

Fundamentals of
ABNORMAL
PSYCHOLOGY

Fourth Edition

RONALD J. COMER



Fundamentals of
ABNORMAL

PSYCHOLOGY

Fourth Edition

R O N A L D J . C O M E R

Princeton University

Fundamentals of Abnormal Psychology, Fourth Edition

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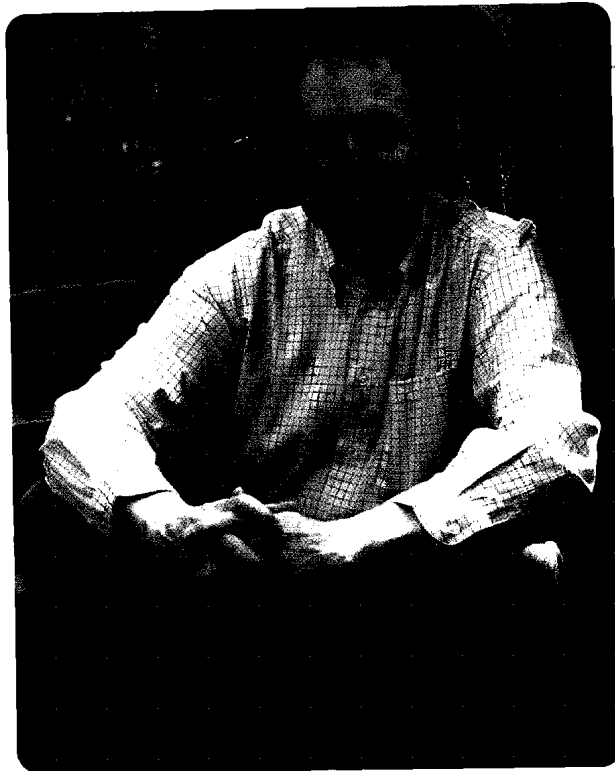
Ronald J. Comer has been a professor in Princeton University's Department of Psychology for the past 30 years and has served as Director of Clinical Psychology Studies for most of that time. He is also currently the director of the department's undergraduate program.

Professor Comer has received the President's Award for Distinguished Teaching at the university. His course "Abnormal Psychology" is one of the university's most popular, and he has offered it almost every year since his arrival at Princeton.

He is also a practicing clinical psychologist and serves as a consultant to the Eden Institute for Persons with Autism and to hospitals and family practice residency programs throughout New Jersey. Additionally, he holds an adjunct position as Clinical Associate Professor of Family Medicine at the UMDNJ-Robert Wood Johnson Medical School.

In addition to writing *Fundamentals of Abnormal Psychology*, Professor Comer is the author of the textbook *Abnormal Psychology*, now in its fifth edition, and the co-author of *Case Studies in Abnormal Psychology*. He has also published a number of journal articles in clinical psychology, social psychology, and family medicine.

Professor Comer completed his undergraduate studies at the University of Pennsylvania and his graduate work at Clark University. He currently lives in Lawrenceville, New Jersey, with his wife, Marlene. From there, he can keep an eye on his New York-residing son, Greg, and his Philadelphia-residing son, Jon, and the Philadelphia sports teams with whom he grew up.



NUMEROUS NEW BOXES A variety of new boxes have been added, covering topics such as the psychological impact of 9/11, postpartum psychosis, “Ecstasy,” anxiety and sports performance, and direct-to-consumer medication advertising.

A NEW CHAPTER, “STRESS DISORDERS,” combines posttraumatic stress disorder and psychophysiological (including immune system) disorders. The chapter examines the impact of stress on both psychological and physical dysfunction. It reflects the post-9/11 concern with stress and its impact, and the interest in prevention as well as treatment of stress disorders.

REORGANIZED CHAPTERS reflect current emphases in the field and offer a more straightforward table of contents. Changes include adding a chapter on stress disorder (5); combining the coverage of disorders of aging with the coverage of disorders of memory and cognition into one chapter (15); offering a single chapter on anxiety disorders (4); including a chapter on dissociative and somatoform disorders (6); and expanding the coverage of disorders emerging in childhood (14). Note that the total number of chapters remains at sixteen, and the book’s length does not increase.

