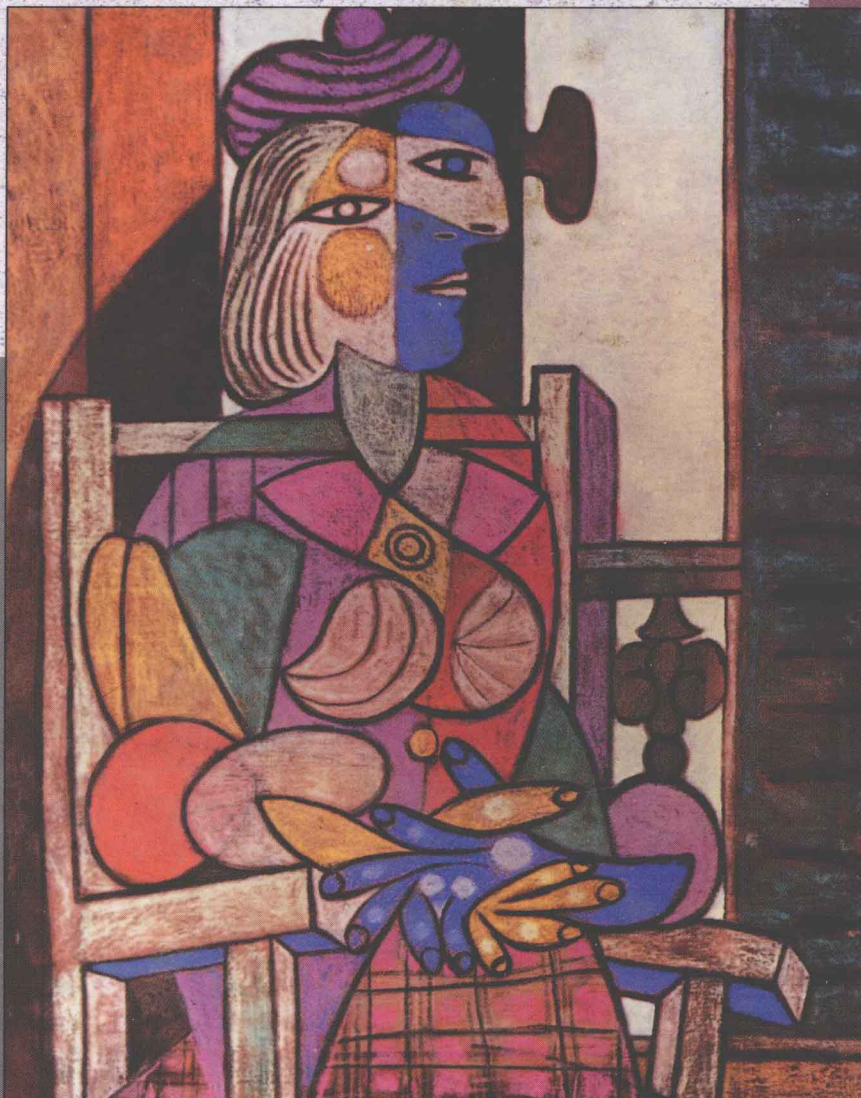


Abnormal Psychology

The Problem of Maladaptive Behavior

Irwin G. Sarason
Barbara R. Sarason



SEVENTH EDITION

Abnormal Psychology

The Problem of Maladaptive Behavior

S E V E N T H E D I T I O N

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***To three individuals whose ability to adapt we admire
(in order of their appearance) Sue, Jane, and Don***

Preface

As authors, teachers, and active researchers we have a number of goals for this book. We want the seventh edition of *Abnormal Psychology* to interest students and make the field of abnormal psychology come alive for them. To accomplish this objective, throughout the book we have sought to link the material to students' life experiences, so that they can integrate their new knowledge into an existing framework to enhance its retention and use after the course is completed.

