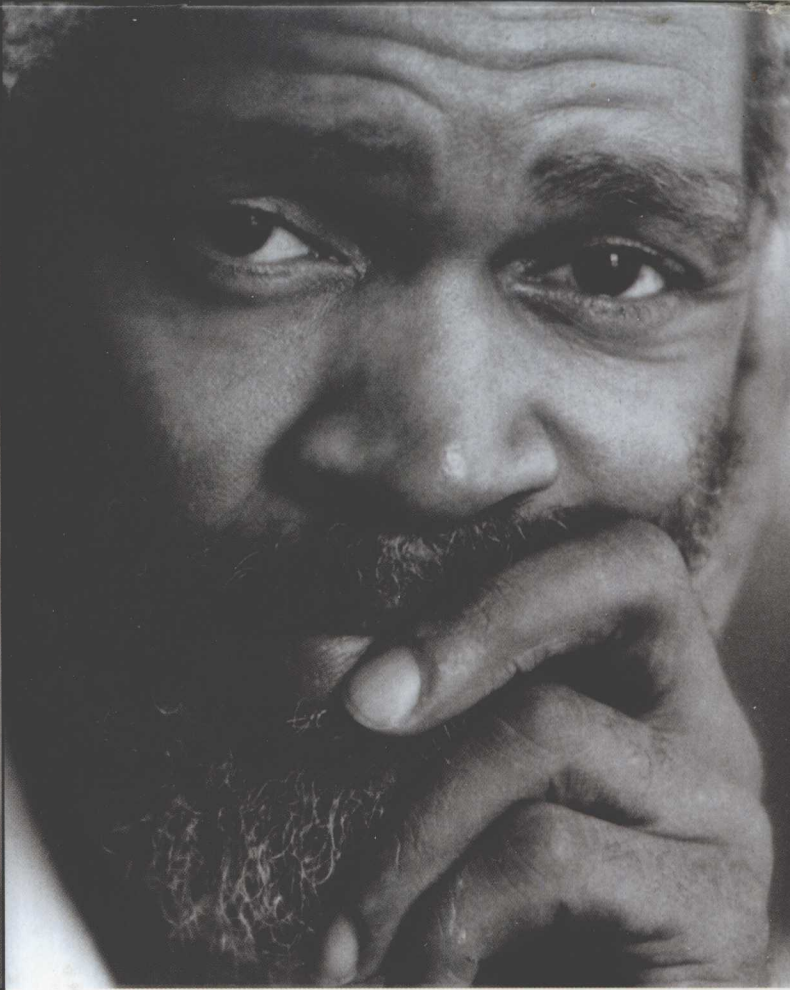
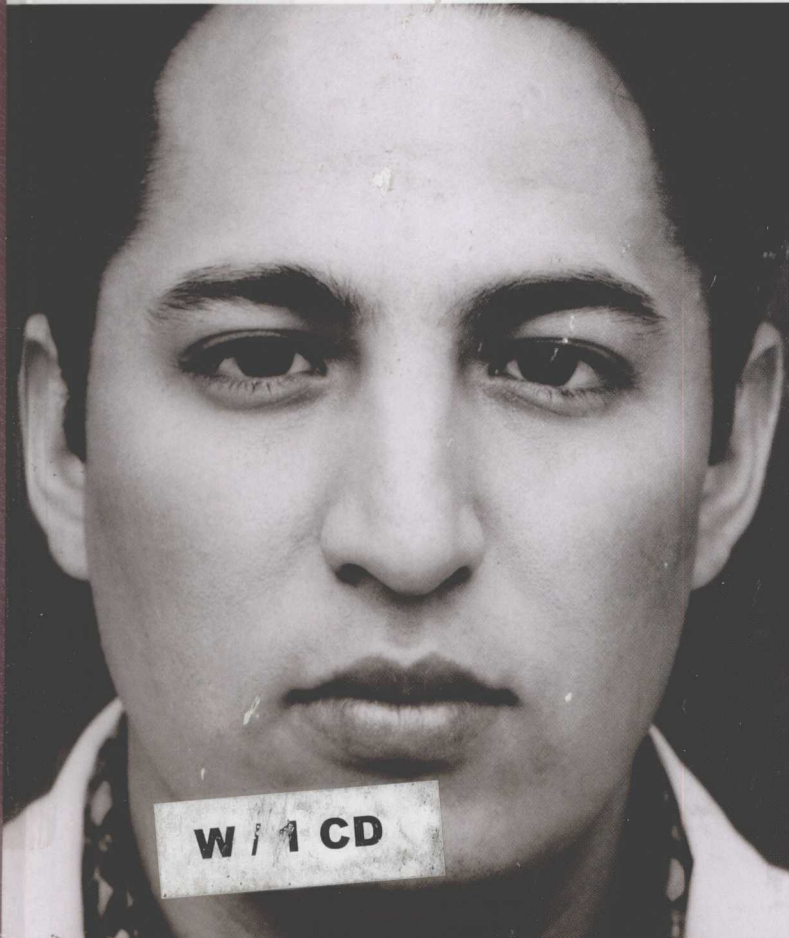