CRITICAL THINKING QUESTIONS are now assembled at the end of each chapter in a section called *Critical Thoughts*, helping students to consider, analyze, and apply the material they’ve just read.

Continuing Strengths

In this edition of *Fundamentals of Abnormal Psychology*, I have also been careful to retain the goals, themes, material, and techniques that have worked successfully and been embraced enthusiastically by past readers.

MODERATE IN LENGTH, SOLID IN CONTENT Even though *Fundamentals of Abnormal Psychology* is of moderate length, it offers probing coverage of its broad subject. It expands and challenges students’ thinking rather than short-changing or underestimating their intellectual capacity.

BREADTH AND BALANCE The field’s many theories, studies, disorders, and treatments are presented accurately, without bias toward any single approach. All major models—psychological, biological, and sociocultural—receive objective and up-to-date coverage.

INNOVATIVE DESIGN In an outstanding lecture, a variety of stimulating elements merge with the basic presentation to captivate the audience— anecdotes, interesting side points, provocative questions, slides, video, and the like. Shouldn’t textbook discussions offer the same exciting blend? This edition of *Fundamentals of Abnormal Psychology* continues to offer a unique and accessible design—a single text column adjoined by a large margin space—that allows precise intersections between text discussions and carefully placed side points, such as fun facts, current events, historical notes, interesting trends, lists, and quotes.

INTEGRATION OF MODELS Discussions throughout the text, and particularly the *Crossroads* discussions, help students better understand where and how the various models work together, along with clarifying how the models differ.

HUMANITY The subject of abnormal psychology is people—very often people in great pain. I have therefore tried to write always with humanity and to impart this awareness to students. The book also speaks with a single voice, in clear and straightforward language—the main advantage of a single-author book.

INTEGRATED COVERAGE OF TREATMENT Discussions of treatment are presented throughout the book. In addition to a complete overview of treatment in the opening chapters, each of the pathology chapters includes a full discussion of relevant treatment approaches.

RICH CASE MATERIAL I integrate numerous clinical examples to bring theoretical and clinical issues to life.

CROSS-CULTURAL AND GENDER COVERAGE Issues raised by ethnic and gender differences, as well as related problems of bias, are given constant consideration, and, in fact, the sociocultural model is presented on an equal footing with the other models of psychological abnormality.

TOPICS OF SPECIAL INTEREST I devote full chapters to important subjects that are of special interest to college-age readers, such as eating disorders and suicide, and I also cover controversial issues that are currently being spotlighted by the news media, including the impact of managed care, direct-to-consumer advertising, the rise in Ritalin use, treatment over the Internet, and the right to commit suicide.

DSM-IV CHECKLISTS The discussion of each disorder is accompanied by a detailed checklist of the DSM-IV criteria used to diagnose the disorder.

MARGIN GLOSSARY Hundreds of key words are defined in the margins of pages on which the words appear. In addition, a traditional glossary is available at the back of the book.

“SUMMING UP” SECTIONS These sections appear at critical points throughout each chapter, providing readers with short periodic reviews of the text material.

“CROSSROADS” The concluding section in each chapter, *Crossroads*, brings together the principles and findings of the various models of abnormality. Each *Crossroads* section asks whether competing models can work together in a more integrated approach and also summarizes where the field now stands and where it may be going.

CHAPTER-ENDING “KEY TERMS” AND “QUICK QUIZ” SECTIONS These sections, keyed to appropriate pages in the chapter for easy reference, allow students to review and test their knowledge of chapter materials.

“CYBERSTUDY” Each chapter ends with a *CyberStudy* section—a guide for integrating the chapter material with videos and other features found on the Student CD-ROM.

STIMULATING ILLUSTRATIONS Chapters illustrate concepts, disorders, treatments, and applications with stunning photographs, diagrams, and graphs. All graphs and tables, many new to this edition, reflect the most up-to-date data available.

Supplements

The very enthusiastic response to the supplements accompanying previous editions has been gratifying. This edition is able to retain those supplements, revising and enhancing them, and to add a number of exciting new ones.

