

Abnormal Psychology

**SECOND
EDITION**

Thomas F. Oltmanns

Robert E. Emery

Abnormal Psychology

**Second
Edition**

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To Gail, Sara, and Josh

TFO

**To Kimberly, Maggie,
Jacey, Robert, and Lucy**

REE

Preface

From the time we sat down to write the first edition of *Abnormal Psychology* we've had an ambitious goal: to anticipate the future of abnormal psychology and to write a text that would help shape the discipline itself. To accomplish this we abandoned the paradigms approach—the time-worn notion that psychologists have a hammer (medical, behavioral, or psychoanalytic) so they therefore see the world as a nail (biological, learning, or unconscious). Thus *Abnormal Psychology* became the first text in this field to embrace systems theory, the integrative conceptual framework that has revolutionized scientific disciplines ranging from computer science to biology. The systems approach integrates research on biological, psychological, and social factors in understanding the etiology of abnormal behavior. This second edition has allowed us to integrate evidence on multiple risk factors more fully, to point to multiple pathways (equifinality) in the development of mental disorders, and to highlight both unique and common factors across approaches to psychotherapy.

Abnormal Psychology, Second Edition, continues to be innovative not only in its systems approach but also in its pedagogical features. These features include substantial case studies that open each chapter, a similar organization across chapters, and our unique approach to teaching research methods through special instructional inserts that are found in every chapter. The staff at Prentice Hall has once again given the book a distinctive design that students have called “fun,” “young,” and “engaging.” As an example of what's new in the text design, we call your attention to the beautiful two-page figures illustrating the healthy and unhealthy brain in Chapter 2 and on the back endpapers of the text.

Let us tell you what is new and exciting in our second edition before describing our “old” innovations in a little more detail.

Abnormal Psychology has a new chapter on eating disorders, one of the most important and prevalent psychological problems of our time (and a separate diagnostic category for the first time in DSM-IV). Because eating disorders are

particularly common among college students, this chapter is an especially relevant addition.

We discuss posttraumatic stress disorder (PTSD) in the same chapter that considers dissociative and somatoform disorders (Chapter 7). By placing the discussion in this chapter we call attention both to the importance of PTSD and to controversies about whether PTSD is best viewed as an anxiety disorder, a dissociative disorder, or its own distinct category of psychopathology.

The second edition offers either new or expanded coverage of a number of important and timely topics, including a brief introduction to the history of abnormal psychology (Chapter 1); a discussion of the new Consumer Reports study of psychotherapy (Chapter 3); a far more extensive overview of suicide (Chapter 5); a review of the role of stress in AIDS, cancer, and pain management (Chapter 8); a new discussion of dependent personality disorder (Chapter 9); expanded coverage of substance abuse (Chapter 11); detailed consideration of a major new study of normal sexuality as well as more information on paraphilias (Chapter 12); a discussion of mental retardation and autism through the eyes of people suffering from these developmental disorders (Chapter 15); and an expanded overview of aging and the transition to later life (Chapter 17).

In addition the second edition of *Abnormal Psychology* calls even more attention to multicultural issues in abnormal psychology. For example, Chapter 3 has a new Further Thoughts discussion of psychotherapy with ethnic minorities, and Chapter 9 has a new Research Methods discussion of cross-cultural studies.

Finally, *Abnormal Psychology* continues to offer students easy access to challenging material. The pedagogical elements and engaging tone of the text are magnified by an outstanding illustration program that contains almost twice as many figures as the first edition.

INTEGRATIVE SYSTEMS APPROACH

Some of the major innovations introduced in the first edition of *Abnormal Psychology* also deserve elaboration. The book follows a systems approach

that integrates evidence on diverse risk factors that contribute to abnormal behavior. The systems perspective not only highlights integration beyond a single diathesis and a single stressor, but it also points out that biological, psychological, and social theories can be complementary explanations of psychopathology. Furthermore, our systems approach calls attention to the essential fact that different psychological disorders have different causes; no single paradigm can accurately explain all psychological disturbances. In fact, because current diagnostic groupings represent heterogeneous categories, the same psychological disorder may have different causes in different cases. Thus the most productive scientific research focuses on the specific etiology of a single disorder.

