



# Abnormal Psychology

An Integrative Approach

EIGHTH EDITION

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David H. **Barlow**  
V. Mark **Durand**  
Stefan G. **Hofmann**



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EIGHTH EDITION

# Abnormal Psychology

AN INTEGRATIVE APPROACH



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*To my mother, Doris  
Elinor Barlow-Lanigan,  
for her multidimensional  
influence across my  
life span.*

D. H. B.

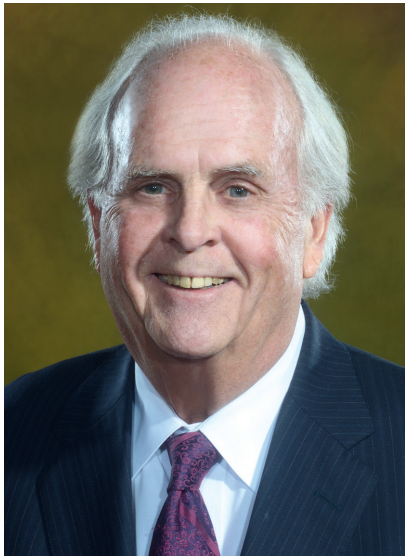
*To Wendy and Jonathan, whose  
patience, understanding,  
and love provided me the  
opportunity to complete such  
an ambitious project.*

V. M. D.

*To Benjamin and Lukas for  
helping me integrate the  
many dimensions of life.*

S. G. H.

# About the Authors



**David H. Barlow** is an internationally recognized pioneer and leader in clinical psychology. Currently Professor Emeritus of Psychology and Psychiatry at Boston University, Dr. Barlow is Founder and Director Emeritus of the Center for Anxiety and Related Disorders, one of the largest research clinics of its kind in the world. From 1996 to 2004, he directed the clinical psychology programs at Boston University. From 1979 to 1996, he was distinguished professor at the University at

Albany–State University of New York. From 1975 to 1979, he was professor of psychiatry and psychology at Brown University, where he also founded the clinical psychology internship program. From 1969 to 1975, he was professor of psychiatry at the University of Mississippi Medical Center, where he founded the psychology residency program. Dr. Barlow received his B.A. from the University of Notre Dame, his M.A. from Boston College, and his Ph.D. from the University of Vermont.

A fellow of every major psychological association, Dr. Barlow has received many awards in honor of his excellence in scholarship, including the National Institute of Mental Health Merit Award for his long-term contributions to the clinical research effort; the Distinguished Scientist Award for applications of psychology from the American Psychological Association; and the James McKeen Cattell Fellow Award from the Association for Psychological Science honoring individuals for their lifetime of significant intellectual achievements in applied psychological research. Other awards include the Distinguished Scientist Award from the Society of Clinical Psychology of the American Psychological Association and a certificate of appreciation from the APA section on the clinical psychology of women for “outstanding commitment to the advancement of women in psychology.” He was awarded an Honorary Doctorate of Science from the University of Vermont, an Honorary Doctorate of Humane Letters from William James College, as well as the C. Charles Burlingame Award from the Institute of Living in Hartford Connecticut “for his outstanding leadership in research, education, and clinical care.” In 2014 he was awarded a Presidential Citation

from the American Psychological Association “for his lifelong dedication and passion for advancing psychology through science, education, training, and practice.”

He also has received career/lifetime contribution awards from the Massachusetts, Connecticut, and California Psychological Associations, as well as the University of Mississippi Medical Center and the Association for Behavioral and Cognitive Therapies. In 2000, he was named Honorary Visiting Professor at the Chinese People’s Liberation Army General Hospital and Postgraduate Medical School in Beijing, China, and in 2015 was named Honorary President of the Canadian Psychological Association. In addition, the annual Grand Rounds in Clinical Psychology at Brown University was named in his honor. During the 1997–1998 academic year, he was Fritz Redlich Fellow at the Center for Advanced Study in the Behavioral Sciences in Palo Alto, California. His research has been continually funded by the National Institute of Mental Health for over 40 years.

Dr. Barlow has edited several journals including *Clinical Psychology: Science and Practice* and *Behavior Therapy*, has served on the editorial boards of more than 20 different journals, and is currently Editor in Chief of the “Treatments that Work” series for Oxford University Press. He has published more than 600 scholarly articles and written or edited more than 75 books and clinical manuals, including *Anxiety and Its Disorders*, 2nd edition, Guilford Press; *Clinical Handbook of Psychological Disorders: A Step-by-Step Treatment Manual*, 5th edition, Guilford Press; *Single-Case Experimental Designs: Strategies for Studying Behavior Change*, 3rd edition, Allyn & Bacon (with Matthew Nock and Michael Hersen); *The Scientist–Practitioner: Research and Accountability in the Age of Managed Care*, 2nd edition, Allyn & Bacon (with Steve Hayes and Rosemary Nelson-Gray); *Mastery of Your Anxiety and Panic*, Oxford University Press (with Michelle Craske); and, more recently, *The Unified Protocol for Transdiagnostic Treatment of Emotional Disorders with the Unified Team* at BU. The books and manuals have been translated into more than 20 languages, including Arabic, Chinese, and Russian.

Dr. Barlow was one of three psychologists on the task force that was responsible for reviewing the work of more than 1,000 mental health professionals who participated in the creation of *DSM-IV*, and he continued on as an Advisor to the *DSM-5* task force. He also chaired the APA task force on Psychological Intervention Guidelines, which created a template for the creation of clinical practice guidelines. His current research program focuses on the nature and treatment of anxiety and related emotional disorders.

At leisure he plays golf, skis, and retreats to his home on Nantucket Island, where he loves to write, walk on the beach, and visit with his island friends.





**V. Mark Durand** is known worldwide as an authority in the area of autism spectrum disorder. He is a professor of psychology at the University of South Florida–St. Petersburg, where he was the founding Dean of Arts & Sciences and Vice Chancellor for Academic Affairs. Dr. Durand is a fellow of the American Psychological Association. He has received more than \$4 million in federal funding since the beginning of his career to study the nature, assessment, and treatment of behavior problems in

children with disabilities. Before moving to Florida, he served in a variety of leadership positions at the University at Albany, including associate director for clinical training for the doctoral psychology program from 1987 to 1990, chair of the psychology department from 1995 to 1998, and interim dean of Arts and Sciences from 2001 to 2002. There he established the Center for Autism and Related Disabilities at the University at Albany–SUNY. He received his B.A., M.A., and Ph.D.—all in psychology—at the State University of New York–Stony Brook.

Dr. Durand was awarded the University Award for Excellence in Teaching at SUNY–Albany in 1991 and was given the Chancellor’s Award for Excellence in Research and Creative Scholarship at the University of South Florida–St. Petersburg in 2007. He was named a 2014 Princeton Lecture Series Fellow and received the 2015 Jacobson Award for Critical Thinking from

the American Psychological Association for his body of work in the field of autism spectrum disorder. Dr. Durand was elected to serve as President of the American Psychological Association’s Division 33 (Intellectual and Developmental Disabilities/Autism Spectrum Disorders) for 2019. Dr. Durand is currently a member of the Professional Advisory Board for the Autism Society of America and was on the board of directors of the International Association of Positive Behavioral Support. He was co-editor of the *Journal of Positive Behavior Interventions*, serves on a number of editorial boards, and has more than 125 publications on functional communication, educational programming, and behavior therapy. His books include *Severe Behavior Problems: A Functional Communication Training Approach*; *Sleep Better! A Guide to Improving Sleep for Children with Special Needs*; *Helping Parents with Challenging Children: Positive Family Intervention*; the multiple national award winning *Optimistic Parenting: Hope and Help for You and Your Challenging Child*; and most recently *Autism Spectrum Disorder: A Clinical Guide for General Practitioners*.

Dr. Durand developed a unique treatment for severe behavior problems that is currently mandated by states across the country and is used worldwide. He also developed an assessment tool that is used internationally and has been translated into more than 15 languages. Most recently he developed an innovative approach to help families work with their challenging child (Optimistic Parenting), which was validated in a 5-year clinical trial. He has been consulted by the departments of education in numerous states and by the U.S. Departments of Justice and Education. His current research program includes the study of prevention models and treatments for such serious problems as self-injurious behavior.

In his leisure time, he enjoys long-distance running and has completed three marathons.



## Stefan G. Hofmann

is an international expert on psychotherapy for emotional disorders. He is a professor of psychology at Boston University, where he directs the Psychotherapy and Emotion Research Laboratory. He was born in a little town near Stuttgart in Germany, which may explain his thick German accent. He studied psychology at the University of Marburg, Germany, where he received his B.A., M.S., and Ph.D. A brief dissertation fellowship to spend some time

at Stanford University turned into a longer research career in the United States. He eventually moved to the United States in 1994 to join Dr. Barlow's team at the University at Albany–State University of New York, and has been living in Boston since 1996.

Dr. Hofmann has an actively funded research program studying various aspects of emotional disorders with a particular emphasis on anxiety disorders, cognitive behavioral therapy, and neuroscience. More recently, he has been interested in mindfulness approaches, such as yoga and meditation practices, as treatment strategies of

emotional disorders. Furthermore, he has been one of the leaders in translational research methods to enhance the efficacy of psychotherapy and to predict treatment outcome using neuroscience methods.

He has won many prestigious professional awards, including the Aaron T. Beck Award for Significant and Enduring Contributions to the Field of Cognitive Therapy by the Academy of Cognitive Therapy. He is a fellow of the American Psychological Association and the Association for Psychological Science and was president of various national and international professional societies, including the Association for Behavioral and Cognitive Therapies and the International Association for Cognitive Psychotherapy. He was an advisor to the *DSM-5* Development Process and a member of the *DSM-5* Anxiety Disorder Sub-Work Group. As part of this, he participated in the discussions about the revisions of the *DSM-5* criteria for various anxiety disorders, especially social anxiety disorder, panic disorder, and agoraphobia. Dr. Hofmann is a Thomson Reuters' Highly Cited Researcher.

Dr. Hofmann has been the editor in chief of *Cognitive Therapy and Research* and is also the incoming Associate Editor of *Clinical Psychological Science*. He has published more than 300 peer-reviewed journal articles and 15 books, including *An Introduction of Modern CBT* (Wiley-Blackwell) and *Emotion in Therapy* (Guilford Press).

At leisure, he enjoys playing with his sons. He likes traveling to immerse himself into new cultures, make new friends, and reconnect with old ones. When time permits, he occasionally gets out his flute.





