

Fifth Edition

# Understanding Abnormal Behavior



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# **UNDERSTANDING ABNORMAL BEHAVIOR**

**FIFTH EDITION**

**DAVID SUE**

Western Washington University

**DERALD SUE**

California School of Professional Psychology, Alameda  
California State University, Hayward

**STANLEY SUE**

University of California, Los Angeles

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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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# **UNDERSTANDING ABNORMAL BEHAVIOR**

# PREFACE

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

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

- 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.
- To make our book inviting and stimulating to a wide range of students.

In each edition we have strived to achieve these objectives, working with comments from many students and instructors and our own work in teaching, research, and therapy. The Fifth 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 IV (DSM-IV)*, but is not a 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 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 Fifth 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 introduce multicultural models of psychopathology in the opening chapters. As with other models of psychopathology (e.g., 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, phobias, stress disorders, suicide, sexual disorders, schizophrenia, and so forth are provided to students. Such an approach adds richness to our understanding of mental disorders.

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. Among these are:

- Do women have higher rates of anxiety and depressive disorders? (Chapters 5 and 11)
- What are the causes of sexual aggression in society? (Chapter 10)
- Is psychotherapy effective and useful? (Chapter 17)
- Should we assist in suicide and allow the "right to die"? (Chapter 18)



- Should therapists maintain confidentiality with AIDS clients? (Chapter 18)

We have also strived to present complex material with clarifying examples. Two instances include our discussion of the phenomenon of recovered memories, which includes case descriptions and research findings, and our careful examination of the various factors that affect clients with mood disorders. We try to encourage students to think critically about the knowledge they acquire in the hope that they will develop an appreciation of the study of abnormal behavior rather than merely assimilate a collection of facts and theories.

## SPECIAL FEATURES

Contributing to the strength of the Fifth Edition are a number of features popularized in earlier editions.

- *Disorder charts* illustrate the relationships among categories of disorder, based on DSM-IV criteria. Students find the charts extremely useful in organizing disorders and in gaining a graphic overview of the chapters where they are discussed.
- *Focus On boxes* examine in depth various high-interest issues, research findings, or clinical implications, providing stimulating and informative reading for students.
- *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.
- *First Person essays* written mainly by therapists or researchers give first-hand accounts of experiences in the mental health field that personalize research and therapy issues and portray the wide range of careers in psychopathology.
- A *chapter outline* on the first page of every chapter gives students an overview of the topics that will be discussed.
- *Chapter summaries* provide students with a concise overview of the chapter's most important concepts and ideas.
- *Key terms* are highlighted in the text, and definitions appear at the end of each chapter and in the glossary at the back of the book.

## NEW TO THE FIFTH 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 growing ethnic and cultural diversity in the United States and the implications for mental health research, theory, and practice.
- Research strategies to study the influence of heredity and the latest research findings on genetic factors in mental disorders.
- New developments concerning the implications of managed health care on mental health services and the use of empirically validated treatments.
- Research findings concerning the rates of each mental disorder and the prevalence of disorders according to gender, ethnicity, and age.
- 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.
- Ethical and legal issues raised by recent cases involving insanity pleas, courtroom testimony by psychologists, and assisted suicide.

The format and design of the book have been enhanced as well. The Fifth Edition contains many 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.

New Focus On boxes include:

- Should we challenge delusions and hallucinations? (Chapter 13)
- Some types of therapy groups (Chapter 17)
- Was Ellie Nesler insane when she shot Daniel Driver to death? (Chapter 18)

New Critical Thinking topics include:

- Can we accurately assess the status of members of different cultural groups? (Chapter 3)
- Can memories be recovered during hypnosis? (Chapter 4)
- Illness: Are psychological or physical factors more important? (Chapter 7)

- Should electroconvulsive shock therapy for depression be banned? (Chapter 11)
- “Am I Losing It as I Get Older?” (Chapter 15)
- “What Kind of Therapist Do You Want?” (Chapter 17)

Two new First Person narratives have been added:

- Elizabeth Loftus, a researcher well-known for her work on repressed memory questions the validity of this phenomenon. (Chapter 6)
- Psychologist Lenore Walker describes her forensic work on battered women. (Chapter 18)

In addition to updating the book’s coverage, its look, and its special features, we have considerably streamlined the 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 has been streamlined from twenty chapters to eighteen chapters, in keeping with feedback from users of the book. Whereas previously two chapters were devoted to models of abnormal behavior, they are now featured only in Chapter 2. Moreover, the chapter on community psychology has been eliminated. Some of the topics in that chapter (prevention and managed health care, for example) now appear in Chapter 17 (Individual and Group Therapy). We found that it was possible to condense materials and to exclude topics that were not central to the field of abnormal psychology without sacrificing our major objectives for writing the textbook.

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).