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PSYCHOLOGY
THIRD EDITION



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Abnormal Psychology

An Integrative Approach

THIRD EDITION

David H. Barlow

Boston University

V. Mark Durand

University at Albany—State
University of New York

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I dedicate this book to my mother, Doris Elinor Barlow-Lanigan, for her multidimensional influence across my life span.

D.H.B.

To Wendy and Jonathan, whose patience, understanding, and love provided me the opportunity to complete such an ambitious project.

V.M.D.



ABOUT THE AUTHORS

David H. Barlow is an internationally recognized pioneer and leader in clinical psychology. A professor at Boston University, Dr. Barlow also directs the clinical psychology programs and the Center for Anxiety and Related Disorders, one of the largest research clinics of its kind in the world. From 1979 to 1996, he was distinguished professor at the University at Albany–State University of New York. From 1975 to 1979 he was professor of psychiatry and psychology at Brown University, where he also founded the clinical psychology internship program. From 1969 to 1975 he was professor of psychiatry at the University of Mississippi, where he founded the Medical School psychology residency program. Dr. Barlow received his B.A. from the University of Notre Dame, his M.A. from Boston College, and his Ph.D. from the University of Vermont.

A fellow of every major psychological association, Dr. Barlow has received many awards in honor of his excellence in scholarship, including the National Institute of Mental Health Merit Award for long-term contributions to the clinical research effort; the 2000 Distinguished Scientist Award for applications of psychology from the American Psychological Association; the Distinguished Scientist Award from the Society of Clinical Psychology from the American Psychological Association; and a certificate of appreciation from the APA section on the clinical psychology of women, for “outstanding commitment to the advancement of women in psychology.” He also received career contribution awards from the Massachusetts and California Psychological Associations, and, in 2000, was named Honorary Visiting Professor at the Chinese People’s Liberation Army Gen-

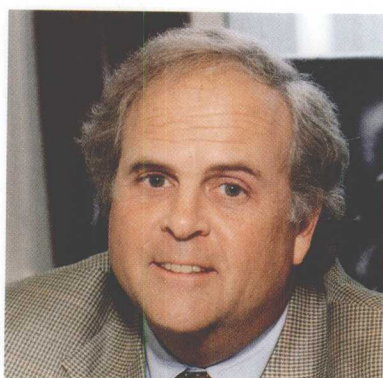


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eral Hospital and Postgraduate Medical School. In addition, the annual Grand Rounds in Clinical Psychology at Brown University was named in his honor, and he was awarded the first graduate alumni scholar award at the University of Vermont. During the 1997–1998 academic year he was Fritz Redlich Fellow at the Center for Advanced Study in the Behavioral Sciences in Menlo Park, California.

Dr. Barlow has served on the editorial boards of 19 different journals, published more than 400 scholarly articles, and

written 20 books, including *Anxiety and Its Disorders*, 2nd edition, Guilford Press; *Clinical Handbook of Psychological Disorders: A Step-by-Step Treatment Manual*, 3rd edition, Guilford Press; *Single-Case Experimental Designs: Strategies for Studying Behavior Change*, 2nd edition, Allyn & Bacon (with Michael Hersen); *The Scientist-Practitioner: Research and Accountability in the Age of Managed Care*, 2nd edition, Allyn & Bacon (with Steve Hayes and Rosemary Nelson); and *Mastery of Your Anxiety and Panic*, Graywind Publications (with Michelle Craske).