# Brief Contents

<b>1</b>	Abnormal Behavior in Historical Context	<b>2</b>
<b>2</b>	An Integrative Approach to Psychopathology	<b>32</b>
<b>3</b>	Clinical Assessment and Diagnosis	<b>74</b>
<b>4</b>	Research Methods	<b>104</b>
<b>5</b>	Anxiety, Trauma- and Stressor-Related, and Obsessive-Compulsive and Related Disorders	<b>126</b>
<b>6</b>	Somatic Symptom and Related Disorders and Dissociative Disorders	<b>184</b>
<b>7</b>	Mood Disorders and Suicide	<b>216</b>
<b>8</b>	Eating and Sleep–Wake Disorders	<b>272</b>
<b>9</b>	Physical Disorders and Health Psychology	<b>322</b>
<b>10</b>	Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria	<b>360</b>
<b>11</b>	Substance-Related, Addictive, and Impulse-Control Disorders	<b>404</b>
<b>12</b>	Personality Disorders	<b>448</b>
<b>13</b>	Schizophrenia Spectrum and Other Psychotic Disorders	<b>484</b>
<b>14</b>	Neurodevelopmental Disorders	<b>520</b>
<b>15</b>	Neurocognitive Disorders	<b>552</b>
<b>16</b>	Mental Health Services: Legal and Ethical Issues	<b>580</b>





## 1

### Abnormal Behavior in Historical Context 2

#### Understanding Psychopathology 3

- What Is a Psychological Disorder? / 4
- The Science of Psychopathology / 6
- Historical Conceptions of Abnormal Behavior / 9

#### The Supernatural Tradition 9

- Demons and Witches / 10
- Stress and Melancholy / 10
- Treatments for Possession / 11
- Mass Hysteria / 11
- Modern Mass Hysteria / 12
- The Moon and the Stars / 12
- Comments / 12

#### The Biological Tradition 13

- Hippocrates and Galen / 13
- The 19th Century / 14
- The Development of Biological Treatments / 15

- Consequences of the Biological Tradition / 16

#### The Psychological Tradition 16

- Moral Therapy / 16
- Asylum Reform and the Decline of Moral Therapy / 17
- Psychoanalytic Theory / 18
- Humanistic Theory / 23
- The Behavioral Model / 24

#### The Present: The Scientific Method and an Integrative Approach 27

#### Summary 28

- Key Terms 29
- Answers to Concept Checks 29



## 2

### An Integrative Approach to Psychopathology 32

#### One-Dimensional versus Multidimensional Models 33

- What Caused Judy's Phobia? / 33
- Outcome and Comments / 35

#### Genetic Contributions to Psychopathology 36

- The Nature of Genes / 36
- New Developments in the Study of Genes and Behavior / 37
- The Interaction of Genes and the Environment / 38
- Epigenetics and the Nongenomic "Inheritance" of Behavior / 41

#### Neuroscience and Its Contributions to Psychopathology 42

- The Central Nervous System / 43
- The Structure of the Brain / 44

- The Peripheral Nervous System / 47
- Neurotransmitters / 49
- Implications for Psychopathology / 53
- Psychosocial Influences on Brain Structure and Function / 54
- Interactions of Psychosocial Factors and Neurotransmitter Systems / 56
- Psychosocial Effects on the Development of Brain Structure and Function / 57
- Comments / 58

#### Behavioral and Cognitive Science 58

- Conditioning and Cognitive Processes / 58
- Learned Helplessness / 59
- Social Learning / 60
- Prepared Learning / 60
- Cognitive Science and the Unconscious / 61



## Emotions 62

- The Physiology and Purpose of Fear / 62
- Emotional Phenomena / 62
- The Components of Emotion / 63
- Anger and Your Heart / 64
- Emotions and Psychopathology / 65

## Cultural, Social, and Interpersonal Factors 65

- Voodoo, the Evil Eye, and Other Fears / 65
- Gender / 66

- Social Effects on Health and Behavior / 67
- Global Incidence of Psychological Disorders / 69

## Life-Span Development 69

## Conclusions 70

## Summary 72

- Key Terms 73
- Answers to Concept Checks 73

# 3

## Clinical Assessment and Diagnosis 74

### Assessing Psychological Disorders 75

- Key Concepts in Assessment / 77
- The Clinical Interview / 78
- Physical Examination / 80
- Behavioral Assessment / 80
- Psychological Testing / 84
- Neuropsychological Testing / 88
- Neuroimaging: Pictures of the Brain / 89
- Psychophysiological Assessment / 90

### Diagnosing Psychological Disorders 92

- Classification Issues / 92
- Diagnosis before 1980 / 95

- DSM-III* and *DSM-III-R* / 95
- DSM-IV* and *DSM-IV-TR* / 96
- DSM-5* / 96
- Creating a Diagnosis / 99
- Beyond *DSM-5*: Dimensions and Spectra / 101

## Summary 103

- Key Terms 103
- Answers to Concept Checks 103



# 4

## Research Methods 104

### Examining Abnormal Behavior 105

- Important Concepts / 105
- Basic Components of a Research Study / 106
- Statistical versus Clinical Significance / 108
- The "Average" Client / 108

### Types of Research Methods 108

- Studying Individual Cases / 109
- Research by Correlation / 109
- Research by Experiment / 111
- Single-Case Experimental Designs / 113

### Genetics and Behavior across Time and Cultures 116

- Studying Genetics / 117
- Studying Behavior over Time / 119
- Studying Behavior across Cultures / 121
- Power of a Program of Research / 122
- Replication / 123
- Research Ethics / 123

## Summary 125

- Key Terms 125
- Answers to Concept Checks 125



# 5

## Anxiety, Trauma- and Stressor-Related, and Obsessive-Compulsive and Related Disorders 126

### The Complexity of Anxiety Disorders 127

Anxiety, Fear, and Panic: Some Definitions / 127  
Causes of Anxiety and Related Disorders / 129  
Comorbidity of Anxiety and Related Disorders / 132  
Comorbidity with Physical Disorders / 133  
Suicide / 133

### Anxiety Disorders 134

#### Generalized Anxiety Disorder 134

Clinical Description / 135  
Statistics / 135  
Causes / 136  
Treatment / 137

#### Panic Disorder and Agoraphobia 139

Clinical Description / 140  
Statistics / 140  
Causes / 143  
Treatment / 145

#### Specific Phobia 147

Clinical Description / 147  
Statistics / 150  
Causes / 151  
Treatment / 153

#### Social Anxiety Disorder (Social Phobia) 154

Clinical Description / 154  
Statistics / 155  
Causes / 156  
Treatment / 157

### Trauma- and Stressor-Related Disorders 160

#### Posttraumatic Stress Disorder (PTSD) 160

Clinical Description / 160  
Statistics / 161  
Causes / 162  
Treatment / 165

### Obsessive-Compulsive and Related Disorders 168

#### Obsessive-Compulsive Disorder 168

Clinical Description / 168  
Statistics / 170  
Causes / 170  
Treatment / 171

#### Body Dysmorphic Disorder 172

Plastic Surgery and Other Medical Treatments / 176

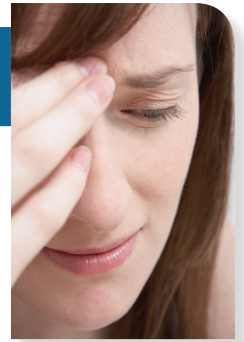
### Other Obsessive-Compulsive and Related Disorders 176

Hoarding Disorder / 176  
Trichotillomania (Hair Pulling Disorder) and Excoriation (Skin Picking Disorder) / 177

### Summary 180

#### Key Terms 181

#### Answers to Concept Checks 181



# 6

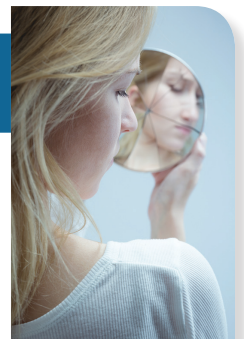
## Somatic Symptom and Related Disorders and Dissociative Disorders 184

### Somatic Symptom and Related Disorders 185

#### Somatic Symptom Disorder 186

### Illness Anxiety Disorder 187

Clinical Description / 187  
Statistics / 188





Causes / 189  
Treatment / 191

## **Psychological Factors Affecting Medical Condition 192**

## **Conversion Disorder (Functional Neurological Symptom Disorder) 193**

Clinical Description / 193  
Closely Related Disorders / 193  
Unconscious Mental Processes / 195  
Statistics / 196  
Causes / 197  
Treatment / 198

## **Dissociative Disorders 198**

## **Depersonalization-Derealization Disorder 199**

## **Dissociative Amnesia 200**

## **Dissociative Identity Disorder 203**

Clinical Description / 203  
Characteristics / 204  
Can DID Be Faked? / 204  
Statistics / 206  
Causes / 207  
Suggestibility / 207  
Biological Contributions / 208  
Real Memories and False / 208  
Treatment / 210

## **Summary 212**

## **Key Terms 213**

## **Answers to Concept Checks 213**

# 7

## **Mood Disorders and Suicide 216**

## **Understanding and Defining Mood Disorders 217**

An Overview of Depression and Mania / 218  
The Structure of Mood Disorders / 219  
Depressive Disorders / 220  
Additional Defining Criteria for Depressive Disorders / 222  
Other Depressive Disorders / 229  
Bipolar Disorders / 231  
Additional Defining Criteria for Bipolar Disorders / 232

## **Prevalence of Mood Disorders 234**

Prevalence in Children, Adolescents, and Older Adults / 235  
Life Span Developmental Influences on Mood Disorders / 235  
Across Cultures / 237  
Among Creative Individuals / 237

## **Causes of Mood Disorders 238**

Biological Dimensions / 239  
Additional Studies of Brain Structure and Function / 242  
Psychological Dimensions / 242

Social and Cultural Dimensions / 247  
An Integrative Theory / 249

## **Treatment of Mood Disorders 251**

Medications / 251  
Electroconvulsive Therapy and Transcranial Magnetic Stimulation / 254  
Psychological Treatments for Depression / 255  
Combined Treatments for Depression / 258  
Preventing Relapse of Depression / 259  
Psychological Treatments for Bipolar Disorder / 260

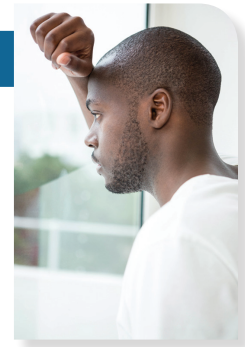
## **Suicide 262**

Statistics / 262  
Causes / 263  
Risk Factors / 263  
Is Suicide Contagious? / 265  
Treatment / 265

## **Summary 268**

## **Key Terms 269**

## **Answers to Concept Checks 269**



## 8

## Eating and Sleep–Wake Disorders 272

**Major Types of Eating Disorders 273**

Bulimia Nervosa / 275  
 Anorexia Nervosa / 277  
 Binge-Eating Disorder / 279  
 Statistics / 280

**Causes of Eating Disorders 284**

Social Dimensions / 284  
 Biological Dimensions / 287  
 Psychological Dimensions / 288  
 An Integrative Model / 289

**Treatment of Eating Disorders 289**

Drug Treatments / 289  
 Psychological Treatments / 290  
 Preventing Eating Disorders / 294

**Obesity 295**

Statistics / 295  
 Disordered Eating Patterns in Cases of Obesity / 296  
 Causes / 297  
 Treatment / 298

