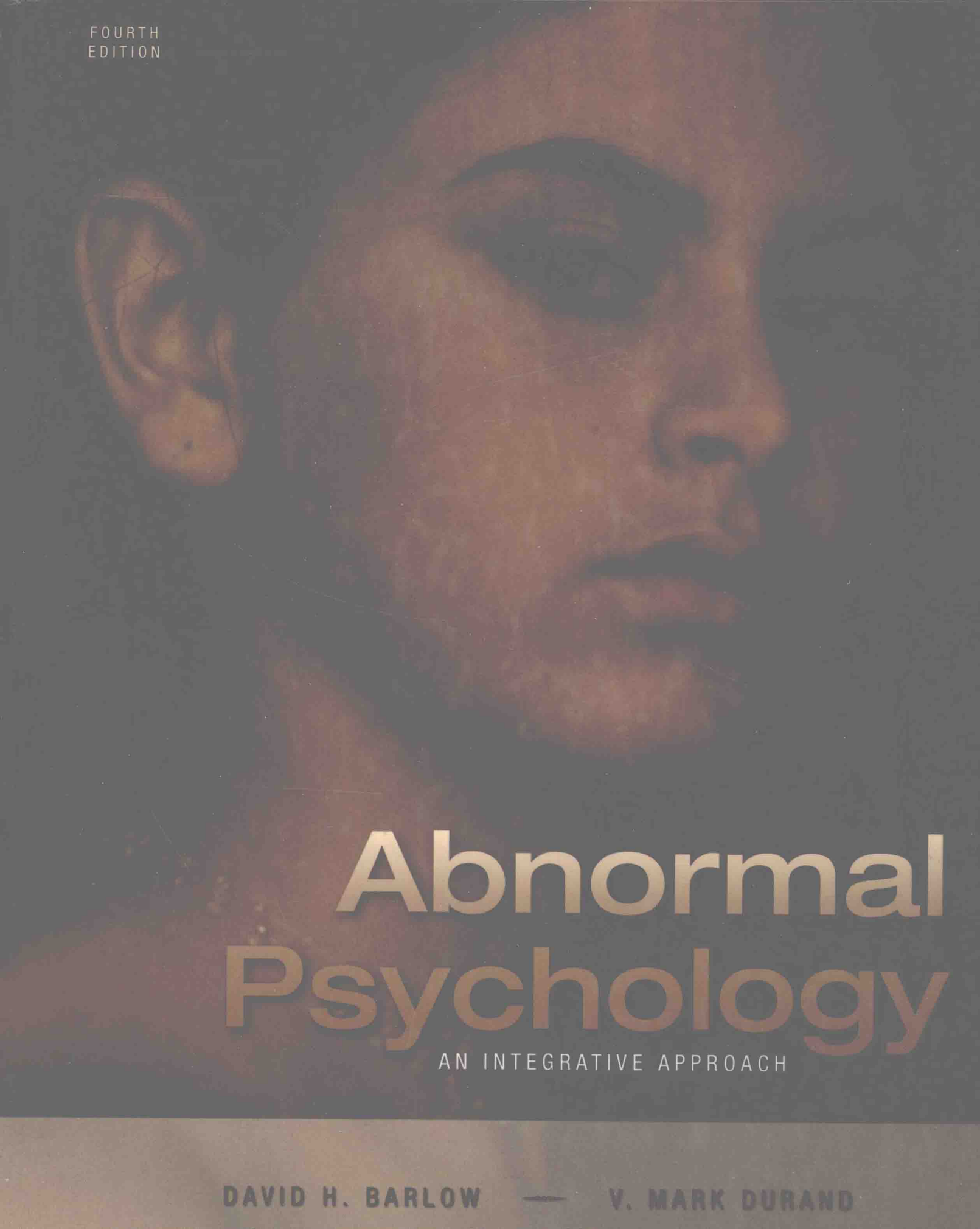


FOURTH
EDITION



Abnormal Psychology

AN INTEGRATIVE APPROACH

DAVID H. BARLOW — V. MARK DURAND

Abnormal Psychology

An Integrative Approach

David H. Barlow
Boston University

V. Mark Durand
University of South Florida—St. Petersburg

THOMSON

WADSWORTH

Australia • Canada • Mexico • Singapore • Spain
United Kingdom • United States

Publisher: *Vicki Knight*
 Psychology Editor: *Marianne Taftinger*
 Development Editor: *Kristin Makarewicz*
 Assistant Editor: *Dan Moneyppenny*
 Editorial Assistant: *Justin Courts*
 Technology Project Manager: *Darin Derstine*
 Marketing Managers: *Lori Grebe Cook, Chris Caldeira*
 Marketing Assistant: *Laurel Anderson*
 Advertising Project Manager: *Brian Chaffee*
 Senior Project Manager, Editorial Production: *Paul Wells*
 Art Director: *Vernon Boes*
 Print/Media Buyer: *Karen Hunt*