From 1990 to 1994, Dr. Barlow was one of three psychologists on the task force that was responsible for reviewing the work of more than 1000 mental health professionals who participated in the creation of the new DSM-IV. He also chaired the APA Task Force on Psychological Intervention Guidelines, which created a template for clinical practice guidelines. His current research program focuses on the nature and treatment of anxiety and related emotional disorders.

At leisure he plays golf, skis, and retreats to his home in Nantucket, where he loves to write, walk on the beach, and visit with his island friends.

V. Mark Durand is a world authority in the area of developmental disabilities and is currently Interim Dean of the College of Arts and Sciences and professor of psychology at the University at Albany—State University of New York. Dr. Durand is a Fellow of the American Psychological Association and has administered more than \$3 million in federal research and training grants in the areas of functional communication, assistive technology, home-school training, and improving the problem behaviors of children and adults with severe disabilities. He served as associate director for clinical training for the doctoral psychology program from 1987 to 1990 and as chair of the psychology department from 1995 to 1998; he currently directs the Albany Center for the Study of Developmental and Behavioral Disabilities and the New York Autism Network. He received his B.A., M.A., and Ph.D.—all in psychology—at the State University of New York—Stony Brook.

Dr. Durand was awarded the University Award for Excellence in Teaching at SUNY—Albany in 1991 and in 1989 was named Distinguished Reviewer of the Year for the *Journal of the Association for Persons with Severe Handicaps*. He has served on various



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editorial boards, reviewed for numerous journals, and written many scholarly articles and dozens of chapters on functional communication, educational programming, and behavior therapy. His five books include *Severe Behavior Problems: A Functional Communication Training Approach* and, most recently, *Sleep Better! A Guide to Improving Sleep for Children with Special Needs*.

Dr. Durand developed a unique treatment for severe behavior problems that is currently mandated by states across the country and is used worldwide. He also

developed an assessment tool that is used internationally and has been translated into more than 15 languages. In 1993 he was the keynote speaker for the Australian National Conference on Behaviour Modification; he has also lectured throughout Norway. He has been consulted by the departments of education in numerous states and by the U.S. Departments of Justice and Education. His current research program includes the study of prevention models and treatments for such serious problems as self-injurious behavior.

In his leisure time he enjoys jogging, soccer, scuba diving with his son, Jonathan, and long drives with his wife, Wendy.

PREFACE

Every once in a while something dramatic happens in science. For example, evolutionary biologists, who long assumed that the process of evolution was gradual, suddenly had to adjust to evidence that it happens in fits and starts in response to such cataclysmic environmental events as meteor impacts. Similarly, geology has been revolutionized by the discovery of plate tectonics.

Until now, the science of psychopathology has been compartmentalized, with psychopathologists examining the separate effects of psychological, biological, and social influences. This approach is still reflected in popular media accounts that describe, for example, a newly discovered gene, a biological dysfunction, or early childhood experiences as a “cause” of a psychological disorder. This way of thinking still dominates discussions of causality and treatment in most psychology textbooks: “The psychoanalytic views of this disorder are . . . the biological views are . . .,” and, often in a separate chapter, “psychoanalytic treatment approaches for this disorder are . . . cognitive behavioral treatment approaches are . . . biological treatment approaches are. . .”

The success of the first two editions of this book confirms our belief that this approach is no longer useful. Recent explosive advances in knowledge demonstrate that genetic and neuroscientific research depends on our understanding that psychological and social factors directly affect neurotransmitter function and even genetic expression. Similarly, we cannot study behavioral, cognitive, or emotional processes without appreciating the contribution of biological and social factors to psychological and psychopathological expression. Thus, we have abandoned the traditional compartmentalized approach to psychopathology, which, in any case, usually confused our students. Instead, we use a more accessible approach that accurately reflects the current state of our clinical science.

As colleagues, you are aware that we understand some disorders better than others. But we hope you will share our excitement in conveying to the student both what we currently know about the causes and treatment of psychopathology and how far we have yet to go in understanding these complex interactions.