**Sleep–Wake Disorders: The Major Dyssomnias 301**

An Overview of Sleep–Wake Disorders / 301  
 Insomnia Disorder / 302  
 Hypersomnolence Disorders / 307  
 Narcolepsy / 308  
 Breathing-Related Sleep Disorders / 309  
 Circadian Rhythm Sleep Disorder / 310

**Treatment of Sleep Disorders 311**

Medical Treatments / 311  
 Environmental Treatments / 313  
 Psychological Treatments / 313  
 Preventing Sleep Disorders / 314  
 Parasomnias and Their Treatment / 314

**Summary 318**

**Key Terms 319**  
**Answers to Concept Checks 319**



## 9

## Physical Disorders and Health Psychology 322

**Psychological and Social Factors That Influence Health 323**

Health and Health-Related Behavior / 323  
 The Nature of Stress / 325  
 The Physiology of Stress / 325  
 Contributions to the Stress Response / 326  
 Stress, Anxiety, Depression, and Excitement / 327  
 Stress and the Immune Response / 328

**Psychosocial Effects on Physical Disorders 331**

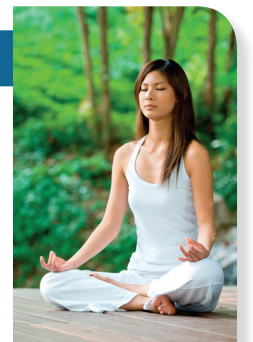
AIDS / 331  
 Cancer / 334  
 Cardiovascular Problems / 336  
 Hypertension / 336  
 Coronary Heart Disease / 339  
 Chronic Pain / 342  
 Chronic Fatigue Syndrome / 345

**Psychosocial Treatment of Physical Disorders 348**

Biofeedback / 348  
 Relaxation and Meditation / 349  
 A Comprehensive Stress- and Pain-Reduction Program / 349  
 Drugs and Stress-Reduction Programs / 351  
 Denial as a Means of Coping / 351  
 Modifying Behaviors to Promote Health / 352

**Summary 356**

**Key Terms 357**  
**Answers to Concept Checks 357**



# 10

## Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria 360

### What Is Normal Sexuality? 361

- Gender Differences / 363
- Cultural Differences / 364
- The Development of Sexual Orientation / 365

### An Overview of Sexual Dysfunctions 366

- Sexual Desire Disorders / 368
- Sexual Arousal Disorders / 369
- Orgasm Disorders / 370
- Sexual Pain Disorder / 372

### Assessing Sexual Behavior 373

- Interviews / 373
- Medical Examination / 373
- Psychophysiological Assessment / 374

### Causes and Treatment of Sexual Dysfunction 374

- Causes of Sexual Dysfunction / 374
- Treatment of Sexual Dysfunction / 379

### Paraphilic Disorders: Clinical Descriptions 382

- Fetishistic Disorder / 383

- Voyeuristic and Exhibitionistic Disorders / 384
- Transvestic Disorder / 384
- Sexual Sadism and Sexual Masochism Disorders / 386
- Pedophilic Disorder and Incest / 387
- Paraphilic Disorders in Women / 388
- Causes of Paraphilic Disorders / 389

### Assessing and Treating Paraphilic Disorders 390

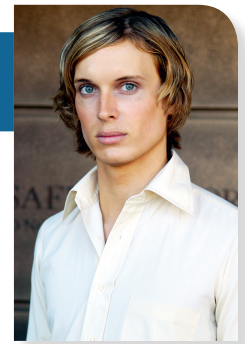
- Psychological Treatment / 390
- Drug Treatments / 392

### Gender Dysphoria 393

- Defining Gender Dysphoria / 393
- Causes / 395
- Treatment / 396

### Summary 400

- Key Terms 401
- Answers to Concept Checks 401



# 11

## Substance-Related, Addictive, and Impulse-Control Disorders 404

### Perspectives on Substance-Related and Addictive Disorders 405

- Levels of Involvement / 406
- Diagnostic Issues / 408

### Depressants 409

- Alcohol-Related Disorders / 409
- Sedative-, Hypnotic-, or Anxiolytic-Related Disorders / 414

### Stimulants 416

- Stimulant-Related Disorders / 416
- Tobacco-Related Disorders / 420
- Caffeine-Related Disorders / 421

### Opioid-Related Disorders 422

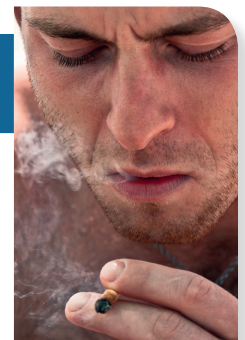
### Cannabis-Related Disorders 423

### Hallucinogen-Related Disorders 424

### Other Drugs of Abuse 427

### Causes of Substance-Related Disorders 428

- Biological Dimensions / 428
- Psychological Dimensions / 431
- Cognitive Dimensions / 432



Social Dimensions / 432  
Cultural Dimensions / 433  
An Integrative Model / 434

### **Treatment of Substance-Related Disorders 435**

Biological Treatments / 436  
Psychosocial Treatments / 437  
Prevention / 440

### **Gambling Disorder 441** **Impulse-Control Disorders 442**

Intermittent Explosive Disorder / 442  
Kleptomania / 443  
Pyromania / 443

### **Summary 444**

**Key Terms 445**  
**Answers to Concept Checks 445**

## **12 Personality Disorders 448**

### **An Overview of Personality Disorders 449**

Aspects of Personality Disorders / 449  
Categorical and Dimensional Models / 450  
Personality Disorder Clusters / 451  
Statistics and Development / 451  
Gender Differences / 452  
Comorbidity / 454  
Personality Disorders under Study / 455

### **Cluster A Personality Disorders 455**

Paranoid Personality Disorder / 455  
Schizoid Personality Disorder / 457  
Schizotypal Personality Disorder / 459

### **Cluster B Personality Disorders 461**

Antisocial Personality Disorder / 461  
Borderline Personality Disorder / 469

Histrionic Personality Disorder / 472  
Narcissistic Personality Disorder / 474

### **Cluster C Personality Disorders 476**

Avoidant Personality Disorder / 476  
Dependent Personality Disorder / 477  
Obsessive-Compulsive Personality Disorder / 478

### **Summary 480**

**Key Terms 481**  
**Answers to Concept Checks 481**



## **13 Schizophrenia Spectrum and Other Psychotic Disorders 484**

### **Perspectives on Schizophrenia 485**

Early Figures in Diagnosing Schizophrenia / 485  
Identifying Symptoms / 486

### **Clinical Description, Symptoms, and Subtypes 488**

Positive Symptoms / 488  
Negative Symptoms / 491  
Disorganized Symptoms / 492

Historic Schizophrenia Subtypes / 493  
Other Psychotic Disorders / 494

### **Prevalence and Causes of Schizophrenia 497**

Statistics / 497  
Development / 498  
Cultural Factors / 499  
Genetic Influences / 499





Neurobiological Influences / 502  
Psychological and Social Influences / 506

## **Treatment of Schizophrenia 508**

Biological Interventions / 508  
Psychosocial Interventions / 510

Treatment across Cultures / 513  
Prevention / 514

## **Summary 516**

**Key Terms 517**  
**Answers to Concept Checks 517**

# 14 **Neurodevelopmental Disorders 520**

## **Overview of Neurodevelopmental Disorders 521**

What Is Normal? What Is Abnormal? / 522

## **Attention-Deficit/Hyperactivity Disorder 522**

## **Specific Learning Disorder 529**

## **Autism Spectrum Disorder 534**

Treatment of Autism Spectrum Disorder / 538

## **Intellectual Disability (Intellectual Development Disorder) 540**

Causes / 543

## **Prevention of Neurodevelopmental Disorders 547**

## **Summary 549**

**Key Terms 549**  
**Answers to Concept Checks 549**



# 15 **Neurocognitive Disorders 552**

## **Perspectives on Neurocognitive Disorders 553**

## **Delirium 554**

Clinical Description and Statistics / 554  
Treatment / 555  
Prevention / 555

## **Major and Mild Neurocognitive Disorders 556**

Clinical Description and Statistics / 558  
Neurocognitive Disorder Due to Alzheimer's Disease / 559  
Vascular Neurocognitive Disorder / 562

Other Medical Conditions That Cause Neurocognitive Disorder / 563

Substance/Medication-Induced Neurocognitive Disorder / 567

Causes of Neurocognitive Disorders / 567

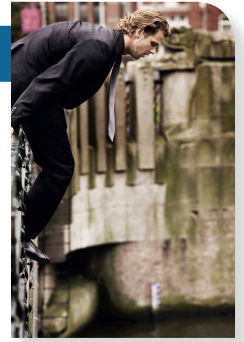
Treatment / 570

Prevention / 574

## **Summary 575**

**Key Terms 576**  
**Answers to Concept Checks 577**





## Perspectives on Mental Health Law 581

### Civil Commitment 581

Criteria for Civil Commitment / 582

Procedural Changes Affecting Civil Commitment / 584

An Overview of Civil Commitment / 586

### Criminal Commitment 587

The Insanity Defense / 587

Reactions to the Insanity Defense / 588

Therapeutic Jurisprudence / 590

Competence to Stand Trial / 590

Duty to Warn / 591

Mental Health Professionals as Expert Witnesses / 591

## Patients' Rights and Clinical Practice Guidelines 592

The Right to Treatment / 592

The Right to Refuse Treatment / 593

The Rights of Research Participants / 593

Evidence-Based Practice and Clinical Practice Guidelines / 594

## Conclusions 596

## Summary 597

Key Terms 597

Answers to Concept Checks 597

**Glossary G-1**

**References R-1**

**Name Index I-1**

**Subject Index I-27**



**S**cience is a constantly evolving field, but every now and then something groundbreaking occurs that alters our way of thinking. For example, evolutionary biologists, who long assumed that the process of evolution was gradual, suddenly had to adjust to evidence that says evolution happens in fits and starts in response to such cataclysmic environmental events as meteor impacts. Similarly, geology has been revolutionized by the discovery of plate tectonics.

Until recently, the science of psychopathology had been compartmentalized, with psychopathologists examining the separate effects of psychological, biological, and social influences. This approach is still reflected in popular media accounts that describe, for example, a newly discovered gene, a biological dysfunction (chemical imbalance), or early childhood experiences as a “cause” of a psychological disorder. This way of thinking still dominates discussions of causality and treatment in some psychology textbooks: “The psychoanalytic views of this disorder are . . .,” “the biological views are . . .,” and, often in a separate chapter, “psychoanalytic treatment approaches for this disorder are . . .,” “cognitive behavioral treatment approaches are . . .,” or “biological treatment approaches are . . .”