Permissions Editor: *Joohee Lee*
 Production Service: *Chapter Two, Ellen Brownstein*
 Text Designer: *Roy Neuhaus, Lisa Torri*
 Photo Reseacher: *Kathleen Olson, Jennifer Mackres*
 Copy Editor: *Kevin Gleason*
 Illustrator: *Graphic World, Inc.*
 Cover Designer: *Denise Davidson*
 Cover Image: *Photoalto/Phototake*
 Cover Printer: *Phoenix Color Corp*
 Compositor: *Graphic World, Inc.*
 Printer/Binder: *R.R. Donnelley, Willard*

COPYRIGHT © 2005 by Wadsworth, a division of Thomson Learning, Inc. Thomson Learning™ is a trademark used herein under license.

ALL RIGHTS RESERVED. No part of this work covered by the copyright hereon may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including but not limited to photocopying, recording, taping, Web distribution, information networks, or information storage and retrieval systems—without the written permission of the publisher.

Printed in the United States of America

1 2 3 4 5 6 7 08 07 06 05 04

For more information about our products, contact us at:
Thomson Learning Academic Resource Center
 1-800-423-0563

For permission to use material from this text or product, submit a request online at <http://www.thomsonrights.com>. Any additional questions about permissions can be submitted by email to thomsonrights@thomson.com.

ExamView® and *ExamView Pro®* are registered trademarks of FSCreations, Inc. Windows is a registered trademark of the Microsoft Corporation used herein under license. Macintosh and Power Macintosh are registered trademarks of Apple Computer, Inc. Used herein under license.

COPYRIGHT 2005 Thomson Learning, Inc. All Rights Reserved. Thomson Learning WebTutor™ is a trademark of Thomson Learning, Inc.

Library of Congress Control Number: 2004103104

Student Edition: ISBN 0-534-63362-5

Looseleaf Edition: ISBN 0-534-63428-1

Instructor's Edition: ISBN 0-534-63363-3

International Student Edition: ISBN 0-534-63356-0

Visual Summary Photo Credits: p. 166, center right, Eyewire/Getty Images; p. 167, bottom right, Eyewire/Getty Images; p. 203, center, Eyewire/Getty Images, bottom, Getty Images; p. 254, top left, Getty Images; p. 255, center: Getty Images; p. 301, bottom left, Royalty-Free/Corbis; bottom right, Constock; p. 334, top left, Dynamic Graphics; p. 376, top left, Thinkstock/Getty Images, bottom left, Gazelle Technologies; p. 377, top, Dynamic Graphics; p. 418, top right, Getty Images; p. 419, top, Royalty-Free/Corbis; p. 452: Gazelle Technologies; p. 453, top, Thinkstock/Getty Images; p. 486: top right, Dynamic Graphics; p. 487, center right, Dynamic Graphics, center left, Royalty-Free/Corbis; p. 542, top left, Getty Images; pp. 202, 300, 335, 486, 518, 519, and 543 and all others on these pages: PhotoDisc/Getty Images.

Thomson Wadsworth

10 Davis Drive
 Belmont, CA 94002-3098
 USA

Asia

Thomson Learning
 5 Shenton Way #01-01
 UIC Building
 Singapore 068808

Australia/New Zealand

Thomson Learning
 102 Dodds Street
 Southbank, Victoria 3006
 Australia

Canada

Nelson
 1120 Birchmount Road
 Toronto, Ontario M1K 5G4
 Canada

Europe/Middle East/Africa

Thomson Learning
 High Holborn House
 50/51 Bedford Row
 London WC1R 4LR
 United Kingdom

Latin America

Thomson Learning
 Seneca, 53
 Colonia Polanco
 11560 Mexico D.F.
 Mexico

Spain/Portugal

Paraninfo
 Calle Magallanes, 25
 28015 Madrid
 Spain

www.wadsworth.com

www.wadsworth.com is the World Wide Web site for Wadsworth Publishing Company and is your direct source to dozens of online resources.

