

# *Abnormal Psychology* in a Changing World

THIRD EDITION



JEFFREY S. NEVID • SPENCER A. RATHUS • BEVERLY GREENE

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Cover artist Miriam Schapiro stands as one of the founding figures of the feminist movement in art. Schapiro and the other artists whose works are featured as chapter openers in this text are all represented by the Steinbaum Krauss Gallery in New York City. Bernice Steinbaum has specialized in women artists and artists of color, both of whom tend to be underrepresented by most art galleries. The cover art may appear startling to some viewers, but as was quoted in *Artnews*: "Feminism taught me not to worry about what I was 'allowed' or 'not allowed' to do as a serious artist." Schapiro is also known for her elevation of women's common handiwork traditions—such as quilting—to the level of fine art.

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# Preface

**H**ow do you venture a portrait of abnormal psychology? Not only is the field enormous, but the topics and subfields within the field do not sit still. Not even for a moment. Even as you try to bring them into focus, they grow and evolve. At best, you are trying to capture a moving target.

Why, then, attempt a portrait of abnormal psychology at all? The answer is that abnormal psychology is an important discipline. The problems discussed in this book are of immense personal and social importance. They address individual, social, economic, and political crises and challenges, many of which are painful, frightening, and confusing. They include problems that are all too pervasive, such as depression, sexual dysfunctions, obesity, and alcohol and substance abuse. They include problems that are less common but have a profound impact on all of us, such as schizophrenia.

The problems addressed in this book are thus not of the few. The majority of us will experience one or more of them at some time or another. Or a friend or loved one will experience them. Even those who do not personally experience these problems will be touched by society's response—or lack of response—to them.

Another motive for our writing such a textbook is the recognition that a textbook is more than a portrait of a field of knowledge. A textbook is also a teaching device—a means of presenting a field to students in a way that encourages understanding and critical thinking. Toward these ends, we speak to the reader in a clear expository style. We render complex material accessible. We provide ample case studies from our own clinical files and those of other mental health professionals. We stimulate and involve students through carefully chosen pedagogical features, questionnaires, highlights, and applications.

## NEW TO THE THIRD EDITION

Users of this textbook will recognize significant changes to the third edition:

## NEW CHAPTER ON “VIOLENCE AND ABUSE” (CHAPTER 15)

Violent behavior and abuse are perhaps our most pressing social problems. We consider the conditions under which violent behavior is considered normal or abnormal. We discuss relationships between violent behavior and psychological disorders. We examine types of interpersonal violence and abuse: aggressive behavior, spouse abuse, child abuse and neglect, rape, child sexual abuse, and sexual harassment. Our coverage is timely and comprehensive. We include recent research developments, and survey biological, psychological, and sociocultural perspectives on these important topics.

## NEW COVERAGE OF SLEEP DISORDERS

We expand our coverage of health-related issues to include a major new section on sleep disorders. We cover dyssomnias and parasomnias. We incorporate the latest research findings, and offer students some suggestions that they might utilize for themselves to combat a common sleep complaint, insomnia.

## EXPANDED COVERAGE OF SOCIOCULTURAL ASPECTS OF ABNORMAL PSYCHOLOGY

The sociocultural aspects of abnormal psychology refer to ethnicity, gender, sexual orientation, socioeconomic status, and level of education. The third edition highlights sociocultural issues in “Focus on Diversity” features.

We build on the material incorporated in earlier editions by including recent developments such as the following:

- Update on relationships between ethnicity and mental health, incorporating results of the recent National Comorbidity Survey (NCS), the first nationally representative survey of U.S. adults based on a structured psychiatric interview

- New evidence on acculturation and mental health status in Mexican Americans and Asian Americans
- Evidence examining predictive validity of MMPI-2 with African Americans
- Expanded coverage of gender differences in depression
- New evidence on effectiveness of psychotherapy with low-income groups and people of color
- Updated information on gender and racial/ethnic differences in suicide rates
- Updated information on ethnic/racial differences in prevalence rates of alcohol and drug dependence
- New feature on “Multicultural Aspects of Smoking Cessation Interventions”
- New information on racial differences in suicides among teens
- Ethnic and cultural differences in prevalences of eating disorders
- Sociocultural bases of aggression and abuse, with special attention to aggression against women, including rape, spouse abuse, and sexual harassment.