OUR APPROACH

This is clearly the first of a new generation of abnormal psychology textbooks that offers an integrative and multidimensional perspective. (We acknowledge such one-dimensional approaches as biological, psychosocial, and supernatural as historic trends). We include substantial current evidence of the reciprocal influences of biology and behavior and of psychological and social influences on biology. Our examples hold students’ attention; for example, we discuss genetic contributions to divorce, the effects of early social and behavioral experience on later brain function and structure, new information on the relation of social networks to the common cold, and new data on psychosocial treatments for cancer. We emphasize the fact that in the phenomenon of implicit memory and blind sight, which may have parallels in dissociative experiences, psychological science verifies the existence of the unconscious (although it does not much resemble the seething caldron of conflicts envisioned by Freud). We acknowledge the often neglected area of emotion theory for its rich contributions to psychopathology. We weave scientific findings from the study of emotions together with behavioral, biological, cognitive, and social discoveries to create an integrated tapestry of psychopathology.

Life-Span Developmental Influences

No modern view of abnormal psychology can ignore the importance of life-span developmental factors to the manifestation and treatment of psychopathology. Accordingly, while we include a developmental disorders chapter (Chapter 14), we consider the importance of development throughout the text; we discuss childhood anxiety, for example, in the context of the other anxiety disorders. This organization, which is for the most part consistent with DSM-IV, helps students appreciate the need to study each disorder from childhood through adulthood. We note findings on developmental considerations in separate sections of each disorder chapter and, as appropriate, discuss how specific developmental factors affect causation and treatment.

CULTURE INDEX

Throughout the book we consider the relationship of culture to many subjects, including:

- African Americans 125–126, 171, 177, 207, 228, 244–245, 248, 358, 399, 403–404, 434, 500
- Alcohol use disorders 358–359
- Asian Americans 244, 261, 292, 358, 500
- Body dysmorphic disorder 172–173
- Conversion disorder 168–169
- Coronary heart disease 292
- Dementia 494, 500
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- Diagnostic guidelines 85
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- Hispanic Americans 85, 125, 135, 207, 228, 244, 261, 358, 434
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- Personality disorders 393, 403–404
- Phobias 135
- Posttraumatic stress disorder 145
- Psychological disorders, differences in 4
- Research 107–108
- Schizophrenia 434, 444, 449
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- Sexuality 311–312
- Sleep disorders 261
- Smoking 302–303
- Somatization disorder 163
- Somatoform disorders 159
- Substance-related disorder 362, 372, 376
- Suicide 228

GENDER INDEX

Gender issues are considered throughout the book in relation to numerous topics, including:

- Agoraphobia 124–125
- Body dysmorphic disorder 171–172
- Conversion disorder 167–168
- Dementia 491, 494
- Developmental disorders 458, 463, 467
- Eating disorders 237–238, 241–256
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- Sexual dysfunctions 317–325, 331–334
- Sexuality 310–313
- Social phobia 139
- Somatization disorder 162
- Substance-related disorders 359–360
- Suicide 228–229

Scientist-Practitioner Approach

We go to some length to explain why the scientist-practitioner approach to psychopathology is both practical and ideal. Like most of our colleagues, we view this as something more than simple awareness of how scientific findings apply to psychopathology. We show how every clinician contributes to general scientific knowledge through astute and systematic clinical observations, functional analyses of individual case studies, and systematic observations of series of cases in clinical settings. For example, we explain how information on dissociative phenomena provided by early psychoanalytic theorists remains relevant today. We also describe the formal methods used by scientist-practitioners, showing how abstract research designs are applied to research programs.

Clinical Cases

We have enriched the book with authentic clinical histories to illustrate scientific findings on the causes and treatment of psychopathology. We have both run active clinics for years, so 95% of the cases are from our own files, and they provide a fascinating frame of reference for the findings we describe. Most chapters begin with a case description, and most discussion of the latest theory and research is related to these very human cases.

Disorders in Detail

We cover the major psychological disorders in eleven chapters, focusing on three broad categories: clinical description, causal factors, and treatment and outcomes. We pay considerable

attention to case studies and DSM-IV criteria, and we include statistical data, such as prevalence and incidence rates, sex ratio, age of onset, and the general course or pattern for the disorder as a whole. In this new edition, we have updated coverage with information from the text revision of DSM-IV, labeled as DSM-IV-TR (see page xix). Throughout, we explore how biological, psychological, and social dimensions may interact to cause a particular disorder. Finally, by covering treatment and outcomes within the context of specific disorders, we provide a realistic sense of clinical practice.