FOR PROFESSORS

REVISED AND ENHANCED: VIDEO SEGMENTS FOR ABNORMAL PSYCHOLOGY with Faculty Guide included, produced and edited by Ronald J. Comer. I have completely revised and enhanced this videotape series, which includes a full 100 clips that depict disorders, show historical footage, and illustrate clinical topics, pathologies,

treatments, experiments, and dilemmas. The video series adds hours of new clips, while at the same time retaining many of the best clips from the past video series. Videos are available on DVD, VHS, or CD-ROM (in MPEG format). I have also written an accompanying guide that fully describes and discusses each video clip, so that professors can make informed decisions about the use of the clips in lectures.

POWERPOINT® SLIDES Available at www.worthpublishers.com/comer These PowerPoint® slides can be used directly or customized to fit a professor's needs. There are two pre-built, customizable slide sets for each chapter of the book—one featuring chapter text, the other featuring all chapter figures, tables and illustrations.

NEW ENHANCED POWERPOINT® presentation slides by Karen Clay Rhines, Seton Hall University, available at www.worthpublishers.com/comer. These customized slides focus on key text terms and themes, and feature tables, graphs, and illustrations from the book.

IMAGE AND LECTURE GALLERY Available at www.worthpublishers.com/ILG The Image and Lecture Gallery is a convenient way to access electronic versions of lecture materials. Registered users can browse, search, and download illustrations from Worth titles plus pre-built PowerPoint® presentation files for specific chapters, containing all chapter illustrations or all chapter section headings in text form. Users can also create personal folders on a personalized home page for easy organization of the materials.

TRANSPARENCIES Fifty full-color diagrams and graphs from the text are available for use in lectures. Additionally, there are many transparency masters of text tables and DSM-IV criteria listings available in the Instructor's Manual.

INSTRUCTOR'S RESOURCE MANUAL by Karen Clay Rhines, Seton Hall University. This comprehensive guide ties together the ancillary package for professors and teaching assistants. The *Manual* includes detailed chapter outlines, lists of principal learning objectives, and ideas for lectures and for launching class discussions. It also offers strategies for using the accompanying media, including the CD-ROM, the companion Web site, and transparencies, as well as detailing precise DSM-IV criteria for each of the disorders discussed in the text. In addition, Ann Brandt-Williams, Glendale Community College, has created crossword puzzles to accompany each text chapter—an inventive way to help students process text material.

ASSESSMENT TOOLS

PRINTED TEST BANK by Debra B. Hull, Wheeling Jesuit University, and John H. Hull, Bethany College. This comprehensive test bank offers more than 2,000 multiple-choice, fill-in-the-blank, and essay questions. Each question is graded according to difficulty, identified as factual or applied, and keyed to the page in the text where the source information appears.

DIPLOMA COMPUTERIZED TEST BANK Windows and Macintosh Dual-Platform CD-ROM. This CD-ROM guides professors step by step through the process of creating a test and allows them to add an unlimited number of questions, edit or scramble questions, format a test, and include pictures, equations, and multimedia links. The accompanying grade-book enables them to record students' grades throughout the course and includes the capacity to sort student records and view detailed analyses of test items, curve tests, generate reports, add weights to grades, and more. The CD-ROM provides the access point for Diploma Online Testing, as well as Blackboard- and WebCT-formatted versions of the *Test Bank* for *Fundamentals of Abnormal Psychology*, Fourth Edition.

ONLINE TESTING, powered by Diploma, at www.brownstone.net With Diploma, professors can create and administer secure exams over a network and over the Internet, with questions that incorporate multimedia and interactive exercises. The program also allows them to restrict tests to specific computers or time blocks and includes a suite of grade-book and result-analysis features.

ONLINE QUIZZING, POWERED BY QUESTIONMARK Access via the companion Web site at www.worthpublishers.com/comer Professors can easily and securely quiz students online using prewritten multiple-choice questions for each chapter. Students receive instant feedback and can take the quizzes multiple times. Professors can view results by quiz, student, or question, or can get weekly results via e-mail.

COURSE MANAGEMENT AIDS: ONLINE COURSE MATERIALS [WebCT and Blackboard] As a service for adopters using WebCT or Blackboard course management systems, we are able to provide the various resources for this textbook in the appropriate format for their system. Course outlines, pre-built quizzes, links, activities, and a whole array of materials are included, eliminating hours of work.