At *www.wadsworth.com* you can find out about supplements, demonstration software, and student resources. You can also send e-mail to many of our authors and preview new publications and exciting new technologies.

www.wadsworth.com

Changing the way the world learns[®]

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

D. H. B

*T*o 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 of 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.” In 2004, he received the C. Charles Burlingame Award from the Institute of Living, and was awarded an Honorary Doctorate of Humane Letters degree from the Massachusetts School of Professional Psychology. He also received career contribution awards from the Massachusetts and California Psychological

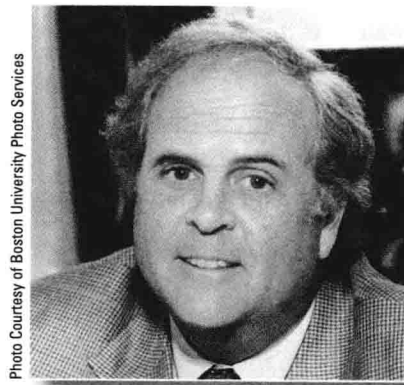


Photo Courtesy of Boston University Photo Services

Associations, and, in 2000, was named Honorary Visiting Professor at the Chinese People's Liberation Army General 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 500 scholarly articles, and written 25 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 Herson); *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 1,000 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 known worldwide as an authority in the area of developmental disabilities and is currently founding Dean of Arts & Sciences at the University of South Florida–St. Petersburg. Dr. Durand is a fellow of the American Psychological Association. He 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 autism and other severe disabilities. He served in a variety of leadership positions at the University at Albany, including associate director for clinical training for the doctoral psychology program from 1987 to 1990, chair of the psychology department from 1995 to 1998, and interim dean of Arts and Sciences from 2001 to 2002. He established the Center for Autism and Related Disabilities at the University at Albany, SUNY. He received his B.A., M.A., and Ph.D.—all in psychology—in 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*



Photo Courtesy of University at Albany/Mark Schmidt

Association for Persons with Severe Handicaps. He has served on various 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

Science is a constantly evolving field, but every now and then something ground-breaking occurs that alters our way of thinking. 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 several years ago, the science of psychopathology had 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 (chemical imbalance), or early childhood experiences as a “cause” of a psychological disorder. This way of thinking still dominates discussions of causality and treatment in some 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 . . .,” or “biological treatment approaches are . . .”

In the first edition of this text we tried to do something very different. We thought the field had advanced to the point that it was ready for an integrative approach in which the intricate interactions of biological, psychological, and social factors are explicated in as clear and convincing a manner as possible. Recent explosive advances in knowledge confirm this approach as the only viable way of understanding psychopathology. To take just one example, Chapter 2 now contains a description of a study demonstrating that stressful life events can lead to depression, but not everyone shows this response. Rather, stress is more likely to cause depression in individuals who already carry a particular gene that influences serotonin at the brain synapses. These results confirm the integrative approach in this book: Psychological disorders cannot be explained by genetic or environmental factors alone, but rather from their interaction. We now understand 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. Instead of compartmentalizing psychopathology, 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 students 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.

INTEGRATIVE APPROACH

As noted above, the first edition of *Abnormal Psychology* pioneered a new generation of abnormal psychology textbooks that offer 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 present new evidence confirming the effects of psychological treatments on neurotransmitter flow and brain function. We acknowledge the often neglected area of emotion theory for its rich contributions to psychopathology, for example, the effects of anger on cardiovascular disease. 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 and geriatric anxiety, for example, in the context of the anxiety disorders chapter. 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 and old age. 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, 78, 80, 105–106, 135–136, 184, 190, 222, 246, 265–266, 270, 280, 316, 319, 322, 392, 435, 438, 469, 496, 534, 548
 Alcohol use disorders, 405–406
 Asian Americans, 150, 184, 186, 248, 257, 265, 267, 285, 286, 318, 534
 Body dysmorphic disorder, 185
 Conversion disorder, 180–181
 Coronary heart disease, 317–319
 Dementia, 534, 537
 Depression, 115
 Diagnostic guidelines, 89–90, 90–93
 Dissociative trance disorder, 190
 Eating disorders, 257, 265–267, 270, 271, 273
 Fear, 60
 Gender identity disorders, 343