In addition to etiology, we extend the systems approach to cover treatment in an integrated fashion. We introduce biological, psychological, and social treatments for psychological disorders early in the text (Chapter 3). This discussion emphasizes research on psychotherapy process and outcome. Our early placement of the treatment chapter and our empirical focus on psychotherapy allow us in later chapters to highlight only the most promising, empirically based approaches to psychotherapy, medication, and other forms of intervention.

CASE STUDIES AND CONSISTENT ORGANIZATION

In our own classes we note that students pay special attention to case studies during lectures, and they often plead for more cases in evaluations at the end of the semester. Therefore we have included detailed case studies throughout the text. Our goals in presenting case studies in the book are the same as in lecture: (1) to illustrate the symptoms and phenomenology of different psychological problems; (2) to raise questions about etiology and treatment; and (3) to “hook” students—to motivate them to master the scientific material that forms the core of abnormal psychology.

Every chapter opens with a memorable case from our own clinical experience or, occasionally, from the literature. We refer back to the case throughout the chapter to make our scientific points more concrete and to emphasize that science is indeed relevant to practice. Most chapters also contain two or three additional brief cases to make key points or to describe the different forms of a disorder.

Every chapter on a major diagnostic category follows a consistent organization, including major sections on typical symptoms and associated features, classification, epidemiology, etiology, and treatment. This gives students a framework for understanding and assimilating new material. It also allows students to appreciate the systematic manner in which clinical psychologists approach their work.

RESEARCH METHODS

As we previously mentioned, *Abnormal Psychology, Second Edition*, adopts a unique approach to teaching research methods. Rather than covering everything at once in a chapter that students typically describe as “boring” and “irrelevant,” our book integrates methodology into the substance of abnormal psychology throughout the text. Every chapter includes featured discussions titled “Research Methods” that introduce a new topic in scientific methodology. Students are introduced to our general approach to research methods in the first chapter, in which all 18 Research Methods inserts are listed. For example, Research Methods in Chapter 1 highlights the issues of skepticism and the burden of proof in science. Research Methods in Chapter 2 covers the correlational method; the discussion in Chapter 3 focuses on the experiment. In subsequent chapters Research Methods addresses more specialized topics, for example, longitudinal designs, alternative comparison groups, the heritability ratio, and the influence of base rates on prediction.

In addition to Research Methods, every chapter contains another featured discussion called Research Close-Up, which is a detailed review of a single study. The Research Close-Up and Research Methods are often coordinated to enhance their value to students. For example, Research Methods in Chapter 10 (Eating Disorders) addresses the use of placebo control groups in psychotherapy outcome research. It discusses the impossibility of conducting double-blind, placebo-controlled studies of psychotherapy, and it considers the allegiance effect, in which investigators often find that their favored treatment proves to be the most effective treatment in psychotherapy outcome research. In turn, the Research Close-Up in Chapter 10 presents a study in which interpersonal psychotherapy was included as a placebo therapy for bulimia nervosa, but the placebo proved to be an effective treatment over the long run. We suggest that such outcome results that overcome the positive expectations behind the allegiance effect merit

special scrutiny. Positive expectations are an essential part of the placebo effect and of effective psychotherapy; thus a treatment that is effective despite negative or modest expectations deserves special attention.

ADDITIONAL FEATURES

We have retained and enhanced a number of additional distinguishing features in the second edition of *Abnormal Psychology*. We continue to include a developmental psychopathology perspective as exemplified by our inclusion of attachment theory; detailed coverage of childhood disorders (two chapters); a focus on the course of abnormal behavior; a life-span orientation; and detailed consideration of aging, dementia, and family issues (including coverage of family law). We include a brief historical perspective in every chapter as a way of introducing contemporary concepts and controversies. And we offer a unique, separate chapter (17) on adjustment disorders and difficult transitions during the course of adult life.

SUPPLEMENTS

An extensive and useful array of instructor and student supplements are available with this book:

The Instructor's Manual, written by Gordon Atlas of Alfred University, contains detailed lecture outlines and teaching suggestions for each chapter, as well as a compendium of handouts and transparency masters and a coordinated list of video segments by chapter.

The Study Guide, written by Shelly Martin of Wesleyan College, provides a chapter review, learning objectives, key concepts and terms (with definitions), self-tests, and activities for each chapter of the text.

The Test Item File, written by Joseph Palladino of the University of Southern Indiana, contains over 2000 test items.

