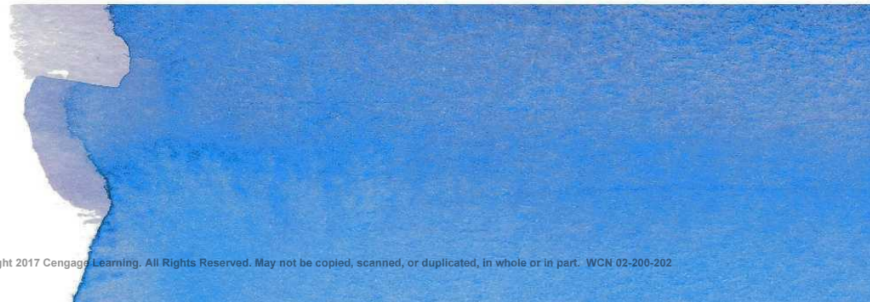


# Abnormal Psychology

AN INTEGRATIVE APPROACH

1st SOUTH AFRICAN EDITION



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*I dedicate this book 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.

*We dedicate this book to the memory of the late Dr Ike Ntsikelelo Nzo, psychiatrist and son of Alfred Nzo. He was a man of great integrity and wisdom, who cared deeply for his fellow human.*

L.M. d P. C.V.

---

1st SOUTH AFRICAN EDITION

# Abnormal Psychology

## AN INTEGRATIVE APPROACH

D.H. Barlow  
V. M. Durand

SOUTH AFRICAN EDITION EDITORS  
L.M. du Plessis  
C. Visser



Australia • Brazil • Mexico • Singapore • South Africa • United Kingdom • United States



**Abnormal Psychology: An Integrative Approach, 1<sup>st</sup> South African Edition**

D.H. Barlow, V. M. Durand, L.M. du Plessis, C. Visser

Publisher: Marinda Louw  
Content Project Manager: Melissa Beavis  
Manufacturing Manager: Eyvett Davis  
Marketing Manager: Helen Moore  
Typesetter: Cenveo Publisher Services  
Cover design: Design Duluxe  
Text design: Cenveo Publisher Services  
Cover Image: Shutterstock/fuzzyfox

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*British Library Cataloguing-in-Publication Data*

A catalogue record for this book is available from the British Library.

ISBN: 978-1-4737-3443-2

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Printed in China by RR Donnelley  
Print Number 01 Print Year 2017

# About the Authors

**David H. Barlow** is an internationally recognised pioneer and leader in clinical psychology. A professor 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 programmes 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, where he founded the Medical School psychology residency programme. Dr Barlow received his BA from the University of Notre Dame, his MA from Boston College, and his PhD from the University of Vermont.

A fellow of every major psychological association, Dr Barlow has received many awards in honour 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, honouring 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'. In 2004, he received the C. Charles Burlingame Award from the Institute of Living and was awarded an Honorary Doctorate of Humane Letters degree from the Massachusetts School of Professional Psychology. He also received career contribution awards from the Massachusetts, Connecticut and California Psychological Associations and, in 2000, was named Honorary Visiting Professor at the Chinese People's Liberation Army General Hospital and Postgraduate Medical School in Beijing,

China. In addition, the annual Grand Rounds in Clinical Psychology at Brown University was named in his honour, and he was awarded the first graduate alumni scholar award at the University of Vermont. During the 1997–1998 academic year, he was Fritz Redlich Fellow at the Center for Advanced Study in the Behavioral Sciences in Menlo Park, California. His research has been continually funded by the National Institute of Mental Health for over 40 years.

Dr Barlow has edited three journals, 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 500 scholarly articles and written more than 65 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 book 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 1000 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 clinical practice guidelines. His current research programme focuses on the nature and treatment of anxiety and related emotional disorders.

At leisure he skis, plays golf and retreats to his home in Nantucket, 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 behaviour 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 programme 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 BA, MA and PhD – 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 for his body of work in the field of autism spectrum disorder. Dr Durand is currently a member of the Professional Advisory Board for the Autism Society of America and is on the board of directors of the International

Association of Positive Behavioral Support. He is 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 behaviour 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 behaviour 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 five-year clinical trial. He has been consulted by the departments of education in numerous states and by the US Departments of Justice and Education. His current research programme includes the study of prevention models and treatments for such serious problems as self-injurious behaviour.

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

# About the South African Editors

**Larise M. du Plessis** is a clinical psychologist. Currently, she is a lecturer at the Department of Psychology, University of Johannesburg. Larise has been teaching undergraduate and postgraduate psychopathology for ten years. Her current research interests include the training of psychotherapists and post-traumatic growth.