Hispanic Americans, 91, 135, 145, 184, 190, 222, 246, 265, 280, 322, 469, 482
 Native Americans, 78, 80, 190, 222, 265, 266, 343, 387, 528
 Obesity, 280
 Obsessive-compulsive disorder, 161
 Panic disorder, 135, 136
 Personality disorders, 422
 Phobias, 60, 145
 Posttraumatic stress disorder, 157
 Research, 114–115
 Schizophrenia, 469, 477, 482
 Sexual dysfunctions, 358–360
 Sexuality, 340–341
 Sleep disorders, 286
 Smoking, 330–331
 Somatization disorder, 175, 176
 Somatoform disorders, 169–182
 Substance-related disorders, 405–406
 Suicide, 246–247

GENDER INDEX

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

Agoraphobia, 132–134, 142–143
 Body dysmorphic disorder, 184–185
 Conversion disorder, 180–181
 Dementia, 525
 Developmental disorders, 63, 489–499
 Eating disorders, 261–264, 267–272, 300
 Gender identity disorders:
 causes, 343–345
 treatment for, 345–346, 376
 Generalized anxiety disorder, 129, 233
 Hypochondriasis, 171–172, 200

Insomnia, 284–287
 Mood disorders, 95, 251, 261, 273, 364
 Obsessive-compulsive disorder, 161, 163
 Pain, 319–322, 353
 Paraphilias, 364–365, 366–367, 371
 Personality disorders, 424–426
 Phobias, 61
 Premenstrual dysphoric disorder, 94–95
 Sexual dysfunctions, 348–351, 351–353
 Sexuality, 339–340, 341–342
 Social phobia, 149, 261
 Somatization disorder, 174–176
 Substance-related disorders, 234, 261
 Suicide, 246–247, 264

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 actually implemented in research programs.

Clinical Cases of Real People

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 fac-

tors, 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. 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 three editions is that we discuss treatment in the same chapter as the disorders themselves 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 have improved on 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.

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. For instance, we discuss the current information on topics such as the gender imbalance in depression, how panic disorders are expressed differently in various Asian cultures, the ethnic differences in eating disorders, and the diagnosis of ADHD outside the United States. Clearly, our field will grow in depth and detail as these subjects and others become standard research topics. For example, why do some disorders overwhelmingly affect females and others appear predominantly 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 gender and culture are each one dimension among several that constitute psychopathology.

NEW TO THIS EDITION

A Thorough Update

This exciting field moves at a rapid pace, and we take particular pride in how our book reflects the most recent developments. Therefore, once again, every chapter has been carefully revised to

reflect the very latest research studies on psychological disorders. Hundreds of new references from 2001–2004 (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 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 and update 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 fourth 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, and a senior scientist from one of our Centers is a member of the Planning Committee. The first phase of this massive project involved 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 were formed in areas such as neuroscience, 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, were published in 2002. The Planning Commit-

tee has now organized a series of conferences to further these efforts. Eleven conferences are planned from 2004 through 2007, chaired by members of the American and international research communities on topics such as: Externalizing disorders of childhood; Personality disorders; and Stress-induced and fear circuitry disorders. In 2007, the DSM-V task force will convene with the goal of producing DSM-V by 2011–2012. It is already clear that DSM-V will incorporate a more dimensional approach to classification, and one preliminary recommendation along these lines is presented in Chapter 4.

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 cutting-edge prevention efforts—such as preventing eating disorders, suicide, and health problems such as HIV and injuries—in appropriate chapters as a means of celebrating these important events as well as to spur on the field 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, all of the eleven disorder chapters now conclude with a compassionate review of a first-person memoir by someone who survived or dealt 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.

Visual Summaries

At the end of each disorder chapter is a colorful two-page visual overview that succinctly summarizes the causes, development, symptoms, and treatment of each disorder covered in the chapter. These visual summaries have been completely revamped in the fourth edition to include more life-like images and an improved layout that will engage students even more effectively. 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 instructors 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 the order they appear in the text and thus form a sort of outline that students can study. Finally, each chapter concludes with two 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 fourth edition is packaged with a free CD-ROM, *Abnormal Psychology Live*, which includes video clips of actual clients discussing their disorders. Each video clip has specific questions written around it, and students can write their responses on screen as well as print them out. New clips have been added, and questions are posed to students to help them better understand the nature of disorders. In the fourth edition, we offer 10 new videos:

- Virtual Reality Therapy (Chapter 5)
- Snake Phobia: Treatment (Chapter 5)
- Weight Control: The Obesity Epidemic (Chapter 8)
- The Immune System: Effects of Emotion (Chapter 9)
- Cancer: Education and Support Groups (Chapter 9)
- Nicotine Dependence (Chapter 11)
- ADHD: Edward (Chapter 14)
- Autism: Rebecca (Chapter 14)
- Down Syndrome: Lauren (Chapter 14)
- Neural Networks: Cognition and Dementia (Chapter 15)

Student Study Guide

The fourth 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, activities, and Internet resources for every chapter of the text. (ISBN 0-534-63366-8)



InfoTrac® College Edition

Every new copy of the fourth 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 new 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/barlow_durand4e/) offers students practice quizzes and links to related sites for each chapter of the text, as well as flashcards, glossaries, research activities, and more. The Self Study Assessment feature of the Web site provides a clear direction for students' study time. Study Plans, generated by the Pre-Tests and Post-Tests and written by Kristine Jacquin of Mississippi State University, make it easy for students to determine "What do I know?" and "What do I need to study?"

WebTutor™ Advantage

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

WebCT 0-534-63365-X Blackboard 0-534-63364-1

TEACHING AIDS FOR THE INSTRUCTOR

Videos

- *Abnormal Psychology: Inside Out*, Volume I 0-534-20359-0
- *Abnormal Psychology: Inside/Out*, Volume II 0-534-36480-2
- *Abnormal Psychology: Inside/Out*, Volume III 0-534-50759-X
- *Abnormal Psychology: Inside/Out*, Volume IV 0-534-63369-2
- *Deficits of the Mind and the Brain for Abnormal Psychology* 0-534-20356-6
- *CNN Today: Abnormal Psychology*, Volume I 0-534-50746-8
- *CNN Today: Abnormal Psychology*, Volume II 0-534-50758-1

Classroom Presentation Materials

- *Instructor's Resource Multimedia Manager CD*, a Microsoft® PowerPoint® LinkTool. This CD-ROM includes lecture outlines built around this fourth edition, most of the figures from the text, relevant video clips, and a direct link to the Barlow/Durand Web site. Also included are Microsoft Word files for the print *Instructor's Manual* and *Test Bank*. 0-534-63371-4
- *Transparency Acetates*. A selection of more than 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. 0-534-63372-2

Additional Resources

- *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 book companion Web site. 0-534-63368-4

- *ExamView*. All test items from the printed test bank are available in electronic format. 0-534-63370-6
- *Instructor's Manual* by John Forsyth of SUNY-Albany contains learning objectives, chapter outlines, chapter summaries, key terms, classroom activities, demonstrations, and lecture topics, supplemental reading material, book reviews, video resources, and Internet resources. 0-534-63367-8
- *InfoTrac College Edition*: 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 Advantage*: A course-management tool offering the ability to post syllabi, track student progress, set up threaded discussions, and offers communication tools (a whiteboard, asynchronous discussion, real time chat) as well. Available in both WebCT and Blackboard formats.
WebCT 0-534-63365-X Blackboard 0-534-63364-1

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. 0-534-35416-5
- *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.
0-534-36316-4

ACKNOWLEDGMENTS

Finally, this book in all of its editions would not have begun and certainly would not have been finished without the inspiration and coordination of Marianne Taflinger, our senior editor at Wadsworth for the life of this book. She convinced us that we could truly accomplish something new and different and continues to put her own heart and soul into the process. Many thanks to developmental editor Kristin Makarewycz who came up with fresh ideas and persuaded us that it would be worth the effort to implement them. It has been a pleasure to work with you. Darin Derstine did an outstanding job on the media products. Chris Caldeira and Dan Monypenny were enthusiastic and organized from beginning to end.

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, Morline Gorson-Grier assisted

enormously in typing and integrating a vast amount of new information into each chapter, as did Amanda Fabbro with her uncanny ability to spot inconsistencies and find missing references. It is an understatement to say we couldn't have done it without you. At Wadsworth, Vernon Boes guided the design down to the last detail. Without Lisa Torri and Jennifer Mackres, the visual summaries would not look so spectacular. Paul Wells and Kathryn Stewart kept everything and everyone on track on a tight schedule—no small feat. Ellen Brownstein coordinated all of the details with grace under pressure.