In writing this text, we have kept in mind four goals in particular, which we believe will enable students to obtain as clear an understanding of abnormal psychology as possible. Our first and most important goal in this edition, as in previous ones, is communicating to students the excitement and challenge of the field of abnormal psychology. Like all teachers of undergraduates, we want students to be knowledgeable, curious, and oriented to key issues that are being or should be explored. We work toward this goal in a number of ways. For example, we feature many issues of special interest to students, such as date rape, eating disorders, feelings of depression and suicidal thoughts, and the effects of substance abuse. These topics are discussed and then put into a larger interactional context. Rather than focusing on the sensational aspects of disordered behaviors, we help students understand how it may come about, how it is assessed and categorized, and what is known about its prevention and treatment. We have also provided a considerable amount of new and intriguing case material related to several types of disorders, including depersonalization, borderline and antisocial personality disorders, depression, bipolar disorder, brain disorders, and autism. Because maladaptive behavior's effects are not limited to the individual involved, we provide vivid illustrations of such behaviors' interpersonal effects. The text is laced not only with first-person accounts of experience with various types of mental illness but also includes descriptions of family members' efforts to cope with and help the affected person. These accounts greatly enhance both the interest value of the text and students' understanding of the personal and social consequences of maladaptive behaviors.

Our second goal is to provide students with an awareness of basic principles and a sufficiently broad theoretical perspective into which the findings can be placed. Our field constantly becomes more complex with increasing numbers of discrete findings. There is nothing so disorienting and discouraging for students as an overload of facts without a structure into which they fit; yet at the same time, there is nothing so simplistic as a theory that purports to account for everything. Thus, we have consistently worked to provide not a catalogue of findings and techniques but a theoretical structure in terms of which diverse perspectives, results, and methods can be integrated for students. Despite many positive changes from the preceding edition, we retain our general approach. The focus in this seventh edition continues to be on the interactions among determinants of abnormal behavior as seen from a variety of theoretical perspectives and vulnerability factors that may contribute to the development of disorders in the context of stressful situations. The book's structure allows students to analyze various types of vulnerability factors, including past experiences, current stressors, and a host of biological factors. We think the interactional and vulnerability models will help them view abnormal psychology as a coherent and integrated field.

A third goal of this edition is to enable students to understand the current exciting research developments in the field of abnormal psychology. We want students to know not only about the results of studies, but also about the research process that produces these findings. In this edition we have expanded our presentation of types of research and research designs, highlighting progress in especially promising areas. Chapter 1 has an entire section devoted to research design, and we have also illustrated the research enterprise throughout the book. For example, the study of the epidemiology of maladaptive behavior is addressed in many chapters.

While the number of intriguing new topics that this edition explores is too long to list here in full, we can mention some highlights. These include the comorbidity of maladaptive behavior; the neurosciences revolution and its implications for multidisciplinary research; the

increasing ability to predict genetic vulnerability to several disorders; the effect of AIDS on brain function as illustrated by AIDS dementia complex; the increasing use of group and family therapies in clinical work; the importance of relational assessment; and the broadening applications of cognitive techniques. We have added several examples of promising clinical techniques and processes, including novel assessment work-ups and approaches such as cognitive therapy and several of the biological therapies.

Presentation of the material in this edition takes into account the major features of DSM-IV whose publication is scheduled for 1994. While some details of the new DSM remain to be finalized, its major objectives, and how they are to be attained, are clear. DSM-IV will be a revision of DSM-III-R rather than an entirely new diagnostic system. Its emphasis is on improving user-friendliness and reliability, broadening comprehensiveness of coverage, and strengthening clinicians' ability to make differential diagnoses. In addition to fine tuning, DSM-IV is intended to be compatible with the World Health Organization's International Classification of Diseases (ICD-10) which will be published in 1995. Because some students have found confusing the many references to DSM-I, DSM-II, DSM-III, and DSM-III-R in abnormal psychology textbooks, and since references to DSM-IV will only add to this confusion, we have decided to refer to the American Psychiatric Association's classification system simply as DSM. Of course, whenever we make a point about a particular version of DSM we specify the edition. Unless otherwise specified, the concepts and diagnostic criteria are those of DSM-IV as they are expected to be presented or modified from DSM-III-R. To help clarify the changes in diagnostic criteria over time we have designed the endpapers of this edition to reflect the major changes in classification since World War II. These diagnostic changes, in turn, reflect the many scientific and clinical advances of the past 50 years. A goal of the endpapers of this edition is to emphasize the fact that abnormal psychology, far from being static, is a dynamic and increasingly complex field in which the knowledge base continues to grow. Because of this growth and change, we believe emphasis rightly belongs on the concepts governing the diagnostic system rather than on details that may be changed many times during the student's lifetime.