Prentice Hall Test Manager 2.0 testing software for PC's and Macintoshes allows users to select or edit existing test items or to insert additional questions, and it provides a wide range of printing and scrambling options.

Instructional Videos Two distinct types of video, providing more than 400 minutes of video material, accompany our text:

ABC News/Prentice Hall Video Libraries I and II provide more than 30 relevant segments from award-winning ABC News programs, including "Nightline," "20/20," "Prime Time Live," and "American Agenda." A summary of each segment and suggestions on how to incorporate the video into the classroom are included in the Instructor's Manual.

Video Cases in Abnormal Psychology: The Patients as Educators, James H. Scully, Jr., MD, and Alan M. Dahms, Ph.D., Colorado State University. This exclusive video contains a series of ten patient interviews illustrating a range of disorders. Each interview is preceded by a brief history of the patient and a synopsis of some major symptoms of the disorder and ends with a summary and a brief analysis.

Prentice Hall Color Transparencies for *Abnormal Psychology*

The New York Times Abnormal Psychology Supplement. The New York Times and Prentice Hall are sponsoring Themes of The Times, a program designed to enhance access to current information of relevance in the classroom.

Through this program, the core subject matter provided in the text is supplemented by a collection of time-sensitive articles from one of the world's most distinguished newspapers, *The New York Times*. These articles demonstrate the vital, ongoing connection between what is learned in the classroom and what is happening in the world.

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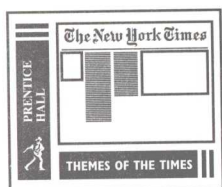
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Asking the Right Questions About Abnormal Psychology, Stuart M. Keeley, Bowling Green State University. Keeley presents a basic critical thinking methodology and then asks students to apply this method to a variety of classic research studies in psychopathology.

World Wide Web. In keeping with recent advances in technology, Prentice Hall has established a web site. *Abnormal Psychology, Second Edition*, now has its own site on the World Wide Web. Please visit this site at <http://prenhall.com/oltmanns>.

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Years of effort have gone into writing and revising this book, and we are grateful to a number of people who assisted us in this arduous but fruitful task. We would like to start by expressing our appreciation to the following colleagues who reviewed all or parts of the manuscript for the second edition: Gail Bruce-Sanford, University of Montana; Ann Calhoun-Seals, Belmont Abbey College; Laurie Chassin, Arizona State University; Lee H. Coleman, Miami



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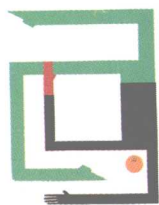
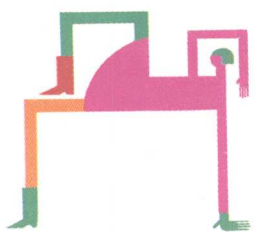
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TOM OLTMANN

BOB EMERY



Brief Contents

	Preface	xvi
1	Examples and Definitions of Abnormal Behavior	1
2	Causes of Abnormal Behavior: From Paradigms to Systems	30
3	Treatment of Psychological Disorders	70
4	Classification and Assessment	110
5	Mood Disorders	150
6	Anxiety Disorders	198
7	Acute and Posttraumatic Stress Disorders, Dissociative Disorders, and Somatoform Disorders	238
8	Stress and Physical Health	282
9	Personality Disorders	314
10	Eating Disorders	354
11	Substance Use Disorders	384
12	Sexual and Gender Identity Disorders	424
13	Schizophrenic Disorders	458
14	Dementia, Delirium, and Amnesic Disorders	500
15	Mental Retardation and Pervasive Developmental Disorders	530
16	Psychological Disorders of Childhood	570
17	Adjustment Disorders and Difficult Life Events: Life Cycle Transitions	608
18	Mental Health and the Law	640
	Glossary	676
	References	689
	Credits	727
	Name Index	731
	Subject Index	747
	About the Authors	763