FOR STUDENTS

REVISED AND ENHANCED: FUNDAMENTALS OF ABNORMAL PSYCHOLOGY CD-ROM produced and edited by Ronald J. Comer. Upon request, this CD-ROM is free when packaged with the text. Tied directly to the CyberStudy sections in the text, this CD-ROM offers numerous intriguing videos running three to five minutes each, followed by thought-provoking questions. The CD-ROM also includes a series of practical, research, and decision-making exercises. Additionally, the CD-ROM contains multiple-choice practice test questions with built-in instructional feedback for every option.

STUDENT WORKBOOK by Carmen Wilson VanVoorhis, University of Wisconsin-La Crosse, and Katherine Nicolai, Rockhurst University. This student guide actively involves students in the text material, using a variety of engaging exercises. Each chapter includes a variety of practice tests and exercises, as well as key concepts, guided study questions, and section reviews.

CASE STUDIES IN ABNORMAL PSYCHOLOGY by Ethan E. Gorenstein, Behavioral Medicine Program, Columbia-Presbyterian Hospital, and Ronald J. Comer, 2001, *Paper*, 301 pages. This casebook provides 20 case histories, each going beyond DSM-IV diagnoses to describe the individual's history and symptoms, a theoretical discussion of treatment, a specific treatment plan, and the actual treatment conducted. The casebook also provides 3 cases without diagnoses or treatment, so students can identify disorders and suggest appropriate therapies. In addition, Appendix E of the *Instructor's Resource Manual* offers case study evaluations by Ann Brandt-Williams, Glendale Community College. Each evaluation accompanies a specific case and can be assigned to students to assess their understanding as they work through the text.

THE SCIENTIFIC AMERICAN READER TO ACCOMPANY FUNDAMENTALS OF ABNORMAL PSYCHOLOGY, FOURTH EDITION. Edited by Ronald J. Comer. Upon request, this reader is free when packaged with the text. Drawn from *Scientific American*, this full-color collection of articles enhances coverage of important topics within the course. Keyed to specific chapters, the selections have been handpicked by me and provide a preview and discussion questions for each article.

SCIENTIFIC AMERICAN EXPLORES THE HIDDEN MIND: A COLLECTOR'S EDITION Upon request, this reader is free when packaged with the text. In this special edition, *Scientific American* provides a compilation of updated articles that explore and reveal the mysterious inner workings of our wondrous minds and brains.

IMPROVING THE MIND AND BRAIN: A *SCIENTIFIC AMERICAN* SPECIAL ISSUE
Upon request, this reader is free when packaged with the text. This new single-topic issue from *Scientific American* magazine features the latest findings from distinguished researchers in the field.

ABNORMAL PSYCHOLOGY COMPANION WEB SITE by Elaine Cassel, Marymount University and Lord Fairfax Community College, at www.worthpublishers.com/comer
This Web site provides students with a virtual study guide, 24 hours a day, seven days a week. These resources are free and do not require any special access codes or passwords. The tools on the site include: chapter outlines, annotated Web links, online quizzes, interactive flashcards, case studies, research exercises, frequently asked questions about clinical psychology, and the Abnormal Psychology Forum, a link that features various teachers' insights into specific disorders and current topics in the diagnosis and treatment of disorders.

MAKING SENSE OF PSYCHOLOGY ON THE WEB (with Research Assistant, HyperFolio CD-ROM) Connie K. Varnhagen, University of Alberta. Useful for the novice researcher as well as for the experienced Internet user, this brief book helps students to become discriminating Web users and researchers. The guide includes a CD-ROM containing the award-winning Research Assistant HyperFolio, innovative software that enables students to clip bits and pieces of Web sites and other electronic resources (snippets of text, illustrations, video clips, audio clips, and more) and compile them into worksheets and an easily accessible electronic "filing cabinet."

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I am enormously grateful to the many people who have contributed to writing and producing this book. I particularly thank Marlene Comer for her superb, never-ending work on every aspect of the manuscript, making astute editorial judgments and offering invaluable suggestions.