In the first edition of this text, we tried to do something very different. We thought the field had advanced to the point that it was ready for an integrative approach in which the intricate interactions of biological, psychological, and social factors are explicated in as clear and convincing a manner as possible. Recent explosive advances in knowledge confirm this approach as the only viable way of understanding psychopathology. To take just two examples, Chapter 2 contains a description of a study demonstrating that stressful life events can lead to depression but that not everyone shows this response. Rather, stress is more likely to cause depression in individuals who already carry a particular gene that influences serotonin at the brain synapses. Similarly, Chapter 9 describes how the pain of social rejection activates the same neural mechanisms in the brain as physical pain. In addition, the entire section on genetics has been rewritten to highlight the new emphasis on gene–environment interaction, along with recent thinking from leading behavioral geneticists that the goal of basing the classification of psychological disorders on the firm foundation of genetics is fundamentally flawed. Descriptions of the emerging field of epigenetics, or the influence of the environment on gene expression, is also woven into the chapter, along with new studies on the seeming ability of extreme environments to largely override the effects of genetic contributions. Studies elucidating the mechanisms of epigenetics or specifically how environmental events influence gene expression are described.

These results confirm the integrative approach in this book: Psychological disorders cannot be explained by genetic or environmental factors alone but rather arise from their interaction. We now understand that psychological and social factors directly

affect neurotransmitter function and even genetic expression. Similarly, we cannot study behavioral, cognitive, or emotional processes without appreciating the contribution of biological and social factors to psychological and psychopathological expression. Instead of compartmentalizing psychopathology, we use a more accessible approach that accurately reflects the current state of our clinical science.

As colleagues, you are aware that we understand some disorders better than others. But we hope you will share our excitement in conveying to students both what we currently know about the causes and treatments of psychopathology and how far we have yet to go in understanding these complex interactions.

## Integrative Approach

As noted earlier, the first edition of *Abnormal Psychology* pioneered a new generation of abnormal psychology textbooks, which offer an integrative and multidimensional perspective. (We acknowledge such one-dimensional approaches as biological, psychosocial, and supernatural as historic perspectives on our field.) We include substantial current evidence of the reciprocal influences of biology and behavior and of psychological and social influences on biology. Our examples hold students’ attention; for example, we discuss genetic contributions to divorce, the effects of early social and behavioral experience on later brain function and structure, new information on the relation of social networks to the common cold, and new data on psychosocial treatments for cancer. We note that in the phenomenon of implicit memory and blind sight, which may have parallels in dissociative experiences, psychological science verifies the existence of the unconscious (although it does not much resemble the seething caldron of conflicts envisioned by Freud). We present new evidence confirming the effects of psychological treatments on neurotransmitter flow and brain function. We acknowledge the often-neglected area of emotion theory for its rich contributions to psychopathology (e.g., the effects of anger on cardiovascular disease). We weave scientific findings from the study of emotions together with behavioral, biological, cognitive, and social discoveries to create an integrated tapestry of psychopathology.

## Life-Span Developmental Influences

No modern view of abnormal psychology can ignore the importance of life-span developmental factors in the manifestation and treatment of psychopathology. Studies highlighting developmental windows for the influence of the environment on gene expression are explained. Accordingly, although we include a Neurodevelopmental Disorders chapter (Chapter 14), we consider the importance of development throughout the text; we discuss childhood and geriatric anxiety, for example, in the context



of the Anxiety, Trauma- and Stressor-Related, and Obsessive-Compulsive and Related Disorders chapter (Chapter 5). This system of organization, which is for the most part consistent with *DSM-5*, helps students appreciate the need to study each disorder from childhood through adulthood and old age. We note findings on developmental considerations in separate sections of each disorder chapter and, as appropriate, discuss how specific developmental factors affect causation and treatment.

### Scientist–Practitioner Approach

We go to some lengths to explain why the scientist–practitioner approach to psychopathology is both practical and ideal. Like most of our colleagues, we view this as something more than simple awareness of how scientific findings apply to psychopathology. We show how every clinician contributes to general scientific knowledge through astute and systematic clinical observations, functional analyses of individual case studies, and systematic observations of series of cases in clinical settings. For example, we explain how information on dissociative phenomena provided by early psychoanalytic theorists remains relevant today. We also describe the formal methods used by scientist–practitioners, showing how abstract research designs are actually implemented in research programs.

### Clinical Cases of Real People

We have enriched the book with authentic clinical histories to illustrate scientific findings on the causes and treatment of psychopathology. We have run active clinics for years, so 95% of the cases are from our own files, and they provide a fascinating frame of reference for the findings we describe. The beginnings of most chapters include a case description, and most of the discussion of the latest theory and research is related to these very human cases.

### Disorders in Detail

We cover the major psychological disorders in 11 chapters, focusing on three broad categories: clinical description, causal factors, and treatment and outcomes. We pay considerable attention to case studies and *DSM-5* criteria, and we include statistical data, such as prevalence and incidence rates, sex ratio, age of onset, and the general course or pattern for the disorder as a whole. Since several of us were appointed Advisors to the *DSM-5* task force, we are able to include the reasons for changes as well as the changes themselves. Throughout, we explore how biological, psychological, and social dimensions may interact to cause a particular disorder. Finally, by covering treatment and outcomes within the context of specific disorders, we provide a realistic sense of clinical practice.

### Treatment

One of the best received innovations in the first seven editions was our strategy of discussing treatments in the same chapter as the disorders themselves instead of in a separate chapter, an approach that is supported by the development of specific psychosocial and pharmacological treatment procedures for specific disorders. We

have retained this integrative format and have improved upon it, and we include treatment procedures in the key terms and glossary.

### Legal and Ethical Issues

In our closing chapter, we integrate many of the approaches and themes that have been discussed throughout the text. We include case studies of people who have been involved directly with many legal and ethical issues and with the delivery of mental health services. We also provide a historical context for current perspectives so students will understand the effects of social and cultural influences on legal and ethical issues.

### Diversity

Issues of culture and gender are integral to the study of psychopathology. Throughout the text, we describe current thinking about which aspects of the disorders are culturally specific and which are universal, and about the strong and sometimes puzzling effects of gender roles. For instance, we discuss the current information on such topics as the gender imbalance in depression, how panic disorders are expressed differently in various Asian cultures, the ethnic differences in eating disorders, treatment of schizophrenia across cultures, and the diagnostic differences of attention deficit/hyperactivity disorder (ADHD) in boys and girls. Clearly, our field will grow in depth and detail as these subjects and others become standard research topics. For example, why do some disorders overwhelmingly affect females and others appear predominantly in males? And why does this apportionment sometimes change from one culture to another? In answering questions like these, we adhere closely to science, emphasizing that gender and culture are each one dimension among several that constitute psychopathology.

### New to This Edition

#### A Thorough Update

This exciting field moves at a rapid pace, and we take particular pride in how our book reflects the most recent developments. Therefore, once again, every chapter has been carefully revised to reflect the latest research studies on psychological disorders. Hundreds of new references from 2015 to 2016 (and some still “in press”) appear for the first time in this edition, and some of the information they contain stuns the imagination. Nonessential material has been eliminated, some new headings have been added, and *DSM-5* criteria are included in their entirety as tables in the appropriate disorder chapters.

Anxiety, Trauma- and Stressor-Related, and Obsessive-Compulsive and Related Disorders (Chapter 5), Mood Disorders and Suicide (Chapter 7), Eating and Sleep–Wake Disorders (Chapter 8), Physical Disorders and Health Psychology (Chapter 9), Substance-Related, Addictive, and Impulse-Control Disorders (Chapter 11), Schizophrenia Spectrum and Other Psychotic Disorders (Chapter 13), and Neurodevelopmental Disorders (Chapter 14) have been the most heavily revised to reflect new research, but all chapters have been significantly updated and freshened.

Chapter 1, *Abnormal Behavior in Historical Context*, features updated nomenclature to reflect new titles in *DSM-5*, updated descriptions of research on defense mechanisms, and fuller and deeper descriptions of the historical development of psychodynamic and psychoanalytic approaches.

Chapter 2, *An Integrative Approach to Psychopathology*, includes an updated discussion of developments in the study of genes and behavior with a focus on gene–environment interaction; new data illustrating the gene–environment correlation model; new studies illustrating the psychosocial influence on the development of brain structure and function in general and on neurotransmitter systems specifically; updated, revised, and refreshed sections on behavioral and cognitive science including new studies illustrating the influence of positive psychology on physical health and longevity; new studies supporting the strong influence of emotions, specifically anger, on cardiovascular health; new studies illustrating the influence of gender on the presentation and treatment of psychopathology; a variety of powerful new studies confirming strong social effects on health and behavior; and new studies confirming the puzzling “drift” phenomenon resulting in a higher prevalence of schizophrenia among individuals living in urban areas.

Chapter 3, *Clinical Assessment and Diagnosis*, now presents references to “intellectual disability” instead of “mental retardation” to be consistent with *DSM-5* and changes within the field; (a new discussion about how information from the MMPI-2—although informative—does not necessarily change how clients are treated and may not improve their outcomes;) a description of the organization and structure of *DSM-5* along with major changes from *DSM-IV*; a description of methods to coordinate the development of *DSM-5* with the forthcoming ICD 11; and a description of likely directions of research as we begin to head toward *DSM-6*.

In Chapter 4, *Research Methods*, a new example of how behavioral scientists develop research hypotheses is presented and a new example of longitudinal designs which look at how the use of spanking predicts later behavior problems in children (Gershoff, Lansford, Sexton, Davis-Kean, & Sameroff, 2012).

Chapter 5, entitled *Anxiety, Trauma- and Stressor-Related, and Obsessive-Compulsive and Related Disorders*, is organized according to the three major groups of disorders: anxiety disorders, trauma- and stressor-related disorders, and obsessive-compulsive and related disorders. Two disorders new to *DSM-5* (separation anxiety disorder and selective mutism) are presented, and the Trauma and Stressor-Related Disorders section includes not only posttraumatic stress disorder and acute stress disorder but also adjustment disorder and attachment disorders. The final new grouping, *Obsessive-Compulsive and Related Disorders*, includes not only obsessive-compulsive disorder but also body dysmorphic disorder, hoarding disorder, and finally trichotillomania (hair pulling disorder) and excoriation (skin picking disorder). Some of the revisions to Chapter 5 include the following:

- Updated information about the neuroscience and genetics of fear and anxiety;
- Updated information on the relationship of anxiety and related disorders to suicide;
- Updated information on the influence of personality and culture on the expression of anxiety;

- Updated generalized anxiety disorder discussion, especially about newer treatment approaches;
- Updated information on description, etiology, and treatment for specific phobia, social anxiety disorder, and posttraumatic stress disorder.

The grouping of disorders in Chapter 6, now titled *Somatic Symptom and Related Disorders and Dissociative Disorders*, reflects a major overarching change, specifically for somatic symptom disorder, illness anxiety disorder (formerly known as hypochondriasis), and psychological factors affecting medical conditions. The chapter discusses the differences between these overlapping disorders and provides a summary of the causes and treatment approaches of these problems. In addition, Chapter 6 now has an updated discussion on the false memory debate related to trauma in individuals with dissociative identity disorder.

