

An abstract painting of a nude figure, possibly a woman, lying down. The figure is rendered in warm, reddish-orange tones, contrasting with the cooler, blue and purple background. The style is expressive and painterly, with visible brushstrokes and a textured surface. The figure's limbs are spread out, and the overall composition is dynamic and somewhat chaotic.

understanding

abnormal behavior

DAVID SUE | DERAUD WING SUE | STANLEY SUE

seventh edition

Understanding Abnormal Behavior

SEVENTH 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

Abnormal behaviors both fascinate and are of concern to scientists and the general public. Why people exhibit abnormal behaviors, how they express their disturbances, and how such behaviors can be prevented and treated are questions that continue to intrigue us. We now know that all human beings are touched in one way or another by mental disturbance in their lives, either directly through their own struggles to deal with mental disorders or indirectly through affected friends or relatives.

Over the years, major research discoveries in genetics, neurobiology, and psychology have made unprecedented contributions to our understanding of abnormal behaviors. This is clearly evident in the Human Genome Project, where scientists have mapped the location of all genes in the human nucleus. The hope among mental health professionals is that the “map of life” will allow for increased understanding of mental disorders and their subsequent treatments. In addition to this tremendous biological breakthrough, we also know that psychological forms of intervention are effective in treating abnormal behaviors. The move to identify empirically supported treatments has taken the profession by storm. Finally, research has revealed the great cultural variations in abnormal behaviors and what other cultures consider effective treatments. In the Seventh Edition of our book, we examine all of these areas.

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:

- To provide students with scholarship of the highest quality,
- 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, and
- 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 practice. The Seventh Edition, we believe, builds on the achievements of previous editions and surpasses them.

Our Approach

We take an eclectic, multicultural approach to the field, drawing on important contributions from various disciplines and theoretical stances. The text covers the major categories of disorders listed in the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-IV-TR), but it is not a mechanistic reiteration of DSM. 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 comprises 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 and gender phenomena. Indeed, *Understanding Abnormal Behavior* was the first textbook on abnormal psychology to integrate and emphasize the role of multicultural factors, and although many texts have since followed our lead, the Seventh Edition continues to provide the most extensive coverage and integration of multicultural models, explanations, and concepts available. Not only do we discuss how changing demographics have increased the importance of multicultural psychology, but we also introduce multicultural models of psychopathology in the opening chapters. As with other models of psychopathology (such as psychoanalytic, cognitive, behavioral, biological), we address multicultural issues throughout the text whenever research findings and theoretical formulations allow. For example, cultural factors as they affect assessment, classification, and treatment of various mental disorders are presented to students. Such an approach adds richness to our understanding of mental disorders. To aid students in integrating new research and work in abnormal behavior, we present in Chapter 2 a tripartite approach to viewing disorders through the lens of individual, group, and universal dimensions.

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. In addition, we highlight and explore controversial topics in depth, including the following questions:

- Has managed care made it more difficult to seek psychological help? (Chapter 1)
- Are there disorders (culture-bound syndromes) unique to a particular culture? (Chapter 3)
- Is the fear of spiders due to disgust or perceived danger? (Chapter 5)
- Was Sybil a genuine case of dissociative identity disorder? (Chapter 6)
- Do ethnic minorities receive inferior medical treatment? (Chapter 7)
- Do women have higher rates of anxiety and depressive disorders? (Chapters 5 and 11)
- What are the effects of club drugs? (Chapter 9)
- Can people be addicted to sex? (Chapter 10)
- What are the causes of sexual aggression in society? (Chapter 10)
- Should we assist in suicide and allow the “right to die”? (Chapter 12)
- Do individuals with schizophrenia in developing countries have a better prognosis than those in developed countries? (Chapter 13)
- Can social psychological factors be a cause of schizophrenia? (Chapter 13)
- Should websites advocating anorexia nervosa be shut down? (Chapter 16)
- Is psychotherapy effective and useful? (Chapter 17)
- Should culture-specific approaches in therapy be used in treating racial/ethnic minority populations? (Chapter 17)
- How well can psychologists predict dangerousness? (Chapter 18)
- Should therapists maintain confidentiality with AIDS clients? (Chapter 18)