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Throughout four editions of *Fundamentals of Abnormal Psychology*, I have received valuable feedback from academicians and clinicians who have reviewed portions of the manuscript and commented on its clarity, accuracy, and completeness. Their collective knowledge, and their willingness to share it with me, have in large part shaped the fourth edition. I am of course indebted to those whose insights contributed to this new edition: Glenn M. Callaghan, San Jose State University; Timothy K. Daugherty, Winthrop University; William F. Flack, Jr., Bucknell University; Dale Fryxell, Chaminade University; Karla Klein Murdock, University of Massachusetts-Boston; and Ryan Newell, Oklahoma Christian University.

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I also wish to extend my deep appreciation to the core team of professionals at Worth Publishers and W. H. Freeman and Company who have worked so closely with me to produce this edition. Although the author gets most of the credit, the production of a textbook represents a collaboration by more people than one can possibly imagine. Ultimately, the book's quality reflects the ability, judgment, and dedication of these people. In my case, I was blessed with a core team of extraordinary people—each extremely talented, each committed to excellence, each dedicated to the education of readers, each bound by a remarkable work ethic, and each a wonderful person. It is accurate to say that these people were my co-authors and co-teachers in this enterprise, and I am forever in their debt. They are, in alphabetical order: Marge Byers, sponsoring editor; Paul Lacy, page layout artist; Barbara Reingold, art director; Sarah Segal, production manager; Brad Umbaugh, project editor; Vikii Wong, photo editor; and Catherine Woods, publisher.

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Finally, not to be overlooked are the superb professionals at Worth and at Freeman who continuously work with remarkable energy, skill, and judgment to bring my books

to the attention of professors across the world: Renee Altier, executive marketing manager; Kate Nurre, psychology marketing manager; Tom Kling, National Psychology Consultant; Tom Scotty, vice president, sales and operations; and the company's wonderful sales representatives. Thank you.

Like all previous editions, a project of this scope would not be possible without a loving and supportive family, and I am truly grateful to mine, particularly my wife, Marlene, and my sons, Greg and Jon, who make my life so rich and complete and joyful. Whenever one of my books or any task feels tiring and its challenges overwhelming, they are always there—caring, supportive, inspiring. I know how fortunate I am that they are at the center of my life.

Ron Comer
Princeton University
February 2004

his is the fourth edition of my textbook *Fundamentals of Abnormal Psychology*. The completion of this book actually marks my ninth abnormal psychology textbook edition, counting both *Fundamentals* and my larger textbook, *Abnormal Psychology*, currently in its fifth edition. I am gratified by the success of these books and delighted that students continue to find them enlightening and enjoyable. But I am also humbled by this success and aware of the responsibilities that accompany it.

One of the key responsibilities and challenges faced by textbook authors as they move from edition to edition is that of “quality control.” How can an author maintain and even enhance the quality of an abnormal psychology textbook over numerous editions? The answer to this question differs from author to author. For me, the answer entails five rules

1. Approach each edition with the same basic goals as the first edition—that is, to excite and capture students; to bring the field to life; to convey my passion for the field; and to demonstrate that behavior, including abnormal behavior, pervades our lives and our world.
2. Keep each edition current and fresh, being sure to include recent research and developments and repeatedly drawing upon examples from the world around us.
3. Incorporate new pedagogical techniques that will help students enjoy and process the material.
4. Keep listening to the feedback of my colleagues in this enterprise—the students and professors who have used my textbooks over the past 15 years.
5. Don’t make changes just for the sake of change: retain those techniques that have proved effective previously.

Keeping these rules in mind, I believe I have produced a new edition of *Fundamentals of Abnormal Psychology* that will continue to excite readers and open the world of abnormal psychology to them. Let me describe what I believe is special about this fourth edition, although because I fear that such descriptions always come perilously close to self-aggrandizement, I offer my apologies at the top.

Changes and Features New to This Edition

The study of abnormal psychology continues to grow steadily. Similarly, the field of undergraduate education is in constant motion, with new pedagogical techniques and insights emerging each day. Such developments have spurred me to include a variety of important changes and new features in the current edition.