Numerous colleagues and students provided superb feedback on the previous 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, May 2004

V. Mark Durand
St. Petersburg, Florida

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.

For the Fourth Edition, we thank the following reviewers:

Sarah Bisconer, *College of William & Mary*
James Calhoun, *University of Georgia*
Robin Campbell, *Brevard Community College*
Shelley Carson, *Harvard University*
Richard Cavasina, *California University of Pennsylvania*
Kristin Christodulu, *SUNY—Albany*
Bryan Cochran, *University of Montana*
Dean Cruess, *University of Pennsylvania*
Robert Doan, *University of Central Oklahoma*
Chris Eckhardt, *Southern Methodist University*
Louis Franzini, *San Diego State University*
Noni Gaylord, *Loyola University—Chicago*
William Hathaway, *Regent University*
Kristine Jacquin, *Mississippi State University*
Christine Larson, *Michigan State University*
Suzanne Meeks, *University of Louisville*
Kim Renk, *University of Central Florida*
Alan Roberts, *Indiana University*
Melanie Rodriguez, *Utah State University*
Steve Schuetz, *University of Central Oklahoma*
Michael Southam-Gerow, *Virginia Commonwealth University*
John Spores, *Purdue University—North Central*
Gerald Tolchin, *Southern Connecticut State University*
Amy Wenzel, *University of North Dakota*

For their assistance with the first, second, and third editions, we remain indebted to:

Kerm Almos, *Capital University*
Frank Andrasik, *University of West Florida*
Robin Apple, *Stanford University Medical Center*
Barbara Beaver, *University of Wisconsin*

Dorothy Bianco, *Rhode Island College*
Susan Blumenson, *City University of New York, John Jay College of Criminal Justice*
Robert Bornstein, *Gettysburg College*
James Calhoun, *University of Georgia*
Montie Campbell, *Oklahoma Baptist University*
Antonio Cepeda-Benito, *Texas A & M University*
Juris Draguns, *Pennsylvania State University*
Melanie Duckworth, *University of Houston*
Mitchell Earlywine, *University of Southern California*
Elizabeth Epstein, *Rutgers University*
Donald Evans, *Drake University*
Ronald G. Evans, *Washburn University*
Anthony Fazio, *University of Wisconsin, Milwaukee*
Diane Finley, *Prince George's Community College*
Allen Frances, *Duke University*
Louis Franzini, *San Diego State University*
David Gleaves, *Texas A & M University*
Frank Goodkin, *Castleton State College*
Irving Gottesman, *University of Virginia*
Laurence Grimm, *University of Illinois, Chicago*
Mark Grudberg, *Purdue University*
Marjorie Hardy, *Muhlenberg College*
Christian Hart, *Santa Monica College*
William Hathaway, *Regent University*
Brian Hayden, *Brown University*
Stephen Hinshaw, *University of California, Berkeley*
Alexandra Hye-Young Park
William Iacono, *University of Minnesota*
Heidi Inderbitzen-Nolan
Thomas Jackson, *University of Arkansas*
Boaz Kahana, *Cleveland State University*
Arthur Kaye, *Virginia Commonwealth University*
Christopher Kearney, *University of Nevada, Las Vegas*
Ernest Keen, *Bucknell University*

Elizabeth Klonoff
 Ann Kring, *Vanderbilt University*
 Marvin Kumler, *Bowling Green State University*
 Thomas Kwapil, *University of North Carolina, Greensboro*
 Michael Lambert, *Brigham Young University*
 Travis Langley, *Henderson State University*
 Cynthia Ann Lease, *Virginia Polytechnic Institute and State University*
 Richard Leavy, *Ohio Wesleyan University*
 Karen Ledbetter, *Portland State University*
 Scott Lilienfeld, *Emory University*
 Kristi Lockhart, *Yale University*
 Michael Lyons, *Boston University*
 Jerald Marshall, *Valencia Community College*
 Janet Matthews, *Loyola University*
 Dean McKay, *Fordham University*
 Michelle Merwin, *University of Tennessee, Martin*
 Thomas Miller, *Murray State University*
 Scott Monroe, *University of Oregon*
 Mary McNaughton-Cassill, *University of Texas at San Antonio*
 Sumie Okazaki, *University of Wisconsin, Madison*
 John Otey, *South Arkansas University*
 Christopher Patrick, *University of Minnesota*
 P. B. Poorman, *University of Wisconsin*
 Carol Rothman, *City University of New York, Herbert H. Lehman College*