Here are examples of our more general coverage of socio-cultural issues:

- Culture-bound and culture-related syndromes
- Ethnic differences in our own society in the prevalences of various mental health problems
- Relationships between acculturation and mental health problems of immigrant groups, with special emphasis on Hispanic Americans
- Perspectives on gender differences and gender-role stereotypes in the diagnosis of depression
- Culturally sensitive approaches to psychotherapy, including a special feature on cultural and linguistic issues in treating African Americans, Asian Americans, Hispanic Americans, and Native Americans
- Racial and ethnic differences in utilization of mental health services
- Racial and ethnic differences in response to psychotropic medication
- Gender, race, and antisocial personality disorder
- Effects of the AIDS epidemic on gay lifestyles
- Feminist therapy

## CHANGE IN CHAPTER ORGANIZATION

Former Chapter 14, “Methods of Therapy and Treatment,” is now Chapter 4. Moving this chapter forward allows us

to consider general approaches to treatment before we apply them to particular psychological disorders. The chapter “Cognitive Disorders and Disorders Relating to Aging” now follows the chapter on developmental problems. The third edition thus takes a life-span approach.

## EXPANDED COVERAGE OF PSYCHOLOGICAL DISORDERS RELATED TO AGING

Chapter 14 includes additional sections on anxiety disorders and sleep problems among older people. We have also updated and expanded our coverage of depression and aging and incorporated the latest research on Alzheimer’s disease and other dementias.

## THOROUGH UPDATING OF DEVELOPMENTS IN THE FIELD

Each edition of this text is approached with the recognition that the users of the book expect the authors to remain current. They expect the authors to take a fresh look at each topic and to incorporate new research findings. Toward this end, the third edition integrates the latest developments in the field and includes more than 1,000 new references.

Here are some of the recent research developments incorporated in the third edition:

- Incorporation of prevalence rates of various psychological disorders based on the results of the National Comorbidity Survey
- Listing of psychological treatments judged empirically validated by APA Division 12 task force
- Coverage of the treatment guidelines proposed by the 1993 Depression Guideline Panel
- New evidence on relative effectiveness of Prozac versus older generation of antidepressants
- New evidence on relationships between anger and cardiovascular problems, including updated information from the Framingham study
- Updated information on relationship between stress and cancer and efficacy of psychosocial interventions with cancer patients
- New information on effectiveness of antidepressants in treating panic disorder and obsessive-compulsive disorder
- New evidence on relationship between childhood trauma and development of dissociative disorders
- The controversy over “recovered memories”
- New evidence on gender differences in depression, with emphasis on Nolen-Hoeksema’s model
- New evidence on dysfunctional cognitions and depression

- Updated information on efficacy of interpersonal psychotherapy and cognitive therapy
- Recent developments in treatment of personality disorders, including brief psychodynamically oriented psychotherapy, Beck's cognitive therapy, and Linehan's dialectical behavior therapy
- New evidence on the efficacy of nicotine replacement therapy
- New evidence of success rates in treating sexual offenders, based on Maletsky's findings with some 5,000 cases
- Updated information on familial transmission of schizophrenia, based on cross-cultural evidence from Sweden, Iceland, Ireland, and the United States
- New evidence from brain-imaging studies of schizophrenia
- New evidence from longitudinal studies of HR children, including latest results from the Israeli high-risk study
- New evidence from MRI studies of boys with ADHD
- Update on efficacy of stimulant medication and behavior therapy in treating ADHD
- Update on psychological and pharmacological treatment of eating disorders
- Update on biological factors in Alzheimer's disease, including increasing evidence of genetic factors
- Updated information on the insanity defense, including ALI guidelines and the GMI verdict

## NEW FEATURES

"A Closer Look" features highlight new developments and provide students with questionnaires and applications that enable them to apply psychology to their own lives. Here is a sampling of new and timely features in the third edition:

- Can Stress Make You Sick?
- Prozac Nation: Is This the Start of a New Drug Culture?
- Virtual Therapy
- How to Resist Sexual Harassment
- To Sleep, Perchance to Dream

## FEATURES OF THE TEXTBOOK

Textbooks walk balance beams, as it were, and they can fall off in three directions, not just two. Textbooks, that is, must do justice to their subject matter while they also meet the needs of instructors and students.

In subject matter, this textbook is comprehensive, providing depth and breadth. It covers the history of societal responses to abnormal behaviors, historic and contemporary models of abnormal behaviors, methods of assessment, psychological and biological models of treatment, contemporary issues, the comprehensive range of problem behaviors set forth in the DSM, and a number of other behavioral problems that entail psychological factors—most notably in the interfaces between psychology and health.

This book also contains a number of features that are intended to keep it "on the beam" as a vehicle for instruction and learning.