We clarify complex material by providing students with case descriptions, real-life situations, and research findings. Examples of this approach can be seen in our discussions of the phenomenon of recovered memories and our careful examination of the various factors that affect clients with mood disorders. Our goal is to encourage students to think critically rather than merely assimilate a collection of facts and theories. As a result, we hope that students will develop an appreciation of the study of abnormal behavior.

Special Features

Contributing to the strength of the Seventh Edition are features that were popularized in earlier editions and, in some cases, that have been substantially modified. We have also added new features aimed at aiding students in organizing and integrating the material in each chapter.

- *Disorder, prevalence, onset, and course charts* continue to be used in this edition. These features have been found to be among the most popular and helpful for students and teachers alike. They help readers to conceptualize and define disorders; each chapter has a chart that provides information about the DSM-IV-TR diagnostic category and about the prevalence rate, onset, and course of various disorders. This should facilitate even greater understanding of the disorders and their relationship to each other.
- *Critical Thinking boxes* provide 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. This feature prompts students to think about issues as a psychologist would, weighing the evidence and applying theoretical perspectives and personal experiences to arrive at an evaluation. The feature can spark lively class discussion and debate.
- *New Mental Health & Society boxes* have replaced the earlier “Focus On” sections. This change was necessitated to better reflect the content of contemporary issues in the field. In many cases, these boxes deal with engrossing mental health issues with wide implications for our society. They will doubtless stimulate critical thinking, evoke alternative views, provoke discussion, and draw students into issues that help them better explore the wider meaning of abnormal behavior in our society.
- *New chapter outlines and opening Focus Questions* are provided in the first two pages of every chapter. Our approach gives the students an overview of the topics that will be discussed and also asks questions in an engrossing and lively manner. Such questions are intended to guide the student in seeking answers as they journey through the chapter.
- *New integrated chapter Summaries keyed to the Focus Questions* provide students with a concise overview of the chapter's most important concepts and with tentative answers to the chapter opener's Focus Questions. Such a heuristic device to learning

can help students form an integrated understanding of the content contained in each chapter.

- *New Myth and Reality discussions* have been added to help dispel students' preconceived notions regarding mental health issues. This feature challenges the many myths and false beliefs that have surrounded the field of abnormal behavior and also helps students realize that beliefs that appear to be "common sense" must be checked against scientific facts and knowledge. Again, our goal is to provide a mechanism for enhancing critical analytical thinking.
- *New and updated case studies and examples* make issues of mental health and mental disorders "come to life" for students and instructors. Many of the cases are taken from actual clinical files, and a design icon designation aids students in finding these examples.
- *Key terms* are highlighted in the text, appear at the end of each chapter, and are defined in the glossary at the back of the book.

New and Updated Coverage of the Seventh Edition

Our foremost objective in preparing this edition was to update thoroughly and present the latest trends in research and clinical thinking. This has led throughout the text to expanded coverage of dozens of topics, including the following:

- The growing ethnic and cultural diversity in the United States and its implications for mental health research, theory, and practice.
- Expanded and balanced coverage of the biological perspective and the latest research strategies and findings on genetic factors in mental disorders.
- Integrated coverage on the growing prevalence of the use of psychoactive drugs in U.S. society.
- Coverage of violence and its mental health meaning for our society.
- New developments concerning the implications of managed health care on mental health services and the use of empirically supported treatments.
- Research findings concerning the rates of each mental disorder and the prevalence of disorders according to gender, ethnicity, and age.
- Updated suicide coverage.