With each new edition of *Abnormal Psychology* we have found ourselves impressed—and sometimes amazed—at the number of new developments that almost instantly become “hot topics.” But these topics tell only part of the story needed to create a basic understanding of the field. While perhaps not so dramatic, the cumulative quality of research on maladaptive behavior is also impressive. We find the research discovery process exciting and challenging whether the topic is

“hot” (like non-invasive brain imaging) or one that has been recognized for many years (such as gender differences in depression). A recent experience accidentally brought this cumulative aspect of the field of abnormal psychology home to us. We happened to leaf through the fourth edition of this book, which was published in 1984. An examination of the important topics of about ten years ago, as well as comparisons of the fifth and sixth edition texts with the seventh edition manuscript, made clear how much has been learned in the field of abnormal psychology (as well as how much is still to be understood) and how the most prevalent research issues have shifted and been modified. For instance, some currently hot topics (such as psychoneuroimmunology) were nowhere to be found a decade ago. Other topics (such as the roles of expressed emotion in schizophrenic relapses and biological vulnerability in the development of schizophrenic disorders) were dealt with in 1984 and in successive editions, but research efforts have since come a long way in enhancing our understanding of these areas.

An especially good example of the cumulative impact of research is the nature–nurture issue. While the fourth edition accurately reflected the importance of this issue, expressed then as nature *versus* nurture, we now can see it as nature *interacting with* nurture. We try in the current edition to show students that pitting hereditary and environmental factors against each other is not nearly as valuable as using an interactional biopsychosocial approach to focus on how inheritance and experience jointly contribute to the shaping of behavior. Other topics that were merely touched upon in 1984 now occupy center stage because of recent research and clinical progress. These include the use of structured interviews in diagnosis, personality disorders in adults, and internalizing and externalizing disorders in children. In this edition we have increased our attention to research findings from both descriptive and interpretive standpoints.

We have devoted a great deal of attention to our fourth goal, making the text as pedagogically sound as possible. In addition to providing up-to-date information and what we hope is an engaging writing style, we have emphasized a variety of pedagogical features that contribute to coherence and integration. We have given special emphasis to *how* material is presented. For example, the tables and illustrations reflect the importance that we place on coherence and integration and on heightening the salience and interest level of the text material.

Many of the tables in this edition are integrative; that is, they make a meaningful Gestalt out of seemingly disparate facts. For instance, new integrative tables summarize the effects of frontal lobe lesions, risk factors for violent behavior, characteristics of a useful classification system, interpersonal features of testing situations,

clinical features in autistic disorders, and several other topics. In addition to case material that engages students' interest, we have carefully selected photographs and illustrations that depict the important conceptual and clinical points discussed in the text. We are especially pleased at the large number of color illustrations in this edition. In addition to adding new content, case examples, illustrations, and tables, we have carefully scrutinized every line of the previous edition, deleted material judiciously so that the new material added is not overwhelming, revised the writing on virtually every page of the book to maximize clarity, and intensified our efforts to provide a structure for theory, research, and practice. Wherever possible, we have sought to use nontechnical language and avoid jargon, to be comprehensive but not encyclopedic, broad as well as deep.

The current edition is cumulative, not only in content, but also in writing, teaching aids, illustrations, and features likely to spark students' interest. One of the dangers of such cumulation is an overly long and detailed text. Thus we have been careful not only to add, but to delete, to tighten the text and to keep in mind the amount of information students can assimilate in one academic term.

In the preface to the sixth edition we said we wanted to make the content of abnormal psychology accessible to students. This continues to be our guiding principle. We hope that the seventh edition's many attractive features, including comprehensive end-of-chapter summaries, an updated glossary, useful indexes, bold-faced key terms, engaging writing, and generous use of color, make it "user-friendly," thought-provoking, and motivating for students as well as an effective tool for instructors.