Contents

Preface xvi

1

Examples and Definitions of Abnormal Behavior 1

ABNORMAL PSYCHOLOGY: AN OVERVIEW	2	CAUSES OF ABNORMAL BEHAVIOR	17
Clinical Science	2	Nature and Nurture	17
The Uses and Limitations of Case Studies	3	Systems of Influence	18
WHAT IS ABNORMAL BEHAVIOR?	4	TREATMENT OF ABNORMAL BEHAVIOR	18
Case Study: Schizophrenia	4	PSYCHOPATHOLOGY IN HISTORICAL CONTEXT	19
Descriptive Psychopathology	6	The Greek Tradition in Medicine	20
Defining Abnormal Behavior	7	The Creation of the Asylum	20
Further Thoughts: Homosexuality: Culture, Politics, and Diagnosis	10	Worcester Lunatic Hospital: A Model Institution	21
BOUNDARIES OF ABNORMAL BEHAVIOR	11	Lessons from the History of Psychopathology	22
Case Study: Eating Disorder	12	Research Methods: The Null Hypothesis and the Burden of Proof	23
Dimensions versus Categories	13	THE MENTAL HEALTH PROFESSIONS	24
Epidemiology	14	GOALS OF THIS BOOK	26
Culture and Psychopathology	15		
Research Close-Up: Cross-Cultural Study of Abnormal Behavior	16		

2

Causes of Abnormal Behavior: From Paradigms to Systems 30

OVERVIEW	32	Freud and Psychoanalytic Theory	36
Case Study: Possible Causes of Behavioral Problems	33	Further Thoughts: An Outline of Freudian Theory	36
BRIEF HISTORICAL PERSPECTIVE ON APPROACHES TO ETIOLOGY	34	Experimental Psychology and Behaviorism	38
General Paresis and the Biomedical Approach	35	Free Will and Humanistic Psychology	39
		Paradigms and the Causes of Abnormal Behavior	40

SYSTEMS THEORY	41	Psychophysiology	49
Holism	41	Behavior Genetics	53
Subsystems and Levels of Analysis	41	PSYCHOLOGICAL FACTORS	56
Causality: Multiple Factors and Multiple Pathways	42	Motivation, Emotion, and Temperament	56
Research Methods: The Correlational Study	43	Learning and Cognition	59
Reciprocal Causality and Control Processes	45	The Sense of Self	60
Development	45	Stages of Development	61
BIOLOGICAL FACTORS	46	SOCIAL FACTORS	63
The Neuron and Neurotransmitters	46	Relationships and Psychopathology	63
Major Brain Structures	48	Research Close-Up: Marriage and Mental Health	64
		Gender and Gender Roles	66
		Race and Poverty	66
		Broad Societal Values	67

Treatment of Psychological Disorders 70

OVERVIEW	72	Psychotherapy Process Research: Toward the Integration of Psychotherapies	99
TRADITIONAL TREATMENT PARADIGMS	74	CHANGING SOCIAL SYSTEMS: COUPLES, FAMILY, AND GROUP THERAPY	103
Case Study: Depression as Seen from the Four Paradigms	74	Couples Therapy	103
Brief Historical Perspective	77	Family Therapy	104
Biological Treatments	78	Group Therapy	105
Further Thoughts: Some Ethical Concerns in Psychological Treatment Research	79	Community Psychology and Prevention	105
Psychodynamic Psychotherapies	82	SPECIFIC TREATMENTS FOR SPECIFIC DISORDERS	106
BEHAVIOR THERAPY	85	Research Close-Up: Identifying Common Factors and Isolating Specific Treatments	107
Research Methods: The Experiment	86		
Cognitive Behavior Therapy	90		
Humanistic Therapies	91		
RESEARCH ON PSYCHOTHERAPY	94		
Psychotherapy Outcome Research	94		
Further Thoughts: Psychotherapy with Ethnic Minorities	97		

3



4

Classification and Assessment 110**OVERVIEW 112**

Case Study: Obsessions, Compulsions, and Other Unusual Behaviors	113
Levels of Analysis	114

**BASIC ISSUES
IN CLASSIFICATION 115**

Categories versus Dimensions	115
Monothetic versus Polythetic Classes	116
From Description to Theory	116

**CLASSIFICATION OF ABNORMAL
BEHAVIOR 117**

Brief Historical Perspective	117
Further Thoughts: Labeling Theory	118
The DSM-IV System	120

**EVALUATION OF CLASSIFICATION
SYSTEMS 123**

Reliability	123
Validity	123

Research Methods: Diagnostic Reliability	124
---	-----

Research Close-Up: The DSM-IV Field Trial for Obsessive-Compulsive Disorders	126
Unresolved Questions	126
Problems and Limitations of the DSM-IV System	128

**BASIC ISSUES
IN ASSESSMENT 128**

The Purposes of Clinical Assessment	129
Assumptions About Behavior	129
Evaluating the Utility of Assessment Procedures	130