- Expanded coverage of date rape and recommendations for young people on the avoidance of at-risk situations.
- A new stand-alone chapter covering eating disorders.
- Identification of psychotherapies and treatments that are likely to increase or decrease in use in the future.
- Developmental and clinically significant decline in memory associated with aging.
- Recent findings and analyses of elimination disorders.
- Ethical and legal issues raised by recent cases involving insanity pleas, courtroom testimony by psychologists, and assisted suicide.
- Comprehensive coverage of culture-specific therapeutic guidelines and strategies for treating African American, Asian American, Latino American, and Native American clients.

The format and design of the book have been enhanced as well. Readers will find a new design throughout the text, figures, and tables, which contributes greatly to the book's clarity and accessibility. The Seventh Edition contains more tables, illustrations, figures, and photographs than previous editions. They graphically show research data, illustrate comparisons and contrasts, or enhance the understanding of concepts or controversies in the field.

In addition to updating the book's coverage, its look, and its special features, we have maintained a streamlined organization of the book, as described below.

Organization of the Text

To make covering the book's contents over the course of a quarter or semester more manageable, the text is eighteen chapters long, in keeping with feedback from users of the book. Long-time users of our text will immediately note some significant changes. The most important is the addition of a completely new chapter on eating disorders (Chapter 16) and the collapsing of the two chapters on schizophrenia from the sixth edition to just one in the seventh edition (Chapter 13). Others involve completely revising the disorders of childhood and adolescence chapter (Chapter 15), and moving the coverage of mental retardation to the cognitive disorders chapter (Chapter 14). In addition, all chapters underwent thorough revisions and updating

with an eye toward balancing research findings with clinical implications.

Chapters 1 through 4 provide a context for viewing abnormal behavior and treatment by introducing students to definitions of abnormal behavior and historical perspectives (Chapter 1), the key theoretical perspectives used to explain deviant behavior (Chapter 2), methods of assessment and classification (Chapter 3), and the research process involved in the study of abnormal behavior (Chapter 4). Especially noteworthy is our expanded coverage on the biological bases of abnormal behavior and a discussion of the scientific method.

The bulk of the text, Chapters 5 through 16, presents the major disorders covered in DSM-IV-TR. In each chapter, symptoms are presented first, followed by diagnosis, theoretical perspectives, etiology, and treatment. Our enhanced disorders charts have been integrated to include not only the definitions of disorders but also their prevalence, onset, and course. At a glance, students are able to gain an important overview of the disorders. Highlights of the coverage in this part of the book include an entire chapter devoted to suicide (Chapter 12) and a new chapter on eating disorders (Chapter 16). A separate chapter on suicide was deemed important because of its increasing visibility in the mental health professions and our society. In addition, major contemporary issues involving the right to die, assisted suicide, and our aging population have thrust it into the public limelight as well. This chapter presents information on the reasons for suicide and also on its moral, legal, and ethical implications. Likewise, eating disorders are problems becoming more prevalent in our society, especially among younger people. Research now links it to situational factors, biological proclivity, and other interlocking mental disorders. The fact that the majority of those who suffer from eating disorders are women is also a powerful statement of how the images society portrays to them may result in unhealthy behaviors.

To keep our text manageable for a one-semester class, we have chosen to condense our two chapters on schizophrenia from the previous edition to only one. We have done this without sacrificing its scholarly and comprehensive nature (Chapter 13). In many respects, readers will find this chapter filled with insights and valuable information because the disorder is one of the most well-researched of the mental disorders. As in the previous edition, we continue to keep our discussion of mental retardation in Chapter 14 (Cognitive Disorders) rather than Chapter 15 (Disorders of Childhood and Adolescence) because of the cognitive aspects of

mental retardation. Chapters 17 and 18 conclude the book with a look at therapy and the legal and ethical issues in psychopathology. Discussions of treatment approaches are included in each of the chapters on disorders, allowing students some closure in covering particular disorders. Chapter 17 then looks at treatment more broadly. Unique to the therapy chapter are sections that deal with suggesting guidelines in the treatment of various racial/ethnic minority groups. Chapter 18 covers the issues and controversies surrounding topics such as the insanity defense, patients' rights, confidentiality, and mental health practices in general.