Many people had a hand in making this book. We want to thank first our editor, Susan Finnemore Brennan. She provided us with support, encouragement, and a first-class editorial and production team. Among those who worked with her at Prentice Hall, we especially want to take note of Lorinda Morris's work as art editor, and Marielle Reiter's efficiency and organization as production editor. Two people who made very significant

contributions to the book as an educational tool were Lauren Shafer who, as developmental editor, read the manuscript with a critical eye and contributed greatly to this edition's organization, clarity, and consistency, and Yvonne Gerin, whose photo research produced interesting and instructive illustrations and who excelled in detective work to track down the original source of hard-to-find but highly relevant illustrative material that we had come upon. We also want to express our gratitude to the reviewers for the seventh edition, each of whom read sections of the manuscript and provided many helpful suggestions:

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In addition, we want to acknowledge the efforts of a number of our associates at the University of Washington. Betty Johnson typed much of the manuscript. Victoria Gradín played a leading role in helping us organize the many file boxes of reprints we had collected. Naomi Zavislak and Karen Robbins checked and verified references. Karen also made numerous trips to the library and became a first-class sleuth at turning up needed materials. She and Mark Maling were also very helpful in the last-minute rush that completing the name and subject indexes always entails.

Irwin G. Sarason
Barbara R. Sarason

The *New York Times* and Prentice Hall are sponsoring *A Contemporary View*, a program designed to enhance student access to current information of relevance in the classroom.

Through this program, the core subject matter presented in the Sarasons' 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 are gathered into newspaper format to demonstrate the vital, ongoing connection between what is learned in the classroom and what is happening in the world around us. To enjoy the wealth of information in the *New York Times* daily, a reduced subscription rate is available in deliverable areas. For information, call toll-free: 1-800-631-1222.

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About the Authors

For many years, both Irwin Sarason and Barbara Sarason have been deeply interested in the multiple causes of maladaptive behavior and how it can be most effectively treated. They are especially intrigued by the human costs of psychological pain and behavioral problems for family members and the community, as well as for the person directly affected. Finding ways in which communities can be improved and become more supportive places to live has been a goal toward which they have worked throughout their careers. Some of the specific ways they have implemented this goal have been through their work with juvenile delinquents, high school students with poor academic motivation, and college students who experience uncomfortably high levels of test or social anxiety. The Sarasons are perhaps best known for their work on the role of social support as a modifier of stress and a promoter of mental health. They have worked extensively in a social-learning frame-

work, most recently by using these principles to increase prosocial behavior among high school students. They are also actively involved in health psychology. At present they are conducting a large-scale project that uses psychological principles to produce social and environmental changes in a community setting to help motivate people to adopt healthier lifestyles.

The Sarasons are interested not only in maladaptation but also in how people overcome problems they confront in life. An important question for them is how success and happiness can be maximized given the seemingly overwhelming challenges each person must face throughout the life cycle. A current focus of their research is how people's individual relationships with

family and friends not only aid them in coping with the stresses and strains of daily life but also help to promote their psychological adjustment. The topic of social support, in general and as a function of specific relationships, has implications for understanding individual development, abnormal behavior, health status, and the factors within the psychotherapeutic relationship that contribute to positive clinical outcomes. The Sarasons believe that an important ingredient of psychotherapy is the therapist's communication of acceptance and positive evaluation of the patient. Beyond the psychotherapeutic relationship, their work suggests that people who feel that they are accepted and valued by others are more likely to cope well with stress and are less likely to develop maladaptive symptoms.



Irwin Sarason received his B.A. degree from Rutgers University and Barbara Sarason received her B.A. degree from Depauw University. They first

met while graduate students at the University of Iowa. Each has a Ph.D. degree with a specialization in Clinical Psychology from Indiana University. They moved to Seattle in 1956, after completing internships at the Veterans' Administration Hospital in West Haven, Connecticut. At present Irwin Sarason is professor and chairperson and Barbara Sarason is research professor in the Psychology Department at the University of Washington.

The Sarasons have published over 300 articles and many books on such topics as anxiety, stress and coping, personality research, social support, and techniques for facilitating behavioral change. They have both lectured extensively in the United States and in Europe.

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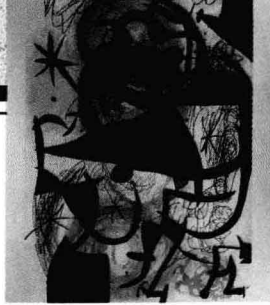
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