THOROUGH UPDATE I have presented recent theories, research, and events—including more than 1,000 new references from the years 2002–2004, as well as many new tables, illustrations, and photos.

Abnormal Psychology in Science and Clinical Practice

1	Abnormal Psychology: Past and Present	1
2	Models of Abnormality	31
3	Clinical Assessment, Diagnosis, and Treatment	67

Problems of Anxiety and Mood

4	Anxiety Disorders	95
5	Stress Disorders	133
6	Somatoform and Dissociative Disorders	163
7	Mood Disorders	193
8	Suicide	227

Problems of the Mind and Body

9	Eating Disorders	253
10	Substance-Related Disorders	279
11	Sexual Disorders and Gender Identity Disorder	315

Problems of the Psychosis and Cognitive Function

12	Schizophrenia	351
----	---------------	-----

Life-Span Problems

13	Personality Disorders	385
14	Disorders of Childhood and Adolescence	419
15	Disorders of Aging and Cognition	449

Conclusion

16	Law, Society, and the Mental Health Profession	471
----	--	-----

Contents

Preface

xvii

QUICK QUIZ
CYBERSTUDY

29
29

CHAPTER

Abnormal Psychology: Past and Present



1

What Is Psychological Abnormality?

1

Deviance

2

Distress

2

Dysfunction

3

Danger

3

The Elusive Nature of Abnormality

4

What Is Treatment?

5

How Was Abnormality Viewed and Treated in the Past?

7

Ancient Views and Treatments

7

Greek and Roman Views and Treatments

8

Europe in the Middle Ages: Demonology Returns

8

The Renaissance and the Rise of Asylums

10

The Nineteenth Century: Reform and Moral
Treatment

11

The Early Twentieth Century: The Somatogenic
and Psychogenic Perspectives

12

Current Trends

15

How Are People with Severe Disturbances
Cared For?

15

How Are People with Less Severe Disturbances
Treated?

16

A Growing Emphasis on Preventing Disorders
and Promoting Mental Health

17

The Growing Influence of Insurance Coverage

17

What Are Today's Leading Theories and
Professions?

18

What Do Clinical Researchers Do?

19

The Case Study

20

The Correlational Method

21

The Experimental Method

23

What Are the Limits of Clinical Investigations?

27

CROSSROADS: A WORK IN PROGRESS

28

CRITICAL THOUGHTS

28

KEY TERMS

28

A CLOSER LOOK

Marching to a Different
Drummer: Eccentrics

4

THE CURRENT SCENE

Exorcism Lives

9

STEPPING BACK

Verbal Debuts

10

STEPPING BACK

Too Obvious to Research?

20

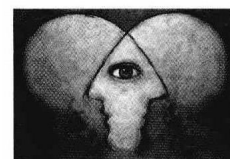
THE CURRENT SCENE

Subjects Have Rights

26

CHAPTER

Models of Abnormality



2

31

The Biological Model

33

How Do Biological Theorists Explain Abnormal
Behavior?

33

Biological Treatments

35

Assessing the Biological Model

37

The Psychodynamic Model

37

How Did Freud Explain Normal and Abnormal
Functioning?

38

How Do Other Psychodynamic Explanations
Differ from Freud's?

40

Psychodynamic Therapies

40

Assessing the Psychodynamic Model

43

The Behavioral Model

44

How Do Behaviorists Explain Abnormal
Functioning?

44

Behavioral Therapies

45

Assessing the Behavioral Model

46

The Cognitive Model

48

How Do Cognitive Theorists Explain Abnormal
Functioning?

48

Cognitive Therapies

48

Assessing the Cognitive Model

49

The Humanistic-Existential Model

51

Rogers's Humanistic Theory and Therapy

51

Gestalt Theory and Therapy

53

Spiritual Views and Interventions

53

Existential Theories and Therapy	54
Assessing the Humanistic-Existential Model	55
The Sociocultural Model	55
How Do Sociocultural Theorists Explain Abnormal Functioning?	56
Sociocultural Treatments	58
Assessing the Sociocultural Model	62
CROSSROADS: INTEGRATION OF THE MODELS	63
CRITICAL THOUGHTS	64
KEY TERMS	64
QUICK QUIZ	65
CYBERSTUDY	65

A CLOSER LOOK	Perchance to Dream	42
THE CURRENT SCENE	Maternal Instincts	47
THE CURRENT SCENE	Cybertherapy	50
THE CURRENT SCENE	Self-Help Groups: Too Much of a Good Thing?	59

CHAPTER

Clinical Assessment, Diagnosis, and Treatment

Clinical Assessment: How and Why Does the Client Behave Abnormally?