## "FOCUS ON DIVERSITY" FEATURES

This feature highlights recent developments concerning multicultural issues, gender, and sexual orientation. Illustrative "Focus on Diversity" features include the following:

- Ethnicity and Mental Health
- Acculturation and Mental Health
- Culture-Bound Syndromes
- Ethnic Matching of Clients and Therapists
- Feminist Therapy
- Koro and Dhat Syndromes: Far Eastern Somatoform Disorders?
- Risk of Suicide Among Native American Youth
- Gender Differences in Depression
- Homosexuality: Is It a Mental Disorder?

## TRUTH-OR-FICTION? ITEMS

Each chapter begins with Truth-or-Fiction? items that whet students' appetites for the subject matter within the chapter. Instructors and students have repeatedly reported that these items stimulate and challenge students. Some of the items are intended to be generally motivating ("Innocent people were drowned in medieval times as a way of certifying that they were not possessed by the Devil"). Others highlight interesting research findings ("In some ways, many 'mentally healthy' people see things less realistically than do people who are depressed"). Still others encourage students to take a scientific look at the subject matter by questioning folklore and preconceptions ("The majority of rapes are committed by strangers in deserted neighborhoods or darkened alleyways").

## LEARNING OBJECTIVES

Following the Truth-or-Fiction? items is a double-duty list of learning objectives. Why "double-duty"? First, these objectives are organized according to the major headings within the chapter, so they provide students

with an advance organizer. Second, they provide students with concrete educational goals for each chapter.

## TRUTH-OR-FICTION-REVISITED SECTIONS

The Truth-or-Fiction? items are revisited in these sections at the points in the text where the topics are discussed. Students are thus given feedback concerning the accuracy of their pre-conceptions in the light of the material being addressed.

## “A CLOSER LOOK” FEATURES

These sections include applications (e.g., “Ways of Decreasing Type A Behavior”), discussions on controversial issues (e.g., “AIDS and the Duty to Warn”), and intriguing new research developments (e.g., “Can Stress Make You Sick?”).

## SELF-SCORING QUESTIONNAIRES

Self-scoring questionnaires (for example, “Are you Type A?” and the “Life Orientation Test”) involve students in the discussion at hand and permit them to evaluate their own behavior. In some cases, students may become more aware of troubling concerns, such as states of depression or problems with drug or alcohol use, that they may wish to bring to the attention of a professional. We have screened the questionnaires to ensure they will provide students with useful information to reflect on as well as serve as a springboard for class discussion.

## CHAPTER SUMMARIES

Chapter summaries are organized according to the major headings within the chapters. Students who use the SQ3R method may be advised by their instructors to read the summaries before the chapters as a way of surveying the material and helping form questions to guide their reading.

## GLOSSARY

Key terms are boldfaced in the text and defined in the glossary. The origins of key terms are often discussed. By learning to attend to commonly found Greek and Latin word origins, students can acquire skills that will help them decipher the meanings of new words. These decoding skills are a valuable objective for general education as well as a specific asset for the study of abnormal psychology.

## ANCILLARIES

No matter how comprehensive a textbook is, today's instructors and students require a complete teaching package to advance teaching and comprehension. *Abnormal Psychology in a Changing World* is accompanied by the following ancillaries:

## SUPPLEMENTS FOR INSTRUCTORS

**Instructor's Resource Manual** Written by Gary W. Piggrem of DeVry Institute of Technology, the Instructor's Resource Manual is now more of a true “course organizer” as it integrates Prentice Hall resources for teaching Abnormal Psychology. New features include updated *Lecture Suggestions*, *Discussion Questions* for the two ABC NEWS/PRENTICE HALL video libraries, and more suggested *Student Activities*. ISBN 0-13-552556-x

**Test Item File** Written by Gary W. Piggrem of DeVry Institute of Technology, this popular and comprehensive test bank has been updated to include new questions on revised text material. It now contains over 4000 multiple choice, true/false, and short answer/essay questions. Particular care has been given to the revision of the essay questions, which are now more comprehensive. ISBN 0-13-553280-9

**Prentice Hall Custom Testing** This new testing system, a computerized version of the Test Item File, offers a two-track design for constructing tests: *EasyTest* for novice users and *FullTest* for more advanced users. In addition, Prentice Hall Custom Testing offers a rich selection of features such as On-Line Testing and Electronic Gradebook.