Treatment

One of the best received innovations in the first and second editions was that we discussed treatment in the context of the disorders that are its target instead of in a separate chapter, an approach that is supported by the development of specific psychosocial and pharmacological treatment procedures for specific disorders. We have retained this integrative format and improved upon it, and we include treatment procedures in the key terms and glossary.

Legal and Ethical Issues

In our closing chapter we integrate many of the approaches and themes that have been discussed throughout the text. We include case studies of people who have been involved directly with many legal and ethical issues and with the delivery of mental health services. We also provide a historical context for current perspectives so students will understand the effects of social and cultural influences on legal and ethical issues.

Special Photo Feature

We have included photos of actual clients who were diagnosed with psychological disorders. In every case, we have the individual's permission to use the photo; in cases where we felt a person might not truly understand our purpose, we have not used the image. By showing these faces, which represent both genders and a variety of races, cultures, and stages of development, we hope to convey the hardship imposed by psychological disorders and help reduce the stigma, anxiety, and isolation that add to the burden of people who struggle with them.

Diversity

Issues of culture and gender are integral to the study of psychopathology. Throughout the text we describe current thinking about which aspects of the disorders are culturally specific and which are universal, and about the strong and sometimes puzzling effects of gender roles. Clearly, our field will grow in depth and detail as these subjects become standard research topics. For example, why do some disorders overwhelmingly affect females and others appear predominately in males? And why does this apportionment sometimes change from one culture to another? In answering questions like these, we adhere closely to science, emphasizing that each gender and culture are each one dimension among several that constitute psychopathology.

NEW TO THIS EDITION

A Thorough Update

Every chapter has been carefully revised to reflect the very latest research studies on psychological disorders. Hundreds of new references from 1999–2002 (and some still “in press”) appear for the first time in this edition and some of the information they contain stuns the imagination. Nonessential material has been eliminated, some new headings have been added, and DSM-IV criteria are once again included in their entirety as tables in the appropriate disorder chapters.

DSM-IV, DSM-IV-TR, AND DSM-V

Much has been said about the mix of political and scientific considerations that resulted in DSM-IV, and naturally we have our own opinions (David H. Barlow had the interesting experience of sitting on the task force). Psychologists are often concerned about turf issues in what has become, for better or worse, the nosological standard in our field, and with good reason: In previous DSM editions, scientific findings sometimes gave way to personal opinions. However, this time most professional biases were left at the door while the task force almost endlessly debated the data. This process produced enough new information to fill every psychopathology journal for a year with integrative reviews, reanalysis of existing databases, and new data from field trials. From a scholarly point of view, the process was both stimulating and exhausting.

In this book are highlights of various debates that created the nomenclature and recent updates. For example, we summarize the data and discussion of premenstrual dysphoric disorder and mixed anxiety depression, two disorders that did not make it into the final criteria. Students can thus see the process of making diagnoses as well as the mix of data and inference that are part of it.

In 2000, the American Psychiatric Association published a revision of the text accompanying the DSM-IV diagnostic criteria that updates the scientific literature, without changing the criteria themselves. Several senior clinical investigators from one of our research centers (DHB) participated in the text revision and much of this information has found its way into this third edition. For example, the text revision (DSM-IV-TR) discusses the intense continuing debate on categorical and dimensional approaches to classification. We describe some of the compromises the Task Force made to accommodate data, such as why it does not yet seem possible to dimensionalize personality disorders, although almost everyone agrees that when we can we will prefer to do so.

Now the planning process has begun for DSM-V. The first phase of this massive project involves a joint effort by the National Institute of Mental Health and the American Psychiatric Association focused on delineating needed research efforts to provide crucial information for the DSM-V process. Research planning workgroups have been formed in areas such as neuro-

science, problems/gaps in the current system, cross cultural issues, and developmental issues with the charge of producing “white papers” outlining the required research agenda. The white papers, along with an article summarizing important recommendations, will be published sometime in mid to late 2002. A year or so later the DSM-V task force will convene with the idea of producing DSM-V by the end of the decade. A number of the preliminary recommendations for a new research agenda for DSM-V have found their way into relevant chapters.