Characteristics of Assessment Tools	67
Clinical Interviews	68
Clinical Tests	69
Clinical Observations	71
	79

Diagnosis: Does the Client's Syndrome Match a Known Disorder?

Classification Systems	80
DSM-IV	83
Are Classifications Reliable and Valid?	83
Can Diagnosis and Labeling Cause Harm?	84
	85

Treatment: How Might the Client Be Helped?

Treatment Decisions	86
The Effectiveness of Treatment	87
	87

CROSSROADS: RENEWED RESPECT COLLIDES WITH ECONOMIC PRESSURE

CRITICAL THOUGHTS	91
KEY TERMS	92
QUICK QUIZ	92
CYBERSTUDY	92
	93

ABNORMALITY AND THE ARTS	Assessing van Gogh	70
A CLOSER LOOK	The Truth, the Whole Truth, and Nothing but the Truth	76
STEPPING BACK	Culture-Bound Abnormality	82
THE CURRENT SCENE	The Battle over Premenstrual Dysphoric Disorder	85
STEPPING BACK	Oppression and Mental Health: The Politics of Labeling	88

CHAPTER

Anxiety Disorders

Generalized Anxiety Disorder	96
The Sociocultural Perspective	97
The Psychodynamic Perspective	97
The Humanistic Perspective	100
The Cognitive Perspective	101
The Biological Perspective	104

Phobias	108
Specific Phobias	108
Social Phobias	109
What Causes Phobias?	110
How Are Phobias Treated?	113

Panic Disorder	116
The Biological Perspective	117
The Cognitive Perspective	119

Obsessive-Compulsive Disorder	120
What Are the Features of Obsessions and Compulsions?	122
The Psychodynamic Perspective	123
The Behavioral Perspective	125
The Cognitive Perspective	126
The Biological Perspective	127

CROSSROADS: DIATHESIS-STRESS IN ACTION	129
CRITICAL THOUGHTS	130
KEY TERMS	130
QUICK QUIZ	130
CYBERSTUDY	131

A CLOSER LOOK	Pressure and Sports: Does Anxiety Hinder Performance?	98
----------------------	---	----