ISBN Windows PH Custom Test 0-13-553539-5

DOS PH Custom Test 0-13-553638-3

Macintosh Custom Test 0-13-565110-7

**Prentice Hall Color Transparencies for Abnormal and Clinical Psychology Series II** A new set of 100 full color transparencies has been created to accompany this text. Culminating from illustrations within the text as well as from outside sources, Series II was designed with lecture hall visibility and convenience in mind. ISBN 0-13-376526-1

**ABCNEWS** ABC News/Prentice Hall Video Library, **Abnormal Psychology Series I** Segments from award-winning ABC News programs, including *20/20*, *Primetime Live*, and *Nightline* cover issues such as drugs and alcoholism, psychotherapy, autism, crime motivation, and depression, plus many more. ISBN 0-13-007063-7

**ABC News/Prentice Hall Video Library, Abnormal and Clinical Psychology Series II** Segments from award-winning ABC News programs including *20/20*, *Primetime Live*, *World News Tonight*, and *Nightline* cover issues such as suicide, eating disorders, Alzheimer's disease, schizophrenia, autism, and depression. ISBN 0-13-376518-0

**Patients as Educators: Video Cases in Abnormal Psychology** by James H. Scully, Jr., M.D., and Alan M.

**Dahms, Ph.D., Colorado State University** This exclusive video contains a series of 10 patient interviews illustrating a range of disorders. Each interview is preceded by brief history of the patient and a synopsis of some major symptoms of the disorder, and ends with a summary and brief analysis. ISBN 0-13-093022-9

## SUPPLEMENTS FOR STUDENTS

**Study Guide** Written by Patty Rosenberger and Cori Ann Ramirez, both of Colorado State University, this guide has been expanded upon from the previous edition. Each chapter features learning objectives, a detailed chapter outline, list of key terms and people in a matching exercise format, practice multiple choice questions and practice short answer/essay questions. ISBN 0-13-552655-8

**The New York Times 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 around us.

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Prentice Hall and *The New York Times* are proud to co-sponsor Themes of the Times. We hope it will make the reading of both textbooks and newspapers a more dynamic, involving experience.

### Asking the Right Questions in Abnormal Psychology

This book by Stuart M. Keeley, Bowling Green State University, presents a basic critical-thinking methodology, then asks students to apply this method to a variety of classic research studies in psychopathology.

ISBN 0-13-291212-0

### Psychology on the Internet: A Student's Guide

Tap into World Wide Web sites in the area of psychology with the help of this innovative new guide from Prentice Hall! Designed to add a new dimension to your learning experience, this valuable guide will also help navigate your journey through cyberspace. Revolutionary and resourceful, it makes surfing the net simple—so get connected now and ride the wave of information's future!

ISBN 0-13-266606-2

**World Wide Web** In keeping with recent advances in technology, Prentice Hall has established a web site. For the first time, *Abnormal Psychology, Third Edition* has its

own site on the World Wide Web. Please visit this site at:

<http://www.prenhall.com/~psychmap>

## ACKNOWLEDGMENTS

We noted that the field of abnormal psychology is a moving target. We are deeply indebted to a number of talented individuals who helped us hold our camera steady, focus in on the salient features of our subject matter, and develop our snapshots through prose.

First, our professional colleagues, who reviewed our manuscript through the first two editions and continue to help us refine and strengthen the material:

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Bowling Green State University

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University of Vermont

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University of Nebraska-Lincoln

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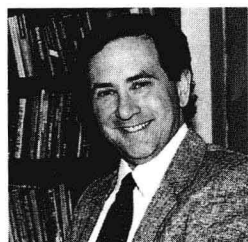
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Finally, we especially wish to thank the two people without whose inspiration and support this effort would never have materialized or been completed, Judith Wolf-Nevid and Lois Fichner-Rathus.