**Conrad Visser** is a psychiatrist, formerly head of the forensic unit at Sterkfontein Hospital and head of the National Maximum Security Unit at Fort England Hospital, Grahamstown. Before he started private practice in Johannesburg after 15 years in public service, Conrad was honorary associate professor of psychiatry at Rhodes University. His work currently focuses on medico-legal assessments, general psychiatry, consultation and occasional teaching.

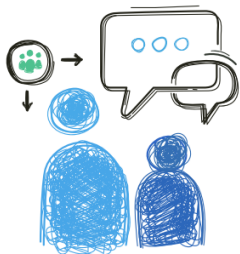
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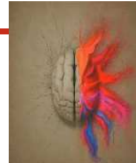
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# Preface

This preface is adapted and paraphrased for the first South African edition from the original seventh US edition of Barlow and Durand's *Abnormal Psychology, An Integrative Approach* for the contemporary South African context and undergraduate student.

For generations, the science of psychopathology, or abnormal psychology, was compartmentalised, with psychopathologists examining the separate effects of biological, psychological and social influences on our feelings, thinking and behaviour. Even today, this compartmentalised approach continues to prevail in some discussions of psychological disorders.

## Integrative Approach

In the first edition of their text, Barlow and Durand introduced something very different. They felt the field had advanced to an extent that it was ready for an integrative approach in which biological, psychological and social interactions were explained in as clear and credible a manner as possible. Instead of compartmentalising psychopathology, Barlow and Durand proposed a more accessible approach that accurately reflected the current state of this clinical science.

In recent years, rapid, often overwhelming advances in neuroscience and the humanities have affirmed this approach as the only viable means to understanding psychopathology. Now, in the second decade of a new century, we possess a more complete, yet still evolving, understanding that psychological and social factors directly affect the functioning of neural networks in the brain, and even modify the expression of genes. Similarly, behavioural, cognitive and emotional processes cannot be understood without appreciating the contribution of biological and social factors.

Mental health practitioners understand the causation, course and response to treatment of certain disorders better than others. Since the first edition of this text, Barlow and Durand have managed to convey to students their excitement about what is currently known about the causes and treatment of psychopathology and how much there remains to be learnt about these complex interactions. We, too, wish to nurture in students a curiosity about the way psychopathology is experienced by individuals, each uniquely shaped by culture, society

and biology. We need to listen to and give voice to that experience, without assuming too much, so we do not stifle human experience and foreclose on healing.

## 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. This system of organisation, which is for the most part consistent with DSM-5, helps students appreciate the need to study each disorder from childhood through adulthood and on to old age. In this text, developmental considerations on causation and treatment are provided for each disorder chapter.

## Scientist–Practitioner Approach

Barlow and Durand went to some lengths to explain why the scientist–practitioner approach to psychopathology is both practical and ideal and why they view this as something more than simple awareness of how scientific findings apply to psychopathology. The text attempts to illustrate 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. In addition, the text also considers the formal methods used by scientist–practitioners, showing how abstract research designs are implemented in research programmes.

## Clinical Cases of Real People

This book is enriched with authentic clinical histories to illustrate scientific findings on the causes and treatment of psychopathology. 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

The text covers the major psychological disorders in 11 chapters, focusing on three broad categories: clinical description, causal factors and treatment and outcomes. The discussions pay considerable attention to case studies and DSM-5 criteria, and include statistical data

such as prevalence and incidence rates, gender ratio, age of onset and the course or pattern the disorder assumes. Throughout, the discussions 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, a realistic sense of clinical practice emerges.

## Management

One of the best received innovations of Barlow and Durand's approach was including the discussion of clinical management in the same chapter as the disorders themselves, an approach that is supported by the development of specific psychosocial, pharmacological and other treatment modalities for specific disorders.

## Diversity

Cultural and gender considerations are integral to the study of psychopathology. Throughout the book, current thinking about which aspects of the disorders are culturally specific and which are universal is described. The strong and sometimes puzzling effects of gender roles are also included. 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, the text adheres closely to science, emphasising that gender and culture are each one dimension among several that constitute psychopathology.

## About the South African Edition

This, the first South African edition of *Abnormal Psychology, An Integrative Approach*, retains the established format of the original and develops across 17 chapters. The South African text includes information on local research, unique cultural and social factors, epidemiology and case studies typical of South African clinical experience. In addition, the South African edition reflects pharmacological practices and agents that are available on the local market.