The bulk of the text, Chapters 5 through 16, presents the major disorders covered in DSM-IV. In each chapter, symptoms are presented first, followed by diagnosis, theoretical perspectives, etiology, and treatment. Highlights of the coverage in this part of the book include an entire chapter devoted to suicide (Chapter 12) and two chapters covering schizophrenia (Chapters 13 and 14). The chapter on suicide was conceived in light of current issues involving the right to die, assisted suicide, and our aging population. It

presents information on not only the reasons for suicide but also the moral, legal, and ethical implications. The first chapter on schizophrenia describes the interesting array of symptoms and the attempts to assess and categorize this complex and debilitating disorder. The subsequent chapter is devoted to etiological factors and treatment considerations. Because schizophrenia is one of the most well-researched mental disorders, the two-chapter treatment seems wise.

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. Chapter 18 covers the issues and controversies surrounding topics such as the insanity defense, patients’ rights, confidentiality, and mental health practices in general.

## ANCILLARIES

We once again thank Richard L. Leavy of Ohio Wesleyan University for continuing his outstanding work revising the *Instructor’s Resource Manual*, *Study Guide*, and *Test Bank*. All three of these supplements continue to be unified not only by Professor Leavy’s authorship but also by a single set of learning objectives.

For each chapter of the text, the *Instructor’s Resource Manual* includes an extended chapter outline, learning objectives, discussion topics, classroom exercises, handouts, and a list of supplementary readings and multimedia resources. For instructors switching from the Fourth to the Fifth Edition, a transition guide highlights changes within every chapter. In addition, the examination of the case of Steven V., formerly a part of several chapters in the book, now appears in the *Instructor’s Resource Manual*.

The *Test Bank* features one hundred multiple-choice questions per chapter, of which half are new. In items repeated from the previous edition, answer choices have been scrambled. For each question, the corresponding learning objective, text page number, question type (fact/concept or application), and page number are provided. At least half of the questions in every chapter ask students to apply their knowledge. New to every chapter are three essay questions with sample answers.

The *Study Guide* provides a complete review of each chapter in the text through the use of chapter outlines, learning objectives, a fill-in-the-blank review of key terms, and practice multiple-choice questions.

Answers to the test questions include an explanation of each incorrect answer as well as the right answer, which has proved to be a particularly helpful feature for students.

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

Houghton Mifflin's *Internet Guide for Psychology*, by David Mahony of St. John's University, is available at no cost to students who purchase *Understanding Abnormal Behavior*. This handy manual introduces students to electronic mail, discussion groups, on-line journals, Usenet newsgroups, the World Wide Web, APA Reference Style for the Internet, and more, and it provides students with step-by-step exercises and a wealth of addresses and sites relevant to psychology.

A set of full-color transparencies, including images from outside the text, is available to all adopters.

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

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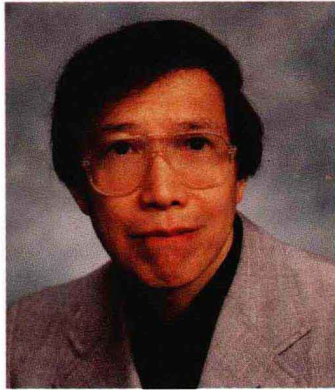
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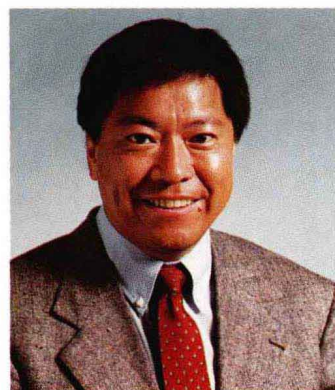
# ABOUT THE AUTHORS



**David Sue** is Professor of Psychology at Western Washington University, where he is an associate of the Center for Cross-Cultural Research and chairperson of the Mental Health Counseling Program. He received his Ph.D. in Clinical Psychology from Washington State University. His research interests revolve around issues in cross-cultural counseling. He, his wife, and their three children enjoy tennis, hiking and snowshoeing.



**Derald Wing Sue** is Professor of Psychology at the California School of Professional Psychology and at California State University, Hayward. He has written extensively in the field of counseling psychology and multicultural counseling/therapy and is author of a best-selling book, *Counseling the Culturally Different: Theory and Practice*. He received his Ph.D. from the University of Oregon. Dr. Sue is married and the father of two children. Friends describe him as addicted to exercise and the Internet.



**Stanley Sue** is Professor of Psychology at the University of California, Los Angeles and Director of the National Research Center on Asian American Mental Health, an NIMH-funded research center. He received his Ph.D. from UCLA and served for ten years on the psychology faculty at the University of Washington. At UCLA, he was also Associate Dean of the Graduate Division. His research interests lie in the areas of clinical-community psychology and ethnicity and mental health, and his hobbies include working on computers, which has also fostered an addiction to the Internet, and jogging with his wife.

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