Chapters 18 and 19, examine treatment and community intervention. Although the therapies used to treat specific disorders are discussed in the disorders themselves, the different approaches can be more easily contrasted in a separate chapter. The chapter on community psychology (Chapter 19) explores the argument that community and institutional forces have a major impact on emotional well-being and that community interventions can be used to promote mental health. The final chapter (Chapter 20) deals with legal and ethical issues. Because of growing concern over such matters as the insanity defense, patients' rights, confidentiality, and mental health practices in general, we believe it is important to understand the issues and controversies surrounding these topics.

## ANCILLARIES

We once again thank Richard L. Leavy of Ohio Wesleyan University for continuing his outstanding work on the ancillary package. He has substantially revised the *Instructor's Resource Manual* and *Study Guide*, and written approximately 1000 new questions for the *Test Bank*. All three of these key ancillaries are unified by the same set of learning objectives.

For each chapter of the text, the *Instructor's Resource Manual* includes an extended chapter outline, a set of learning objectives, discussion topics, classroom exercises, handouts, and a list of supplementary readings and audiovisual resources. New in the fourth edition of this manual are diagnostic problems that present a case study, a sample diagnostic "tree" or flow chart, and questions to prompt the student's clinical ability to make a correct diagnosis of disorder.

The *Instructor's Resource Manual* also includes a conversion chart to facilitate instructors' use of the new edition. This chart highlights new material and revisions to topic organization. It also provides a list of new disorder charts and their location throughout the text.

The enlarged *Test Bank* now includes one hundred multiple-choice questions per chapter, of which 50 percent are new (marked by an \*) to this edition. (In items repeated from the previous edition, answer choices have been scrambled.) For each question, the corresponding learning objective, text page number, question type (fact/concept or application), and page number are provided. The new test questions provide a greater emphasis on application and higher-order thinking skills.

The *Study Guide* provides a complete review of each chapter in the text through the use of chapter outlines, learning objectives, a fill-in-the-blank review of key terms, and practice multiple-choice questions. The answers to the test questions include an explanation of each incorrect answer as well as the right answer; we know of no other study guide in abnormal psychology that contains this valuable pedagogical device.

A *Computerized Test Bank* available in both IBM and Macintosh formats allows instructors to create their own exams from the *Test Bank* questions and integrate their own questions with those on disk.

Finally, a selection of videos on topics in abnormal psychology is available to instructors with a minimum order of new books. Your Houghton Mifflin sales representative can provide the details.

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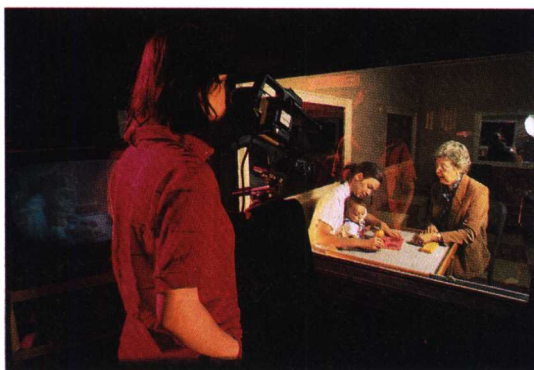
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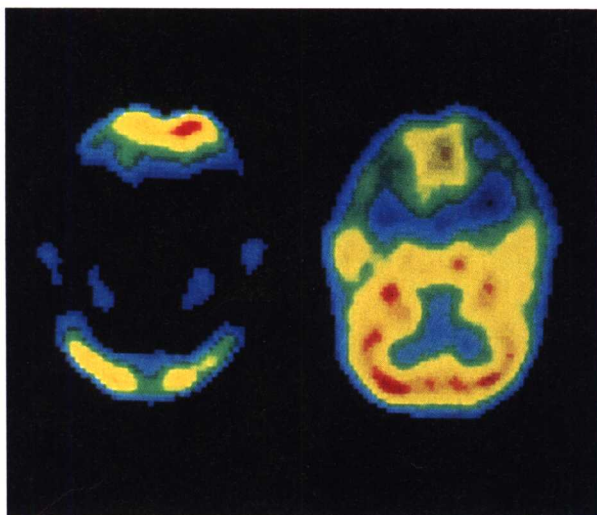
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