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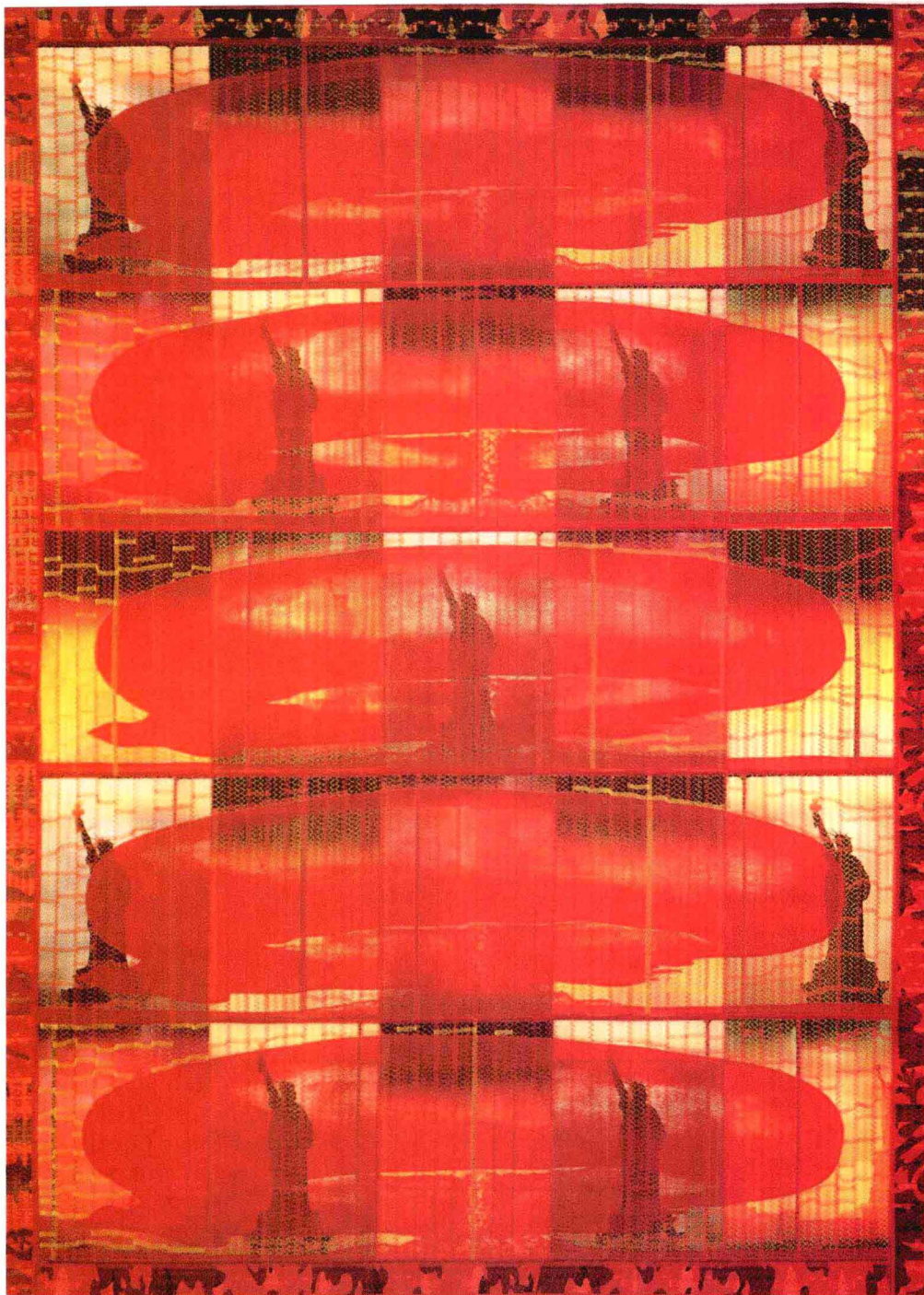
include psychological assessment, cognitive behavior therapy, and deviant behavior. He is the originator of the

Rathus Assertiveness Schedule and has authored several books, including *Psychology in the New Millennium*, *Essentials of Psychology*, and *The World of Children*. He has coauthored *The Right Start* with Lois Fichner-Rathus; *AIDS: What Every Student Needs to Know* with Susan Boughn; and *Behavior Therapy, Adjustment and Growth*, and *Human Sexuality in a World of Diversity* with Jeffrey S. Nevid.



**Beverly A. Greene** is Professor of Psychology at St. John's University, where she teaches courses in the areas of ethics and professional issues, and cultural diversity in psychological services, and supervises doctoral trainees in psychotherapy. She was awarded a

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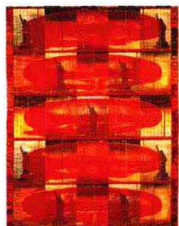
Arturo Alonzo Sandoval is a fiber artist whose work is distinguished by the exclusive use of twentieth century industrial materials. Using tape, film, vinyl, mylar, lurex, and a host of other high-tech materials, Sandoval created "woven webs" that ensnare an idiosyncratic visual vocabulary for, in the artist's words, "sky, water, city, landscape; and, more recently, domestic social issues of American politics, international terrorism, and total nuclear threat." Sandoval was born in Española, New Mexico and now lives in Kentucky, where he is a professor in the art department of the University of Kentucky.

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