Paula K. Shear, *University of Cincinnati*
 Steve Siaz, *SUNY Plattsburgh*
 Jerome Small, *Youngstown State University*
 Ari Solomon, *Williams College*
 Irene Staik, *University of Montevallo*
 Brian Stagner, *Texas A & M University*
 Rebecca Stanard, *State University of West Georgia*
 Chris Tate, *Middle Tennessee State University*
 Lisa Terre, *University of Missouri, Kansas City*
 Michael Vasey, *Ohio State University*
 Larry Ventis, *College of William and Mary*
 Richard Viken, *Indiana University*
 Lisa Vogelsang, *University of Minnesota, Duluth*
 Philip Watkins, *Eastern Washington University*
 Kim Weikel, *Shippensburg University of Pennsylvania*
 W. Beryl West, *Middle Tennessee State University*
 Michael Wierzbicki, *Marquette University*
 Richard Williams, *State University of New York, College at Potsdam*
 John Wincze, *Brown University*
 Bradley Woldt, *South Dakota State University*
 Nancy Worsham, *Gonzaga University*
 Ellen Zaleski, *Fordham University*
 Raymond Zurawski, *St. Norbert College*

Brief Contents

ONE

*Abnormal Behavior
in Historical Context* 1

TWO

*An Integrative Approach
to Psychopathology* 30

THREE

*Clinical Assessment
and Diagnosis* 68

FOUR

Research Methods 99

FIVE

Anxiety Disorders 120

SIX

*Somatoform and
Dissociative Disorders* 168

SEVEN

Mood Disorders and Suicide 204

EIGHT

Eating and Sleep Disorders 256

NINE

*Physical Disorders and
Health Psychology* 302

TEN

*Sexual and Gender
Identity Disorders* 336

ELEVEN

*Substance-Related and
Impulse-Control Disorders* 378

TWELVE

Personality Disorders 420

THIRTEEN

*Schizophrenia and
Other Psychotic Disorders* 454

FOURTEEN

Developmental Disorders 488

FIFTEEN

Cognitive Disorders 520

SIXTEEN

*Mental Health Services:
Legal and Ethical Issues* 544

Contents

ONE

Abnormal Behavior in Historical Context 1



Understanding

Psychopathology 2

- What Is a Psychological Disorder? 2
- The Science of Psychopathology 5
- Historical Conceptions of Abnormal Behavior 7

The Supernatural Tradition 8

- Demons and Witches 8
- Stress and Melancholy 8
- Treatments for Possession 10
- Mass Hysteria 10
- The Moon and the Stars 11
- Comments 11

The Biological Tradition 11

- Hippocrates and Galen 11
- The 19th Century 12
- The Development of Biological Treatments 13
- Consequences of the Biological Tradition 14

The Psychological Tradition 14

- Moral Therapy 14
- Asylum Reform and the Decline of Moral Therapy 15
- Psychoanalytic Theory 16
- Humanistic Theory 21
- The Behavioral Model 22

The Present: The Scientific Method and an Integrative Approach 25

Summary 26

Key Terms 26

Answers to Concept Checks 27

TWO

An Integrative Approach to Psychopathology 30



One-Dimensional or

Multidimensional Models 31

- What Caused Judy's Phobia? 31
- Outcome and Comments 33

Genetic Contributions to Psychopathology 34

- The Nature of Genes 34
- New Developments in the Study of Genes and Behavior 35
- The Interaction of Genetic and Environmental Effects 36
- Nongenomic "Inheritance" of Behavior 38

Neuroscience and Its Contributions to Psychopathology 41

- The Central Nervous System 41
- The Structure of the Brain 42
- The Peripheral Nervous System 44
- Neurotransmitters 46
- Implications for Psychopathology 50
- Psychosocial Influences on Brain Structure and Function 51
- Interactions of Psychosocial Factors with Brain Structure and Function 52
- Comments 53

Behavioral and Cognitive Science 54

- Conditioning and Cognitive Processes 54
- Learned Helplessness 55
- Social Learning 55
- Prepared Learning 55
- Cognitive Science and the Unconscious 56

Emotions 57

- The Physiology and Purpose of Fear 57
- Emotional Phenomena 57
- The Components of Emotion 58
- Anger and Your Heart 58
- Emotions and Psychopathology 59