Chapter 7, *Mood Disorders and Suicide*, provides an updated discussion on the psychopathology and treatment of the *DSM-5* Mood Disorders, including persistent depressive disorder, seasonal affective disorder, disruptive mood dysregulation disorder, bipolar disorder, and suicide. The chapter discusses new data on the genetic and environmental risk factors and protective factors, such as optimism. Also included is an update on the pharmacological and psychological treatments.

Thoroughly rewritten and updated, Chapter 8, *Eating and Sleep–Wake Disorders*, contains new information on mortality and suicide rates in anorexia nervosa; new epidemiological information on the prevalence of eating disorders in adolescents; new information on the increasing globalization of eating disorders and obesity; updated information on typical patterns of comorbidity accompanying eating disorders; and new and updated research on changes in the incidence of eating disorders among males, racial and ethnic differences on the thin-ideal body image associated with eating disorders, the substantial contribution of emotion dysregulation to etiology and maintenance of anorexia, the role of friendship cliques in the etiology of eating disorders, mothers with eating disorders who also restrict food intake by their children, the contribution of parents and family factors in the etiology of eating disorders, biological and genetic contributions to causes of eating disorders including the role of ovarian hormones, transdiagnostic treatment applicable to all eating disorders, results from a large multinational trial comparing CBT to psychoanalysis in the treatment of bulimia, the effects of combining Prozac with CBT in the treatment of eating disorders, racial and ethnic differences in people with binge eating disorder seeking treatment, the phenomenon of night eating syndrome and its role in the development of obesity, and new public health policy developments directed at the obesity epidemic.

Realigned coverage of *Sleep–Wake Disorders*, also in Chapter 8, with new information on sleep in women is now reported—including risk and protective factors, an updated section on narcolepsy to describe new research on the causes of this disorder, and new research on the nature and treatment of nightmares are now included.

In Chapter 9, *Physical Disorders and Health Psychology*, updated data on the leading causes of death in the United States; a review of the increasing depth of knowledge on the influence

of psychological social factors on brain structures and function; new data supporting the efficacy of stress management on cardiovascular disease; an updated review of developments into causes and treatment of chronic pain; updated information eliminating certain viruses (XMRV and pMLV) as possible causes of chronic fatigue syndrome; and updated review of psychological and behavioral procedures for preventing injuries.

In Chapter 10, Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria, a revised organization of sexual dysfunctions, paraphilic disorders, and gender dysphoria to reflect the fact that both paraphilic disorders and gender dysphoria are separate chapters in *DSM-5*, and gender dysphoria disorder, is, of course, not a sexual disorder but a disorder reflecting incongruence between natal sex and expressed gender, in addition to other major revisions—new data on developmental changes in sexual behavior from age of first intercourse to prevalence and frequency of sexual behavior in old age; new reports contrasting differing attitudes and engagement in sexual activity across cultures even within North America; updated information on the development of sexual orientation; and a thoroughly updated description of gender dysphoria with an emphasis on emerging conceptualizations of gender expression that are on a continuum.

Chapter 10 also includes updated information on contributing factors to gender dysphoria as well as the latest recommendations on treatment options, recommended treatment options (or the decision not to treat) for gender nonconformity in children, a full description of disorders of sex development (formerly called intersexuality), and a thoroughly revamped description of paraphilic disorders to reflect the updated system of classification with a discussion of the controversial change in the name of these disorders from paraphilia to paraphilic disorders.

A thoroughly revised Chapter 11, Substance-Related, Addictive, and Impulse-Control Disorders, features new discussion of how the trend to mix caffeinated energy drinks with alcohol may increase the likelihood of later abuse of alcohol; new research on chronic use of MDMA (“Ecstasy”) leading to lasting memory problems (Wagner, Becker, Koester, Gouzoulis-Mayfrank, & Daumann, 2013); and new research on several factors predicting early alcohol use, including when best friends have started drinking, whether family members are at high risk for alcohol dependence, and the presence of behavior problems in these children (Kuperman, et al., 2013).

Chapter 12, Personality Disorders, now features a completely new section on gender differences to reflect newer, more sophisticated analyses of prevalence data, and a new section on criminality and antisocial personality disorder is now revised to better reflect changes in *DSM-5*.

Chapter 13, Schizophrenia Spectrum and Other Psychotic Disorders, presents a new discussion of schizophrenia spectrum disorder and the dropping of subtypes of schizophrenia from *DSM-5*; new research on deficits in emotional prosody comprehension and its role in auditory hallucinations (Alba-Ferrara, Fernyhough, Weis, Mitchell, & Hausmann, 2012); a discussion of a new proposed psychotic disorder suggested in *DSM-5* for further study—Attenuated Psychosis Syndrome; and a new discussion of the use of transcranial magnetic stimulation.

In Chapter 14, Neurodevelopmental Disorders are presented, instead of Pervasive Developmental Disorders, to be consistent

with the major changes in *DSM-5*. In addition, Chapter 14 now describes new research to show that gene–environment interaction can lead to later behavior problems in children with ADHD (Thapar, Cooper, Jefferies, & Stergiakouli, 2012; Thapar, et al., 2005); new research on ADHD (and on other disorders) that is finding that in many cases mutations occur that either create extra copies of a gene on one chromosome or result in the deletion of genes (called copy number variants—CNVs) (Elia et al., 2009; Lesch et al., 2010); and new research findings that show a variety of genetic mutations, including *de novo* disorders (genetic mutations occurring in the sperm or egg or after fertilization), are present in those children with intellectual disability (ID) of previously unknown origin (Rauch et al., 2012).

Chapter 15, now called Neurocognitive Disorders, features descriptions of research assessing brain activity (fMRI) in individuals during active episodes of delirium as well as after these episodes; data from the Einstein Aging Study concerning the prevalence of a disorder new in *DSM-5*, mild neurocognitive disorder (Katz et al., 2012); and a new discussion of new neurocognitive disorders (e.g., neurocognitive disorder due to Lewy bodies or prion disease).

And Chapter 16, Mental Health Services: Legal and Ethical Issues, presents a brief, but new, discussion of the recent trend to provide individuals needing emergency treatment with court-ordered assisted outpatient treatment (AOT) to avoid commitment in a mental health facility (Nunley, Nunley, Cutleh, Dentingeh, & McFahland, 2013); a new discussion of a major meta-analysis showing that current risk assessment tools are best at identifying persons at low risk of being violent but only marginally successful at accurately detecting who will be violent at a later point (Fazel, Singh, Doll, & Grann, 2012); and an updated section on legal rulings on involuntary medication.

## Additional Features

In addition to the changes highlighted earlier, *Abnormal Psychology* features other distinct features:

- *Student Learning Outcomes* at the start of each chapter assist instructors in accurately assessing and mapping questions throughout the chapter. The outcomes are mapped to core American Psychological Association goals and are integrated throughout the instructor resources and testing program.
- In each disorder chapter a feature called *DSM Controversies*, which discusses some of the contentious and thorny decisions made in the process of creating *DSM-5*. Examples include the creation of new and sometimes controversial disorders appearing for the first time in *DSM-5*, such as premenstrual dysphoric disorder, binge eating disorder, and disruptive mood dysregulation disorder. Another example is removing the “grief” exclusion criteria for diagnosing major depressive disorder so that someone can be diagnosed with major depression even if the trigger was the death of a loved one. Finally, changing the title of the “paraphilia” chapter to “paraphilic disorders” implies that paraphilic sexual arousal patterns such as pedophilia are not disorders in



themselves, but only become disorders if they cause impairment or harm to others.

## DSM-IV, DSM-IV-TR, and DSM-5

Much has been said about the mix of political and scientific considerations that resulted in *DSM-5*, and naturally we have our own opinions. (DHB had the interesting experience of sitting on the task force for *DSM-IV* and was an Advisor to the *DSM-5* task force.) Psychologists are often concerned about “turf issues” in what has become—for better or worse—the nosological standard in our field, and with good reason: in previous *DSM* editions, scientific findings sometimes gave way to personal opinions. For *DSM-IV* and *DSM-5*, however, most professional biases were left at the door while the task force almost endlessly debated the data. This process produced enough new information to fill every psychopathology journal for a year with integrative reviews, reanalysis of existing databases, and new data from field trials. From a scholarly point of view, the process was both stimulating and exhausting. This book contains highlights of various debates that created the nomenclature, as well as recent updates. For example, in addition to the controversies described above, we summarize and update the data and discussion of premenstrual dysphoric disorder, which was designated a new disorder in *DSM-5*, and mixed anxiety depression, a disorder that did not make it into the final criteria. Students can thus see the process of making diagnoses, as well as the combination of data and inferences that are part of it.

We also discuss the intense continuing debate on categorical and dimensional approaches to classification. We describe some of the compromises the task force made to accommodate data, such as why dimensional approaches to personality disorders did not make it into *DSM-5*, and why the proposal to do so was rejected at the last minute and included in Section III under “Conditions for Further Study” even though almost everyone agrees that these disorders should not be categorical but rather dimensional.

## Prevention

Looking into the future of abnormal psychology as a field, it seems our ability to prevent psychological disorders may help the most. Although this has long been a goal of many, we now appear to be at the cusp of a new age in prevention research. Scientists from all over the globe are developing the methodologies and techniques that may at long last provide us with the means to interrupt the debilitating toll of emotional distress caused by the disorders chronicled in this book. We therefore highlight these cutting-edge prevention efforts—such as preventing eating disorders, suicide, and health problems, including HIV and injuries—in appropriate chapters as a means to celebrate these important advancements, as well as to spur on the field to continue this important work.

## Retained Features

### Visual Summaries

At the end of each disorder chapter is a colorful, two-page visual overview that succinctly summarizes the causes, development, symptoms, and treatment of each disorder covered in the chapter.

Our integrative approach is instantly evident in these diagrams, which show the interaction of biological, psychological, and social factors in the etiology and treatment of disorders. The visual summaries will help instructors wrap up discussions, and students will appreciate them as study aids.

## Pedagogy

Each chapter contains several Concept Checks, which let students verify their comprehension at regular intervals. Answers are listed at the end of each chapter along with a more detailed Summary; the Key Terms are listed in the order they appear in the text and thus form a sort of outline that students can study.

## MindTap for Barlow, Durand, and Hofmann’s *Abnormal Psychology*

MindTap is a personalized teaching experience with relevant assignments that guide students to analyze, apply, and improve thinking, allowing you to measure skills and outcomes with ease.