ASSESSMENT PROCEDURES 131

Assessment of Psychological Systems	131
Assessment of Social Systems	143
Assessment of Biological Systems	144

5

Mood Disorders 150**OVERVIEW 152**

Case Study: Unipolar Mood Disorder: Major Depressive Episode	153
Case Study: Bipolar Mood Disorder: Manic Episode	154

**TYPICAL SYMPTOMS
AND ASSOCIATED FEATURES 155**

Emotional Symptoms	155
Cognitive Symptoms	156
Somatic Symptoms	157
Behavioral Symptoms	158
Other Problems Commonly Associated with Depression	158

CLASSIFICATION 159

Brief Historical Perspective	159
------------------------------	-----

Contemporary Diagnostic Systems	160
Course and Outcome	163

EPIDEMIOLOGY 164

Incidence and Prevalence	165
Gender Differences	165
Cross-Cultural Differences	165
Risk for Mood Disorders Across the Life Span	167
Comparisons Across Generations	168

**ETIOLOGICAL CONSIDERATIONS
AND RESEARCH 168**

Social Factors	168
Research Close-Up: Social Origins of Depression in Women	170
Psychological Factors	172
Biological Factors	176

The Interaction of Social, Psychological, and Biological Factors	180	Electroconvulsive Therapy	186
Research Methods: Analogue Studies of Psychopathology	181	Seasonal Mood Disorders	187
TREATMENT	182	SUICIDE	187
Unipolar Disorders	182	Classification of suicide	188
Bipolar Disorders	185	Epidemiology of Suicide	189
		Etiology of Suicide	190
		Further Thoughts: Common Elements of Suicide	191
		Treatment of Suicidal People	193

Anxiety Disorders 198

OVERVIEW	200	Comorbidity	213
Case Study: Panic Disorder with Agoraphobia	201	Further Thoughts: A Model of Anxiety and Depression	214
TYPICAL SYMPTOMS AND ASSOCIATED FEATURES	202	Gender Differences	215
Anxiety	202	Anxiety Across the Life Span	215
Excessive Worry	203	Cross-Cultural Comparisons	216
Panic Attacks	203	ETIOLOGICAL CONSIDERATIONS AND RESEARCH	217
Phobias	204	Social Factors	217
Obsessions and Compulsions	206	Psychological Factors	219
Case Study: Obsessive-Compulsive Disorder	206	Research Close-Up: Panic and Perception of Control	223
CLASSIFICATION	208	Biological Factors	225
Brief Historical Perspective	208	TREATMENT	229
Subclassification	210	Psychological Interventions	230
Contemporary Diagnostic Systems (DSM-IV)	211	Research Methods: Statistical Significance and Clinical Importance	231
EPIDEMIOLOGY	213	Biological Interventions	233
Prevalence	213		



7

Acute and Posttraumatic Stress Disorders, Dissociative Disorders, and Somatoform Disorders 238

OVERVIEW	240	Classification of Dissociative Disorders	262
ACUTE AND POSTTRAUMATIC STRESS DISORDERS	242	Epidemiology of Dissociative Disorders	264
Case Study: The Lasting Trauma of Sexual Assault	242	Research Close-Up: Hypnosis: Altered State or the Power of Suggestion?	265
Typical Symptoms and Associated Features of ASD and PTSD	243	Etiological Considerations and Research on Dissociative Disorders	266
Classification of Acute and Posttraumatic Stress Disorders	244	Treatment of Dissociative Disorders	268
Further Thoughts: PTSD and the Sexual Assault of Women	247	SOMATOFORM DISORDERS	269
Epidemiology of Trauma and Traumatic Stress Disorders	248	Typical Symptoms and Associated Features of Somatoform Disorders	269
Etiological Considerations and Research on PTSD and ASD	249	Unnecessary Medical Treatment	270
Prevention and Treatment of ASD and PTSD	253	Classification of Somatoform Disorders	270
Further Thoughts: Recovered Memories?	256	Brief Case Study: A Case Study from Janet	270
DISSOCIATIVE DISORDERS	258	Brief Case Study: Body Dysmorphic Disorder	273
Case Study: Dissociative Fugue	258	Epidemiology of Somatoform Disorders	273
Brief Historical Perspective: Hysteria and Unconscious Mental Processes	260	Etiological Considerations and Research on Somatoform Disorders	275
Typical Symptoms of Dissociative Disorders	261	Research Methods: Retrospective Reports	276
		Treatment of Somatoform Disorders	278