Prevention

Looking ahead into the future of abnormal psychology as a field, the prospect of helping the most people who display psychological disorders may lie in our ability to prevent these difficulties. Although this has long been a goal of many, we are now at the precipice of what appears to be the beginning of a new age in prevention research. Numerous scientists from all over the globe are developing the methodologies and techniques that may at long last provide us with the means to interrupt the debilitating toll of emotional distress caused by the disorders chronicled in this book. We therefore highlight these recent prevention efforts in new sections in each of the disorders chapters (as well as the Research chapter) as a means of celebrating these important events as well as to spur the field on to continue this important work.

RETAINED FEATURES

“From the Inside”

The popularity of the case studies indicates that students appreciate the humanization of data that might otherwise appear dry and lifeless. To emphasize that psychological disorders affect real people who respond in a variety of ways, almost all of the eleven disorder chapters now conclude with a compassionate review of a first-person memoir by someone who survived or is living with a challenging psychological condition. These stories were chosen for the value of their deeply personal points of view; they complement the research-based text without pretending to be scientific. For the third edition, three new From the Inside selections are included: in Chapter 5, Chapter 8, and Chapter 10.

Visual Summaries

At the end of each disorder chapter is a colorful two-page chart that succinctly summarizes the causes, development, symptoms, and treatment of each disorder covered in the chapter. Our integrative approach is instantly evident in these diagrams, which show the interaction of biological, psychological, and social factors in the etiology and treatment of disorders. The visual summaries will help the instructor wrap up discussions and students will appreciate them as study aids.

Pedagogy

Each chapter contains several Concept Checks that let students verify their comprehension at regular intervals. Answers are at

the end of each chapter, along with a more detailed Summary; the Key Terms are listed in text order and thus form a sort of outline that students can study. Finally, each chapter concludes with two new elements: InfoTrac College Edition® suggested search terms, and connections to the *Abnormal Psychology Live* CD-ROM. A four-month subscription to InfoTrac, and the book-specific CD-ROM, are packaged free with every new copy of the text purchased in the United States and Canada.

LEARNING AIDS FOR THE STUDENT



Abnormal Psychology Live Student CD-ROM

Every new copy of the third edition is packaged with a free CD-ROM, *Abnormal Psychology Live*, which includes video clips of actual clients discussing their disorders. New clips on body dysmorphic disorder, ADHD, autism, and the integrative approach have been added, and questions are posed to students to help them better understand the nature of disorders. Each video clip has specific questions written around it, and students can write their responses on screen as well as print them out.

Student Study Guide

The third edition Study Guide by David Santogrossi of Purdue University encourages collaborative learning and active reading, listening, and study skills. It contains chapter summaries, key words, sample questions, and activities and Internet resources for every chapter of the text. (ISBN 0-534-58150-1)



InfoTrac® College Edition

Every new copy of the third edition sold in the United States and Canada is packaged with InfoTrac® College Edition, an online library offering instant access (through a password) to the latest research and news articles on subjects related to abnormal psychology. At the end of every chapter of this text, InfoTrac search terms are suggested.

Barlow and Durand Web Site

The book-specific Web site (at <http://psychology.wadsworth.com>) offers students practice quizzes and links to related sites for each chapter of the text, as well as additional resources.

Web Tutor

An online instructional tool, WebTutor is available for sale, and includes flash cards (with audio), practice quizzes, online tutorials, links to related Web sites, and more. Available in either WebCT or Blackboard formats.

TEACHING AIDS FOR THE INSTRUCTOR

Videos

- From the Inside
- Abnormal Psychology: Inside/Out, Volume I
- Abnormal Psychology: Inside/Out, Volume II
- Abnormal Psychology: Inside/Out, Volume III
- Deficits of the Mind and the Brain for Abnormal Psychology
- CNN Today: Abnormal Psychology, Volume I
- CNN Today: Abnormal Psychology, Volume II

Classroom Presentation Materials

- Multimedia Manager for Abnormal Psychology 2002, a Microsoft® PowerPoint® Link Tool. This CD-ROM includes lecture outlines built around this third edition, most of the figures from the text, relevant video clips, and a direct link to the Barlow/Durand Web site. Clips on prevention and the integrative approach are featured.
- Transparency Acetates. A careful selection of over 100 full-color figures that reflect art from the text and other sources. The labels have been upsized to allow easy reading in large lecture halls.