- **Guide Students:** A unique learning path of relevant readings, media, and activities that moves students up the learning taxonomy from basic knowledge and comprehension to analysis and application.
- **Personalized Teaching:** Becomes yours with a Learning Path that is built with key student objectives. Control what students see and when they see it. Use it as-is or match to your syllabus exactly—hide, rearrange, add, and create your own content.
- **Promote Better Outcomes:** Empower instructors and motivate students with analytics and reports that provide a snapshot of class progress, time in course, engagement, and completion rates. In addition to the benefits of the platform, MindTap for Barlow, Durand, and Hofmann’s *Abnormal Psychology* includes:
  - Profiles in Psychopathology, an exciting new product that guides users through the symptoms, causes, and treatments of individuals who live with mental disorders.
  - Videos, assessment, and activities from the *Continuum Video Project*.
  - Concept Clip Videos that visually elaborate on specific disorders and psychopathology in a vibrant, engaging manner.
  - Case studies to help students humanize psychological disorders and connect content to the real world.
  - Aplia quizzes aid student understanding.
  - Master Training, powered by Cerego, for student personalized learning plans to help them understand and retain key topics and discussions.

## Teaching and Learning Aids

### Profiles in Psychopathology

In Profiles of Psychopathology, students explore the lives of individuals with mental disorders to better understand the etiology,



symptoms, and treatment. Each of the ten modules focuses on one type of disorder. Students learn about six individuals—historical and popular culture figures—and then match the individual to the disorder that best explains their symptoms and causes. The experiences of a real-life person from the population-at-large is also featured, with video footage of that individual discussing their experience with psychopathology.

### Continuum Video Project

The Continuum Video Project provides holistic, three-dimensional portraits of individuals dealing with psychopathologies. Videos show clients living their daily lives, interacting with family and friends, and displaying—rather than just describing—their symptoms. Before each video segment, students are asked to make observations about the individual's symptoms, emotions, and behaviors, and then rate them on the spectrum from normal to severe. The Continuum Video Project allows students to “see” the disorder and the person, humanly; the videos also illuminate student understanding that abnormal behavior can be viewed along a continuum.

### Instructor Resource Center

Everything you need for your course in one place! This collection of book-specific lecture and class tools is available online via [www.cengage.com/login](http://www.cengage.com/login). Access and download videos, PowerPoint presentations, images, instructor's manual, and more.

### Cognero

Cengage Learning Testing Powered by Cognero is a flexible, online system that allows you to author, edit, and manage test bank content from multiple Cengage Learning solutions, create multiple test versions in an instant, and deliver tests from your LMS, your classroom, or wherever you want.

### Instructor's Manual

The Online Instructor's Manual contains chapter overviews, learning objectives, lecture outlines with discussion points, key terms, classroom activities, demonstrations, and lecture topics, suggested supplemental reading material, handouts, video resources, and Internet resources.

### PowerPoint

The Online PowerPoints feature lecture outlines and important visuals from the text.

### Titles of Interest

- *DSM-5 Supplement* by Boettcher, Wu, Barlow, and Durand is a thorough comparison of the changes made in *DSM-5* with the previous criteria and language in *DSM-IV-TR*. Also includes discussion of major controversies resulting from the proposed and realized modifications to the latest diagnostic manual. ISBN: 9781285848181
- *Looking into Abnormal Psychology: Contemporary Readings* by Scott O. Lilienfeld is a fascinating 234-page reader

consisting of 40 articles from popular magazines and journals. Each article explores ongoing controversies regarding mental illness and its treatment. ISBN: 0-534-35416-5

- *Casebook in Abnormal Psychology*, 5th edition, by Timothy A. Brown and David H. Barlow, is a comprehensive casebook fully updated to be consistent with *DSM-5* that reflects the integrative approach, which considers the multiple influences of genetic, biological, familial, and environmental factors into a unified model of causality as well as maintenance and treatment of the disorder. The casebook discusses treatment methods that are the most effective interventions developed for a particular disorder. It also presents three undiagnosed cases in order to give students an appreciation for the complexity of disorders. The cases are strictly teaching/learning exercises, similar to what many instructors use on their examinations. ISBN: 9781305971714

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Finally, you share with us the task of communicating knowledge and discoveries in the exciting field of psychopathology, a challenge that none of us takes lightly. In the spirit of collegiality, we would greatly appreciate your comments on the content and style of this book and recommendations for improving it further.

## Reviewers

Creating this book has been both stimulating and exhausting, and we could not have done it without the valuable assistance of colleagues who read one or more chapters and provided

extraordinarily perceptive critical comments, corrected errors, pointed to relevant information, and, on occasion, offered new insights that helped us achieve a successful, integrative model of each disorder.

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# Abnormal Psychology

AN INTEGRATIVE APPROACH



# 1

# Abnormal Behavior in Historical Context

## CHAPTER OUTLINE

### Understanding Psychopathology

- What Is a Psychological Disorder?
- The Science of Psychopathology
- Historical Conceptions of Abnormal Behavior

### The Supernatural Tradition

- Demons and Witches
- Stress and Melancholy
- Treatments for Possession
- Mass Hysteria
- Modern Mass Hysteria
- The Moon and the Stars
- Comments

### The Biological Tradition

- Hippocrates and Galen
- The 19th Century
- The Development of Biological Treatments
- Consequences of the Biological Tradition

### The Psychological Tradition

- Moral Therapy
- Asylum Reform and the Decline of Moral Therapy
- Psychoanalytic Theory
- Humanistic Theory
- The Behavioral Model

### The Present: The Scientific Method and an Integrative Approach



Jerry Cooke/Science Source

## STUDENT LEARNING OUTCOMES\*

### Describe key concepts, principles, and overarching themes in psychology

- Explain why psychology is a science with the primary objectives of describing, understanding, predicting, and controlling behavior and mental processes (APA SLO 1.1b) (see *textbook pages 4–7, 25–27*)
- Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes (APA SLO 1.1a) (see *textbook pages 3–6, 9–14, 16–21, 23–27*)

### Develop a working knowledge of the content domains of psychology

- Summarize important aspects of history of psychology, including key figures, central concerns, methods used, and theoretical conflicts (APA SLO 1.2c) (see *textbook pages 9–27*)
- Identify key characteristics of major content domains in psychology (e.g., cognition and learning, developmental, biological, and sociocultural) (APA SLO 1.2a) (see *textbook pages 4–6, 13–21, 25–27*)

### Use scientific reasoning to interpret behavior

- See APA SLO 1.1b listed above
- Incorporate several appropriate levels of complexity (e.g., cellular, individual, group/system, society/cultural) to explain behavior (APA SLO 2.1c) (see *textbook pages 8–9, 12–16, 18–27*)

\* Portions of this chapter cover learning outcomes suggested by the American Psychological Association (2013) in their guidelines for the undergraduate psychology major. Chapter coverage of these outcomes is identified above by APA Goal and APA Suggested Learning Outcome (SLO).

## Understanding Psychopathology

Today you may have gotten out of bed, had breakfast, gone to class, studied, and, at the end of the day, enjoyed the company of your friends before dropping off to sleep. It probably did not occur to you that many physically healthy people are not able to do some or any of these things. What they have in common is a **psychological disorder**, a psychological dysfunction within an individual associated with distress or impairment in functioning and a response that is not typical or culturally expected. Before examining exactly what this means, let's look at one individual's situation.

Judy...

### The Girl Who Fainted at the Sight of Blood

Judy, a 16-year-old, was referred to our anxiety disorders clinic after increasing episodes of fainting. About 2 years earlier, in Judy's first biology class, the teacher had shown a movie of a frog dissection to illustrate various points about anatomy.

This was a particularly graphic film, with vivid images of blood, tissue, and muscle. About halfway through, Judy felt a bit lightheaded and left the room. But the images did not

leave her. She continued to be bothered by them and occasionally felt slightly queasy. She began to avoid situations in which she might see blood or injury. She stopped looking at magazines that might have gory pictures. She found it difficult to look at raw meat, or even Band-Aids, because they brought the feared images to mind. Eventually, anything her friends or parents said that evoked an image of blood or injury caused Judy to feel lightheaded. It got so bad that if one of her friends exclaimed, "Cut it out!" she felt faint.

Beginning about 6 months before her visit to the clinic, Judy actually fainted when she unavoidably encountered something bloody. Her family physician could find nothing wrong with her, nor could several other physicians. By the time she was referred to our clinic, she was fainting 5 to 10 times a week, often in class. Clearly, this was problematic for her and disruptive in school; each time Judy fainted, the other students flocked around her, trying to help, and class was interrupted. Because no one could find anything wrong with her, the principal finally concluded that she was being manipulative and suspended her from school, even though she was an honor student.

(Continued next page)



Judy was suffering from what we now call *blood–injection–injury phobia*. Her reaction was quite severe, thereby meeting the criteria for **phobia**, a psychological disorder characterized by marked and persistent fear of an object or situation. But many people have similar reactions that are not as severe when they receive an injection or see someone who is injured, whether blood is visible or not. For people who react as severely as Judy, this phobia can be disabling. They may avoid certain careers, such as medicine or nursing, and, if they are so afraid of needles and injections that they avoid them even when they need them, they put their health at risk. •

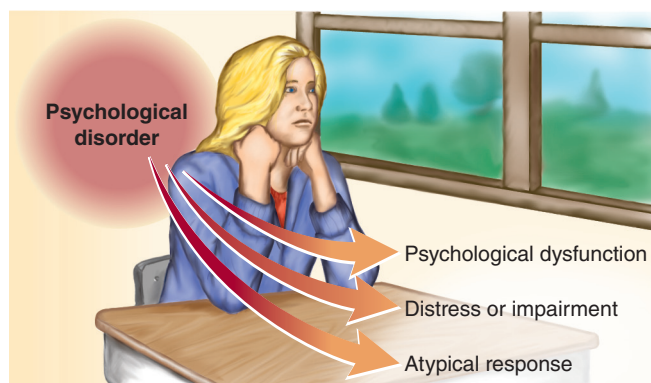
## What Is a Psychological Disorder?

Keeping in mind the real-life problems faced by Judy, let's look more closely at the definition of psychological disorder: or problematic **abnormal behavior**: It is a psychological dysfunction within an individual that is associated with distress or impairment in functioning and a response that is not typical or culturally expected (see ● Figure 1.1). On the surface, these three criteria may seem obvious, but they were not easily arrived at and it is worth a moment to explore what they mean. You will see, importantly, that no one criterion has yet been developed that fully defines a psychological disorder.

### Psychological Dysfunction

*Psychological dysfunction* refers to a breakdown in cognitive, emotional, or behavioral functioning. For example, if you are out on a date, it should be fun. But if you experience severe fear all evening and just want to go home, even though there is nothing to be afraid of, and the severe fear happens on every date, your emotions are not functioning properly. However, if all your friends agree that the person who asked you out is unpredictable and dangerous in some way, then it would not be dysfunctional for you to be fearful and avoid the date.

A dysfunction was present for Judy: She fainted at the sight of blood. But many people experience a mild version of this reaction (feeling queasy at the sight of blood) without meeting the criteria



● **FIGURE 1.1**

The criteria defining a psychological disorder.

for the disorder, so knowing where to draw the line between normal and abnormal dysfunction is often difficult. For this reason, these problems are often considered to be on a continuum or a dimension rather than to be categories that are either present or absent (McNally, 2011; Stein, Phillips, Bolton, Fulford, Sadler, & Kendler, 2010; Widiger & Crego, 2013). This, too, is a reason why just having a dysfunction is not enough to meet the criteria for a psychological disorder.