A CLOSER LOOK

Fears, Shmears:
The Odds Are Usually on
Our Side 102

A CLOSER LOOK

Phobias, Familiar and Not
So Familiar 110

ABNORMALITY AND THE ARTS

Terror behind the Smile 124

CHAPTER

Stress Disorders



**Stress and Arousal:
The Fight-or-Flight Response 134**

**The Psychological Stress Disorders:
Acute and Posttraumatic Stress
Disorders 136**

What Triggers a Psychological
Stress Disorder? 137

Why Do People Develop a Psychological
Stress Disorder? 140

How Do Clinicians Treat the Psychological
Stress Disorders? 141

**The Physical Stress Disorders:
Psychophysiological Disorders 148**

Traditional Psychophysiological
Disorders 149

New Psychophysiological Disorders 152

**Psychological Treatments for
Physical Disorders 156**

CROSSROADS: EXPANDING THE BOUNDARIES OF
ABNORMAL PSYCHOLOGY 159

CRITICAL THOUGHTS 160

KEY TERMS 160

QUICK QUIZ 161

CYBERSTUDY 161

THE CURRENT SCENE September 11, 2001:
The Psychological
Aftermath 142

A CLOSER LOOK Adjustment Disorders:
A Category of Compromise? 145

A CLOSER LOOK Disaster Counseling:
The Other Side 147

THE CURRENT SCENE Working with Death 155

CHAPTER

**Somatoform and
Dissociative Disorders 163**



Somatoform Disorders 164

What Are Hysterical Somatoform Disorders? 164

What Are Preoccupation Somatoform
Disorders? 169

What Causes Somatoform Disorders? 170

How Are Somatoform Disorders Treated? 174

Dissociative Disorders 175

Dissociative Amnesia 176

Dissociative Fugue 178

Dissociative Identity Disorder
(Multiple Personality Disorder) 180

How Do Theorists Explain Dissociative
Disorders? 183

How Are Dissociative Disorders Treated? 186

CROSSROADS: DISORDERS REDISCOVERED 189

CRITICAL THOUGHTS 190

KEY TERMS 190

QUICK QUIZ 191

CYBERSTUDY 191

A CLOSER LOOK Munchausen Syndrome
by Proxy 168

THE CURRENT SCENE Cultural Dysmorphophobia? 174

A CLOSER LOOK Repressed Childhood
Memories or False Memory
Syndrome? 179

A CLOSER LOOK Peculiarities of Memory 185

CHAPTER

**Mood
Disorders 193**



Unipolar Depression 194

How Common Is Unipolar Depression? 194

What Are the Symptoms of Depression? 194

Diagnosing Unipolar Depression 197

Stress and Unipolar Depression 197

The Biological Model of Unipolar Depression 198

Psychological Models of Unipolar Depression 202

The Sociocultural Model of Unipolar Depression 212

Bipolar Disorders	216
What Are the Symptoms of Mania?	217
Diagnosing Bipolar Disorders	218
What Causes Bipolar Disorders?	219
What are the Treatments for Bipolar Disorders?	221
CROSSROADS: MAKING SENSE OF ALL THAT IS KNOWN	223
CRITICAL THOUGHTS	224
KEY TERMS	224
QUICK QUIZ	224
CYBERSTUDY	225
A CLOSER LOOK	
Sadness at the Happiest of Times	196
THE CURRENT SCENE	
"And Remember to Ask Your Doctor about This Medication"	200
THE CURRENT SCENE	
Happiness: More Common Than We Think	205
A CLOSER LOOK	
Depressing News for Women	214
ABNORMALITY AND THE ARTS	
Abnormality and Creativity: A Delicate Balance	220

CHAPTER

Suicide

What Is Suicide?	228
How Is Suicide Studied?	230
Patterns and Statistics	231
What Triggers a Suicide?	233
Stressful Events and Situations	233
Mood and Thought Changes	234
Alcohol and Other Drug Use	235
Mental Disorders	235
Modeling: The Contagion of Suicide	237
What Are the Underlying Causes of Suicide?	238
The Psychodynamic View	238
The Sociocultural View	239
The Biological View	241
Is Suicide Linked to Age?	242
Children	242
Adolescents	243
The Elderly	244



8

Treatment and Suicide	247
What Treatments Are Used after Suicide Attempts?	247
What Is Suicide Prevention?	247
Do Suicide Prevention Programs Work?	248
CROSSROADS: PSYCHOLOGICAL AND BIOLOGICAL INSIGHTS LAG BEHIND	250
CRITICAL THOUGHTS	250
KEY TERMS	251
QUICK QUIZ	251
CYBERSTUDY	251

ABNORMALITY AND THE ARTS	Suicide in the Family	231
THE CURRENT SCENE	"I'm All Traveled Out"	236
A CLOSER LOOK	Suicide Notes	240
THE CURRENT SCENE	The Right to Commit Suicide	246

CHAPTER

Eating Disorders



9

Anorexia Nervosa	254
The Clinical Picture	255
Medical Problems	257
Bulimia Nervosa	257
Binges	259
Compensatory Behaviors	259
Bulimia Nervosa vs. Anorexia Nervosa	261
What Causes Eating Disorders?	262
Societal Pressures	262
Family Environment	265
Ego Deficiencies and Cognitive Disturbances	266
Mood Disorders	267
Biological Factors	267
How Are Eating Disorders Treated?	270
Treatments for Anorexia Nervosa	270
Treatments for Bulimia Nervosa	273
CROSSROADS: A STANDARD FOR INTEGRATING PERSPECTIVES	276
CRITICAL THOUGHTS	276
KEY TERMS	277
QUICK QUIZ	277
CYBERSTUDY	277