Additional Resources

- Web Resources: Through a password-protected Web site, professors have access to such features as Hot Topics, Research and Teaching Showcase, Teaching Tips, and Classroom Activities. Go to: <http://psychology.wadsworth.com>
- Test Bank by Marilyn Blumenthal and Michael Goodstone of SUNY-Farmingdale contains 100–125 items per chapter in multiple-choice, true/false, and essay formats, and are sorted into factual, conceptual, and applied questions. The items are all page-referenced to the main text and each chapter contains at least 10 items that are located on the psychstudy center on the World Wide Web.
- ExamView. All test items from the printed test bank are available in electronic format.
- Instructor's Manual by John Forsyth of SUNY-Albany contains learning objectives, chapter outlines, chapter summaries, key terms, classroom activities, demonstrations, and lecture topics, supplementing reading material, book reviews, video resources, and Internet resources.
- InfoTrac: A fully searchable online university library for students that offers complete articles from more than 600 scholarly and popular publications, including such periodicals as the *American Journal of Psychology*. InfoTrac access is available on a password-protected Web site that is updated daily.
- WebTutor: A course management tool offering the ability to post syllabi, track student progress, set up threaded discussions, and more, and offers communication tools (a whiteboard, asynchronous discussion, real time chat, etc.) as well. Available in both WebCT and Blackboard formats.

Titles of Interest

- Looking into Abnormal Psychology: Contemporary Readings by Scott O. Lilienfeld is a fascinating 234-page reader comprised of 40 articles from popular magazines and journals. Each article explores ongoing controversies regarding mental illness and its treatment.
- Casebook in Abnormal Psychology by Timothy A. Brown and David H. Barlow is a comprehensive casebook that reflects the integrative approach, which considers the multiple influences of genetics, biology, familial, and environment factors into a unified model of causality as well as maintenance and treatment of the disorder. The casebook reflects treatment methods that are the most effective interventions developed for a particular disorder. It also presents two undiagnosed cases in order to give students an appreciation for the complexity of disorders. The cases are strictly teaching/learning exercises similar to what many instructors use on their examinations.

ACKNOWLEDGMENTS

Finally, this book in all of its editions would not have begun and certainly would not be finished without the inspiration and coordination of Marianne Tafinger, our senior editor at Wadsworth, who convinced us that we could truly accomplish something new and different and who put her own heart and soul into the process. Many thanks to managing developmental editor Jim Strandberg and senior project editor Mary Anne Shahidi for their tireless commitment to the project. Jim especially has "looked over our shoulders" to guide us in the most pleasant of ways to make an even better book and we are in his debt.

In the production process, many individuals worked as hard as we did to complete this project in what seems like a shockingly brief period of time. In Boston, Bette Selwyn assisted enormously in typing and integrating a vast amount of new information into each chapter, as did Rebekah Morris with an uncanny ability to spot inconsistencies and find missing references. It is an understatement to say that we couldn't have done it without you. The New York contingent of Marybeth Burke, Samantha Bauman, and Sarah Roche displayed patience, attention to detail, and sheer force of will to make us look better than we deserve.

Numerous colleagues and students provided superb feedback on the first and second editions, and to them we express our deepest gratitude. Although not all comments were favorable, all were important. Readers who take the time to communicate their thoughts offer the greatest reward to writers or scholars.

Finally, you share with us the task of communicating knowledge and discoveries in the exciting field of psychopathology, a challenge that none of us takes lightly. In the spirit of collegiality, we would greatly appreciate your comments on the content and style of this book and recommendations for improving it further.

David H. Barlow
Nantucket Island, September 2001
V. Mark Durand
Somewhere in front of a computer screen

REVIEWERS

Creating this book has been both stimulating and exhausting, and we could not have done it without the valuable assistance of colleagues who read one or more chapters and provided extraordinarily perceptive critical comments, corrected errors, pointed to relevant information and, on occasion, offered new insights that helped us achieve a successful integrative model of each disorder.

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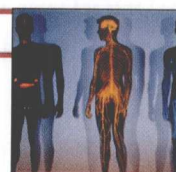
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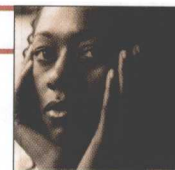
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