### Distress or Impairment

That the behavior must be associated with distress to be classified as a disorder adds an important component and seems clear: The criterion is satisfied if the individual is extremely upset. We can certainly say that Judy was distressed and even suffered with her phobia. But remember, by itself this criterion does not define problematic abnormal behavior. It is often quite normal to be distressed—for example, if someone close to you dies. The human condition is such that suffering and distress are very much part of life. This is not likely to change. Furthermore, for some disorders, by definition, suffering and distress are absent. Consider the person who feels extremely elated and may act impulsively as part of a manic episode. As you will see in Chapter 7, one of the major difficulties with this problem is that some people enjoy the manic state so much they are reluctant to begin treatment or stay long in



Distress and suffering are a natural part of life and do not in themselves constitute a psychological disorder.

treatment. Thus, defining psychological disorder by distress alone doesn't work, although the concept of distress contributes to a good definition.

The concept of *impairment* is useful, although not entirely satisfactory. For example, many people consider themselves shy or lazy. This doesn't mean that they're abnormal. But if you are so shy that you find it impossible to date or even interact with people and you make every attempt to avoid interactions even though you would like to have friends, then your social functioning is impaired.

Judy was clearly impaired by her phobia, but many people with similar, less severe reactions are not impaired. This difference again illustrates the important point that most psychological disorders are simply extreme expressions of otherwise normal emotions, behaviors, and cognitive processes.

### Atypical or Not Culturally Expected

Finally, the criterion that the response be *atypical* or *not culturally expected* is important but also insufficient to determine if a disorder is present by itself. At times, something is considered abnormal because it occurs infrequently; it deviates from the average. The greater the deviation, the more abnormal it is. You might say that someone is abnormally short or abnormally tall, meaning that the person's height deviates substantially from average, but this obviously isn't a definition of disorder. Many people are far from the average in their behavior, but few would be considered disordered. We might call them *talented* or *eccentric*. Many artists, movie stars, and athletes fall in this category. For example, it's not normal to wear a dress made entirely out of meat, but when Lady Gaga wore this to an awards show, it only enhanced her celebrity. The late novelist J. D. Salinger, who wrote *The Catcher in the Rye*, retreated to a small town in New Hampshire and refused to see any outsiders for years, but he continued to write. Some male rock singers wear heavy makeup on stage. These people are well paid and seem to enjoy their careers. In most cases, the more productive you are in the eyes of society, the more eccentricities society will tolerate. Therefore, "deviating from the average" doesn't work well as a definition for problematic abnormal behavior.

Another view is that your behavior is disordered if you are violating social norms, even if a number of people are sympathetic to your point of view. This definition is useful in considering important cultural differences in psychological disorders. For example, to enter a trance state and believe you are possessed reflects a psychological disorder in most Western cultures but not in many other societies, where the behavior is accepted and expected (see Chapter 6). (A cultural perspective is an important point of reference throughout this book.) An informative example of this view is provided by Robert Sapolsky (2002), the prominent neuroscientist who, during his studies, worked closely with the Masai people in East Africa. One day, Sapolsky's Masai friend Rhoda asked him to bring his vehicle as quickly as possible to the Masai village where a woman had been acting aggressively and had been hearing voices. The woman had actually killed a goat with her own hands. Sapolsky and several Masai were able to subdue her and transport her to a local health center. Realizing that this was an opportunity to learn

more of the Masai's view of psychological disorders, Sapolsky had the following discussion:

"So, Rhoda," I began laconically, "what do you suppose was wrong with that woman?"

She looked at me as if I was mad.

"She is crazy."

"But how can you tell?"

"She's crazy. Can't you just see from how she acts?"

"But how do you decide that she is crazy? What did she do?"

"She killed that goat."

"Oh," I said with anthropological detachment, "but Masai kill goats all the time."

She looked at me as if I were an idiot. "Only the men kill goats," she said.

"Well, how else do you know that she is crazy?"

"She hears voices."

Again, I made a pain of myself. "Oh, but the Masai hear voices sometimes." (At ceremonies before long cattle drives, the Masai trance-dance and claim to hear voices.) And in one sentence, Rhoda summed up half of what anyone needs to know about cross-cultural psychiatry.

"But she hears voices at the wrong time." (p. 138)



We accept extreme behaviors by entertainers, such as Lady Gaga, that would not be tolerated in other members of our society.



A social standard of *normal* has been misused, however. Consider, for example, the practice of committing political dissidents to mental institutions because they protest the policies of their government, which was common in Iraq before the fall of Saddam Hussein and now occurs in Iran. Although such dissident behavior clearly violated social norms, it should not alone be cause for commitment.

Jerome Wakefield (1999, 2009), in a thoughtful analysis of the matter, uses the shorthand definition of *harmful dysfunction*. A related concept that is also useful is to determine whether the behavior is out of the individual's control (something the person doesn't want to do) (Widiger & Crego, 2013; Widiger & Sankis, 2000). Variants of these approaches are most often used in current diagnostic practice, as outlined in the fifth edition of the *Diagnostic and Statistical Manual* (American Psychiatric Association, 2013), which contains the current listing of criteria for psychological disorders (Stein et al., 2010). These approaches guide our thinking in this book.

### An Accepted Definition

In conclusion, it is difficult to define what constitutes a psychological disorder (Lilienfeld & Marino, 1995, 1999)—and the debate continues (Blashfield, Keeley, Flanagan, & Miles, 2014; McNally, 2011; Stein et al., 2010; Spitzer, 1999; Wakefield, 2003, 2009; Zachar & Kendler, 2014). The most widely accepted definition used in the *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.; *DSM-5*; American Psychiatric Association, 2013) describes behavioral, psychological, or biological dysfunctions that are unexpected in their cultural context and associated with present distress and impairment in functioning, or increased risk of suffering, death, pain, or impairment. This definition can be useful across cultures and subcultures if we pay careful attention to what is functional or dysfunctional (or out of control) in a given society. But it is never easy to decide what represents dysfunction, and some scholars have argued persuasively that the health professions will never be able to satisfactorily define *disease* or *disorder* (see, for example, Lilienfeld & Marino, 1995, 1999; McNally, 2011; Stein et al., 2010; Zachar & Kendler, 2014). The best we may be able to do is to consider how the apparent disease or disorder matches a “typical” profile of a disorder—for example, major depression or schizophrenia—when most or all symptoms that experts would agree are part of the disorder are present. We call this typical profile a *prototype*, and, as described in Chapter 3, the diagnostic criteria from *DSM-5* found throughout this book are all prototypes. This means that the patient may have only some features or symptoms of the disorder (a minimum number) and still meet criteria for the disorder because his or her set of symptoms is close to the prototype. But one of the differences between *DSM-5* and its predecessor, *DSM-IV*, is the addition of dimensional estimates of the severity of specific disorders in *DSM-5* (American Psychiatric Association, 2013; Regier, Narrow, Kuhl, & Kupfer, 2009; Helzer, Wittchen, Krueger, & Kraemer, 2008). Thus, for the anxiety disorders, for example, the intensity and frequency of anxiety within a given disorder such as panic disorder is rated on a 0 to 4 scale where a rating of 1 would indicate mild or occasional symptoms and



Some religious behaviors may seem unusual to us but are culturally or individually appropriate.

a rating of 4 would indicate continual and severe symptoms (Beesdo-Baum, et al., 2012; LeBeau, Bogels, Moller, & Craske, 2015; LeBeau et al., 2012). These concepts are described more fully in Chapter 3, where the diagnosis of psychological disorders is discussed.

For a final challenge, take the problem of defining a psychological disorder a step further and consider this: What if Judy passed out so often that after a while neither her classmates nor her teachers even noticed because she regained consciousness quickly? Furthermore, what if Judy continued to get good grades? Would fainting all the time at the mere thought of blood be a disorder? Would it be impairing? Dysfunctional? Distressing? What do you think?

### The Science of Psychopathology

**Psychopathology** is the scientific study of psychological disorders. Within this field are specially trained professionals, including clinical and counseling psychologists, psychiatrists, psychiatric social workers, and psychiatric nurses, as well as marriage and family therapists and mental health counselors. *Clinical psychologists* and *counseling psychologists* receive the Ph.D., doctor of philosophy, degree (or sometimes an Ed.D., doctor of education, or Psy.D., doctor of psychology) and follow a course of graduate-level study lasting approximately 5 years, which prepares them to conduct research into the causes and treatment of psychological disorders and to diagnose, assess, and treat these disorders. Although there is a great deal of overlap, counseling psychologists tend to study and treat adjustment and vocational issues encountered by relatively healthy individuals, and clinical psychologists usually concentrate on more severe psychological disorders. Also, programs in professional schools of psychology, where the degree is often a Psy.D., focus on clinical training and de-emphasize or eliminate research training. In contrast, Ph.D. programs in universities integrate clinical and research training. Psychologists with other specialty training, such as experimental and social psychologists, concentrate on investigating the basic determinants of behavior but do not assess or treat psychological disorders.

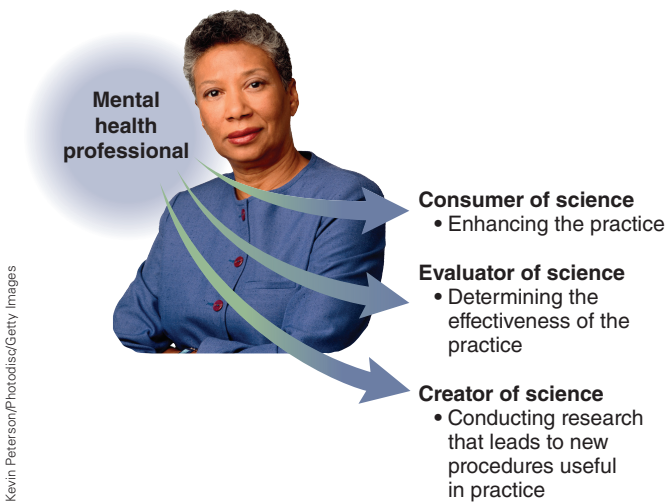
*Psychiatrists* first earn an M.D. degree in medical school and then specialize in psychiatry during residency training that lasts 3 to 4 years. Psychiatrists also investigate the nature and causes of psychological disorders, often from a biological point of view; make diagnoses; and offer treatments. Many psychiatrists emphasize drugs or other biological treatments, although most use psychosocial treatments as well.

*Psychiatric social workers* typically earn a master's degree in social work as they develop expertise in collecting information relevant to the social and family situation of the individual with a psychological disorder. Social workers also treat disorders, often concentrating on family problems associated with them. *Psychiatric nurses* have advanced degrees, such as a master's or even a Ph.D., and specialize in the care and treatment of patients with psychological disorders, usually in hospitals as part of a treatment team.