Ancillaries

This text is supported by a rich set of supplementary materials designed to enhance the teaching and learning experience. Several new components make use of new instructional technologies.

For Instructors

- **PowerPoint Slides:** Instructors can utilize this updated set of PowerPoint slides in preparing their classroom lectures. For each chapter, a slide show is provided featuring lecture topics, tables, and illustrations to help highlight the major topics in abnormal psychology.
- **HMClassPrep / Computerized Test Bank:** Instructors can create their own course materials and presentations using the resources available on the HMClassPrep CD-ROM. Resources include the PowerPoint slides, lecture outlines, *Instructor's Resource Manual* activities and handouts, as well as the seventh edition transition guide. In addition, instructors can create their own exams from the *Test Bank* questions as well as integrate their own questions with those on the disk.
- **Instructor website:** Instructors can access the useful and innovative teaching tools, activities, and other resources that support *Understanding Abnormal Behavior*, Seventh Edition, by logging onto our website at <http://psychology.college.hmco.com/instructors>.
- **Instructor's Resource Manual:** Includes an extended chapter outline, learning objectives, discussion topics, classroom exercises, handouts and list of supplementary reading and multimedia resources. A transition guide is included for instructors switching from the sixth edition to the seventh edition.

- *Test Bank*: Features 100 multiple-choice questions per chapter. Each question is labeled with the corresponding text page reference as well as the type of question being asked for easier test creation. Also, the *Test Bank* includes three essay questions per chapter with sample answers.
- *Transparencies*: The color set of 100 transparencies includes a balance of charts, graphs, and illustrations from the text to help highlight key concepts in abnormal psychology.

For Students

- *Study Guide*: Provides a complete review of the chapter with chapter outlines, learning objectives, fill-in-the-blank review of key terms, and multiple-choice questions. Answers to test questions include an explanation for both the correct answer and incorrect answers.
- *Student CD-ROM Real Deal*: Designed to aid in the review of the chapter material, the CD-ROM provides an additional study and assessment tool for students. Featuring study outlines with glossary terms highlighted, Net Lab interactive activities that focus on the major concepts in abnormal psychology, and chapter quizzes, this resource will help ensure student success in the course.
- *Student website*: Students can access the useful and innovative learning tools, activities, and resources that support *Understanding Abnormal Behavior*, Seventh Edition, by logging onto our website at <http://psychology.college.hmco.com/students>.
- *Casebook for Abnormal Psychology*: Written by Clark Clipson, California School of Professional Psychology, and Jocelyn Steer, San Diego Family Institute. This casebook provides 16 studies and can be shrink-wrapped with the text at a discounted package price. Each case represents a major psychological disorder. After a detailed history of each case, critical-thinking questions prompt students to formulate hypotheses and interpretations based on the client's symptoms, family and medical background, and relevant information. The case proceeds with sections on assessment, case conceptualization, diagnosis, and treatment outlook. A final set of thought-provoking questions for discussion and writing concludes each case.
- *Abnormal Psychology in Context: Voices and Perspectives*: Written by David Sattler, College of Charleston, Virginia Shabatay, Palomar College, and Geoffrey Kramer, Grand Valley State University. This supplementary text features 40 cases and can be shrink-wrapped with the text at a discounted package price. This unique collection contains first-person accounts and narratives written by individuals who live with a psychological disorder and by therapists, relatives, and others who have direct experience with someone suffering from a disorder. These vivid and engaging narratives are accompanied by critical-thinking questions and a psychological concept guide that indicates which key terms and concepts are highlighted by each reading.
- *Internet Guide*: This manual introduces students to electronic mail, discussion groups, online journals, newsgroups, and numerous addresses and sites relevant to psychology.

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