8

Stress and Physical Health 282

OVERVIEW	284	Further Thoughts: Sleep Disorders	295
Case Study: Stress, Lifestyle, and Coronary Heart Disease	285	Illness as a Cause of Stress	296
Defining Stress	287	CLASSIFICATION OF STRESS AND PHYSICAL ILLNESS	297
TYPICAL SYMPTOMS AND ASSOCIATED FEATURES OF STRESS	290	Brief Historical Perspective	297
Physiological Responses to Stress	290	Contemporary Approaches	297
Emotional Responses to Stress	292	THE ROLE OF PSYCHOLOGICAL FACTORS IN SOME FAMILIAR ILLNESSES	299
Research Close-Up: Disclosure of Trauma and Immunity	293	Cancer	299
Cognitive Responses to Stress	294	Acquired Immune Deficiency Syndrome (AIDS)	300
Behavioral Responses to Stress	294	Pain Management	301

CARDIOVASCULAR DISEASE 302

Typical Symptoms and Associated Features of Hypertension and CHD	302
Epidemiology of CVD	303
Etiological Considerations and Research on CVD	304

Research Methods: Longitudinal Research Designs	307
Prevention and Treatment of Cardiovascular Disease	308

Personality Disorders 314**OVERVIEW 316**

Case Study: Antisocial Personality Disorder	317
Case Study: Narcissistic Personality Disorder with Histrionic Traits	319

**TYPICAL SYMPTOMS
AND ASSOCIATED FEATURES 320**

Temperament	320
Dimensions of Personality	321
Culture and Personality	322
Research Methods: Cross-Cultural Comparisons	323

CLASSIFICATION 324

Cluster A: Paranoid, Schizoid, and Schizotypal	324
Cluster B: Antisocial, Borderline, Histrionic, and Narcissistic	325
Cluster C: Avoidant, Dependent, and Obsessive-Compulsive	326
A Dimensional Perspective on Classification	328

EPIDEMIOLOGY 329

Prevalence in Community and Clinical Samples	329
Gender Differences	330
Stability Over Time	331
Research Close-Up: Stability of Personality Disorders in Adolescents	331

**SCHIZOTYPAL PERSONALITY
DISORDER (SPD) 333**

Brief Case Study	333
Brief Historical Perspective	333
Clinical Features and Comorbidity	334
Etiological Considerations	334
Treatment	335

**BORDERLINE PERSONALITY
DISORDER (BPD) 336**

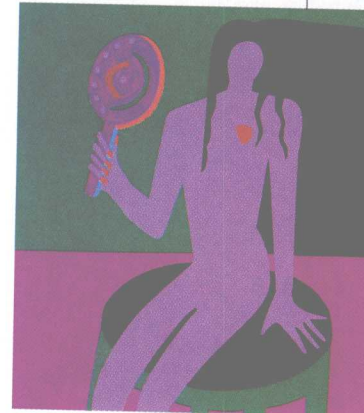
Brief Case Study	336
Brief Historical Perspective	337
Further Thoughts: Impulse Control Disorders	337
Clinical Features and Comorbidity	339
Etiological Considerations	340
Treatment	341

**ANTISOCIAL PERSONALITY
DISORDER (ASPD) 342**

Brief Case Study	342
Brief Historical Perspective	342
Clinical Features and Comorbidity	343
Etiological Considerations	345
Treatment	347

**DEPENDENT PERSONALITY
DISORDER (DPD) 347**

Brief Case Study	348
Brief Historical Perspective	348
Clinical Features and Comorbidity	348
Etiological Considerations	349
Treatment	350