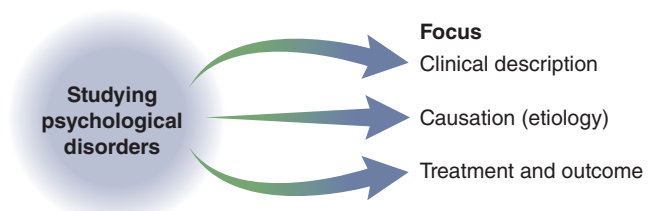
Finally, *marriage and family therapists* and *mental health counselors* typically spend 1 to 2 years earning a master's degree and are employed to provide clinical services by hospitals or clinics, usually under the supervision of a doctoral-level clinician.

### The Scientist-Practitioner

The most important development in the recent history of psychopathology is the adoption of scientific methods to learn more about the nature of psychological disorders, their causes, and their treatment. Many mental health professionals take a scientific approach to their clinical work and therefore are called **scientist-practitioners** (Barlow, Hayes, & Nelson, 1984; Hayes, Barlow, & Nelson-Gray, 1999). Mental health practitioners may function as scientist-practitioners in one or more of three ways (see ● Figure 1.2). First, they may keep up with the latest scientific developments in their field and therefore use the most current diagnostic and treatment procedures. In this sense, they are consumers of the science of psychopathology to the advantage of their patients. Second, scientist-practitioners evaluate their own assessments or treatment procedures to



● **FIGURE 1.2**  
Functioning as a scientist-practitioner.



● **FIGURE 1.3**  
Three major categories make up the study and discussion of psychological disorders.

see whether they work. They are accountable not only to their patients but also to the government agencies and insurance companies that pay for the treatments, so they must demonstrate clearly whether their treatments are effective or not. Third, scientist-practitioners might conduct research, often in clinics or hospitals, that produces new information about disorders or their treatment, thus becoming immune to the fads that plague our field, often at the expense of patients and their families. For example, new “miracle cures” for psychological disorders that are reported several times a year in popular media would not be used by a scientist-practitioner if there were no sound scientific data showing that they work. Such data flow from research that attempts three basic things: to describe psychological disorders, to determine their causes, and to treat them (see ● Figure 1.3). These three categories compose an organizational structure that recurs throughout this book and that is formally evident in the discussions of specific disorders beginning in Chapter 5. A general overview of them now will give you a clearer perspective on our efforts to understand abnormality.

### Clinical Description

In hospitals and clinics, we often say that a patient “presents” with a specific problem or set of problems or we discuss the **presenting problem**. *Presents* is a traditional shorthand way of indicating why the person came to the clinic. Describing Judy’s presenting problem is the first step in determining her **clinical description**, which represents the unique combination of behaviors, thoughts, and feelings that make up a specific disorder. The word *clinical* refers both to the types of problems or disorders that you would find in a clinic or hospital and to the activities connected with assessment and treatment. Throughout this text are excerpts from many more individual cases, most of them from our personal files.

Clearly, one important function of the clinical description is to specify what makes the disorder different from normal behavior or from other disorders. Statistical data may also be relevant.

For example, how many people in the population as a whole have the disorder? This figure is called the **prevalence** of the disorder. Statistics on how many new cases occur during a given period, such as a year, represent the **incidence** of the disorder. Other statistics include the *sex ratio*—that is, what percentage of males and females have the disorder—and the typical age of onset, which often differs from one disorder to another.



In addition to having different symptoms, age of onset, and possibly a different sex ratio and prevalence, most disorders follow a somewhat individual pattern, or **course**. For example, some disorders, such as schizophrenia (see Chapter 13), follow a *chronic course*, meaning that they tend to last a long time, sometimes a lifetime. Other disorders, like mood disorders (see Chapter 7), follow an *episodic course*, in that the individual is likely to recover within a few months only to suffer a recurrence of the disorder at a later time. This pattern may repeat throughout a person's life. Still other disorders may have a *time-limited course*, meaning the disorder will improve without treatment in a relatively short period with little or no risk of recurrence.

Closely related to differences in course of disorders are differences in onset. Some disorders have an *acute onset*, meaning that they begin suddenly; others develop gradually over an extended period, which is sometimes called an *insidious onset*. It is important to know the typical course of a disorder so that we can know what to expect in the future and how best to deal with the problem. This is an important part of the clinical description. For example, if someone is suffering from a mild disorder with acute onset that we know is time limited, we might advise the individual not to bother with expensive treatment because the problem will be over soon enough, like a common cold. If the disorder is likely to last a long time (become chronic), however, the individual might want to seek treatment and take other appropriate steps. The anticipated course of a disorder is called the **prognosis**. So we might say, "the prognosis is good," meaning the individual will probably recover, or "the prognosis is guarded," meaning the probable outcome doesn't look good.

The patient's age may be an important part of the clinical description. A specific psychological disorder occurring in childhood may present differently from the same disorder in adulthood or old age. Children experiencing severe anxiety and panic often assume that they are physically ill because they have difficulty understanding that there is nothing physically wrong. Because their thoughts and feelings are different from those experienced by adults with anxiety and panic, children are often misdiagnosed and treated for a medical disorder.

We call the study of changes in behavior over time *developmental psychology*, and we refer to the study of changes in abnormal behavior as *developmental psychopathology*. When you think of developmental psychology, you probably picture researchers studying the behavior of children. We change throughout our lives, however, and so researchers also study development in adolescents, adults, and older adults. Study of abnormal behavior across the entire age span is referred to as *life-span developmental psychopathology*. The field is relatively new but expanding rapidly.

## Causation, Treatment, and Etiology Outcomes

**Etiology**, or the study of origins, has to do with why a disorder begins (what causes it) and includes biological, psychological, and social dimensions. Because the etiology of psychological



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Children experience panic and anxiety differently from adults, so their reactions may be mistaken for symptoms of physical illness.

disorders is so important to this field, we devote an entire chapter (Chapter 2) to it.

Treatment, also, is often important to the study of psychological disorders. If a new drug or psychosocial treatment is successful in treating a disorder, it may give us some hints about the nature of the disorder and its causes. For example, if a drug with a specific known effect within the nervous system alleviates a certain psychological disorder, we know that something in that part of the nervous system might either be causing the disorder or helping maintain it. Similarly, if a psychological treatment designed to help clients regain a sense of control over their lives is effective with a certain disorder, a diminished sense of control may be an important psychological component of the disorder itself.

As you will see in the next chapter, psychopathology is rarely simple. This is because the *effect* does not necessarily imply the *cause*. To use a common example, you might take an aspirin to relieve a tension headache you developed during a grueling day of taking exams. If you then feel better, that does not mean that the headache was caused by a lack of aspirin. Nevertheless, many people seek treatment for psychological disorders, and treatment can provide interesting hints about the nature of the disorder.



## Concept Check 1.1

In the past, textbooks emphasized treatment approaches in a general sense, with little attention to the disorder being treated. For example, a mental health professional might be thoroughly trained in a single theoretical approach, such as psychoanalysis or behavior therapy (both described later in the chapter), and then use that approach on every disorder. More recently, as our science has advanced, we have developed specific effective treatments that do not always adhere neatly to one theoretical approach or another but that have grown out of a deeper understanding of the disorder in question. For this reason, there are no separate chapters in this book on such types of treatment approaches as psychodynamic, cognitive behavioral, or humanistic. Rather, the latest and most effective drug and psychosocial treatments (nonmedical treatments that focus on psychological, social, and cultural factors) are described in the context of specific disorders in keeping with our integrative multidimensional perspective.

We now survey many early attempts to describe and treat abnormal behavior and to comprehend its causes, which will give you a better perspective on current approaches. In Chapter 2, we examine exciting contemporary views of causation and treatment. In Chapter 3, we discuss efforts to describe, or classify, abnormal behavior. In Chapter 4, we review research methods—our systematic efforts to discover the truths underlying description, cause, and treatment that allow us to function as scientist-practitioners. In Chapters 5 through 15, we examine specific disorders; our discussion is organized in each case in the now familiar triad of description, cause, and treatment. Finally, in Chapter 16 we examine legal, professional, and ethical issues relevant to psychological disorders and their treatment today. With that overview in mind, let us turn to the past.

### Historical Conceptions of Abnormal Behavior

For thousands of years, humans have tried to explain and control problematic behavior. But our efforts always derive from the theories or models of behavior popular at the time. The purpose of these models is to explain why someone is “acting like that.” Three major models that have guided us date back to the beginnings of civilization.

Humans have always supposed that agents outside our bodies and environment influence our behavior, thinking, and emotions. These agents—which might be divinities, demons, spirits, or other phenomena such as magnetic fields or the moon or the stars—are the driving forces behind the *supernatural model*. In addition, since the era of ancient Greece, the mind has often been called the *soul* or the *psyche* and considered separate from the body. Although many have thought that the mind can influence the body and, in turn, the body can influence the mind, most philosophers looked for causes of abnormal behavior in one or the other. This split gave rise to two traditions of thought about abnormal behavior, summarized as the *biological model* and the *psychological model*. These three models—the supernatural, the biological, and the psychological—are very old but continue to be used today.

#### Part A

Write the letter for any or all of the following definitions of abnormality in the blanks: (a) societal norm violation, (b) impairment in functioning, (c) dysfunction, and (d) distress.

1. Miguel recently began feeling sad and lonely. Although still able to function at work and fulfill other responsibilities, he finds himself feeling down much of the time and he worries about what is happening to him. Which of the definitions of abnormality apply to Miguel’s situation? \_\_\_\_\_
2. Three weeks ago, Jane, a 35-year-old business executive, stopped showering, refused to leave her apartment, and started watching television talk shows. Threats of being fired have failed to bring Jane back to reality, and she continues to spend her days staring blankly at the television screen. Which of the definitions seems to describe Jane’s behavior?  
\_\_\_\_\_

#### Part B

Match the following words that are used in clinical descriptions with their corresponding examples: (a) presenting problem, (b) prevalence, (c) incidence, (d) prognosis, (e) course, and (f) etiology.

3. Maria should recover quickly with no intervention necessary. Without treatment, John will deteriorate rapidly. \_\_\_\_\_
4. Three new cases of bulimia have been reported in this county during the past month and only one in the next county. \_\_\_\_\_
5. Elizabeth visited the campus mental health center because of her increasing feelings of guilt and anxiety. \_\_\_\_\_
6. Biological, psychological, and social influences all contribute to a variety of disorders. \_\_\_\_\_
7. The pattern a disorder follows can be chronic, time-limited, or episodic. \_\_\_\_\_
8. How many people in the population as a whole suffer from obsessive-compulsive disorder? \_\_\_\_\_

### The Supernatural Tradition

For much of our recorded history, deviant behavior has been considered a reflection of the battle between good and evil. When confronted with unexplainable, irrational behavior and by suffering and upheaval, people have perceived evil. In fact, in the Great Persian