10

Eating Disorders 354**OVERVIEW 356**

Case Study: Anorexia Nervosa 357

**TYPICAL SYMPTOMS
AND ASSOCIATED FEATURES
OF ANOREXIA NERVOSA 358**Further Thoughts: Eating Disorders
in Males 359

Refusal to Maintain a Normal Weight 359

Disturbance in Perceiving
or Evaluating Weight or Shape 360

Fear of Gaining Weight 361

Cessation of Menstruation 361

Medical Complications 361

Struggle for Control 361

Comorbid Psychological Disorders 362

**TYPICAL SYMPTOMS
AND ASSOCIATED FEATURES
OF BULIMIA NERVOSA 362**

Case Study: Bulimia Nervosa 363

Binge Eating 364

Inappropriate Compensatory Behavior 364

Excessive Emphasis on Weight
and Shape 365

Comorbid Psychological Disorders 365

Medical Complications 366

**CLASSIFICATION OF EATING
DISORDERS 366**

Brief Historical Perspective 366

Contemporary Classification 366

**EPIDEMIOLOGY OF EATING
DISORDERS 368**Gender Differences and Standards
of Beauty 370

Age of Onset 370

**ETIOLOGICAL CONSIDERATIONS
AND RESEARCH 371**

Social Factors 371

Psychological Factors 372

Research Close-Up: Risk Factors in the
Development of Disordered Eating 373

Biological Factors 376

Integration and Alternative Pathways 377

**TREATMENT OF EATING
DISORDERS 377**

Treatment of Anorexia Nervosa 378

Course and Outcome of Anorexia
Nervosa 378

Treatment of Bulimia Nervosa 378

Research Methods: Credible Placebo
Control Groups 380Course and Outcome of Bulimia
Nervosa 381

11

Substance Use Disorders 384**OVERVIEW 386**Case Study: Ernest Hemingway's
Alcohol Dependence 388**TYPICAL SYMPTOMS
AND ASSOCIATED FEATURES 389**

The Concept of Substance Dependence 390

Alcohol 391

Barbiturates and Benzodiazepines 393

Opiates 394

Nicotine 394

Further Thoughts: Governmental
Regulation of Tobacco Products 395

Amphetamine and Cocaine 397

Cannabis 398

Hallucinogens 399

CLASSIFICATION 400Brief History of Legal and Illegal
Substances 400

DSM-IV 401

Proposed Subtypes 402

Course and Outcome 403

Other Disorders Commonly Associated
with Addictions 404**EPIDEMIOLOGY 404**Prevalence of Alcohol Abuse
and Dependence 405

Prevalence of Drug and Nicotine Dependence	406	Psychological Factors	414
Risk for Addiction Across the Life Span	407	Research Methods: Risk, Risk Factors, and Studies of High-Risk Samples	415
Brief Case Study	407	Integrated Systems	417
ETIOLOGICAL CONSIDERATIONS AND RESEARCH	408	TREATMENT	417
Social Factors	408	Detoxification and Pharmacotherapy	418
Biological Factors	409	Self-Help Groups: Alcoholics Anonymous	418
Research Close-Up: The Swedish Adoption Studies	411	Controlled Drinking	419
		Relapse Prevention	420
		General Conclusions	421

Sexual and Gender Identity Disorders 424

OVERVIEW	426	PARAPHILIAS	442
Case Study: Premature Ejaculation	427	Typical Symptoms and Associated Features	443
Brief Historical Perspective	428	Brief Case Study: Paraphilia	443
Orgasm and Emotional Satisfaction	429	Classification of Paraphilias	444
Research Close-Up: Sexual Activity in the General Population	430	Epidemiology	448
SEXUAL DYSFUNCTIONS	432	Further Thoughts: The Classification of Rapists	449
Typical Symptoms and Associated Features	432	Etiology	450
Brief Case Study: Sexual Aversion Disorder	434	Treatment	452
Research Methods: Hypothetical Constructs and Construct Validity	435	GENDER IDENTITY DISORDERS	454
Epidemiology	437	Typical Symptoms and Associated Features	454
Etiology	439	Epidemiology	455
Treatment	441	Etiology	455
		Treatment	456

12



Schizophrenic Disorders 458

OVERVIEW	460	Affective and Emotional Disturbances	466
Case Study: Paranoid Schizophrenia	461	Social Withdrawal and Avolition	466
Case Study: Disorganized Schizophrenia	462	CLASSIFICATION	467
TYPICAL SYMPTOMS AND ASSOCIATED FEATURES	463	Brief Historical Perspective	467
Hallucinations	463	Further Thoughts: First-Person Accounts of Schizophrenia	468
Delusional Beliefs	463	DSM-IV	469
Disorganized Speech	464	Subtypes	470
Case Study: Schizophreniform Disorder	464	Related Disorders	472
Motor Disturbances	466	Course and Outcome	472

13