Structurally, the text is presented in three parts. In the first part, Chapters 1 to 4, we explore the historical aspects of the field, provide an understanding of the biological, social and psychological causation of symptoms, develop an approach to diagnosis and the clinical encounter and provide an overview of psychological research. The second part, Chapters 5 to 15, is devoted to different categories of psychological disorders. The third part consists of Chapters 16 and 17. Chapter 16 is concerned with the legal and ethical aspects of psychopathology

and the practice of psychology in South Africa. Chapter 17 is an altogether new chapter on the burgeoning field of positive psychology. In a conceptual shift and in the spirit of the integrative approach, we elected to introduce positive psychology as a means to promote well-being and growth over and above symptom relief and prevention.

Like the American edition, this text reflects the latest research and clinical practice. Nosologically, we refer to the Diagnostic and Statistical Manual for Mental Disorders, fifth edition, DSM-5 (APA, 2013), as it is widely adopted throughout South Africa and much of the rest of the world. DSM-5 criteria are included in their entirety as tables in the appropriate disorder chapters. To facilitate understanding and allow for ease of navigation of the different psychopathological categories, we introduced a *Landscape of Psychopathology* to the South African edition. This landscape is a graphic depiction of the different psychopathological categories conceptualised to occupy specific locations in space. This spatial representation is an attempt to illustrate the interrelatedness of various disorders. In the landscape, disorder categories are colour-coded. This colour-coding is maintained across the chapters that deal with the individual disorders.

In each of the disorder chapters, we describe the clinical manifestations, epidemiology, causation, course of illness and management of the conditions in an integrative manner. We also consider prevention of the emergence of psychopathology. Although this has long been the holy grail of psychology, we now appear to be at the cusp of a new era in research into prevention. Worldwide, scientists are developing the methodologies and techniques that may provide us with the means to interrupt the debilitating toll of emotional distress and loss of function caused by the disorders chronicled in this book.

The South African edition of Barlow and Durand's *Abnormal Psychology, An Integrative Approach* offers the following:

- Chapter 1, Abnormal Behaviour in Historical Context. The title of this chapter is self-explanatory and considers the development of psychopathology in South Africa, where it has followed a course similar to that in America and Europe. We also describe typical contexts encountered in our diverse South African culture and look forward to including their developmental impact on South African psychology in future editions.
- Chapter 2, An Integrative Approach to Psychopathology, includes an expanded section on the neural underpinnings of psychopathology with reference to embryology, anatomy and neural networks in order to enhance the understanding

of the complexity of the brain. We also offer other biological insights and consider psychological, social and cultural influences on the origins of symptoms.

- Chapter 3, Clinical Assessment and Diagnosis. Here, we highlight the principles of diagnosis and provide an overview of the clinical encounter (taking a history, examining the mental state, observing behaviour) and its integration with other diagnostic modalities such as advanced neuroimaging and psychological testing. Lastly, we introduce a visual summary, or conceptualisation of psychopathology and how different conditions interrelate, in the *Landscape of Psychopathology*.
- In Chapter 4, Research Methods, we include typical South African research applications.
- Chapter 5, now titled Anxiety, Trauma- and Stressor-Related and Obsessive-Compulsive and Related Disorders, follows the same layout as the American edition, with the addition of South African epidemiology, examples and applications.
- The grouping of disorders in Chapter 6, now titled Somatic Symptom and Related Disorders and Dissociative Disorders, follows the schema of the two distinct, but similarly named, DSM-5 categories. We elaborate on the disorders with reference to South African experiences.
- Chapter 7, Mood Disorders and Suicide, is also fully consistent with DSM-5 and includes a description of mood disorders new to DSM-5 contextualised in local case studies. The section is principally concerned with depressive and bipolar disorders as well as suicide. It includes local statistics.
- Chapter 8 concerns Disorders of Neurovegetative Function: Feeding, Eating and Sleep-Wake Disorders and contains the latest local epidemiological information.
- Chapter 9 covers Physical Disorders and Health Psychology. Of particular interest in this chapter is the impact of lifestyle on the development of physical ailments and people with an HIV infection. We include some of the latest developments in neuroscience that impact health-related behaviour.
- Chapter 10, Sexual Dysfunctions, Paraphilic Disorders and Gender Dysphoria, features a focused inclusion of cultural approaches to understanding sexuality.
- A thoroughly adapted Chapter 11, Substance-Related, Addictive and Impulse-Control Disorders, features the South African names of abused substances as well as in-depth explanations of the physiological, psychological and social mechanisms involved in this class of disorders.

- Chapter 12, Personality Disorders, features local data on prevalence and is thoroughly revised to better reflect changes in DSM-5.
- Chapter 13, Schizophrenia Spectrum and other Psychotic Disorders, presents a discussion of schizophrenia spectrum disorder and other psychotic disorders as set out in the DSM-5 with local South African applications.
- In Chapter 14, Neurodevelopmental Disorders, we provide detailed descriptions of autistic spectrum, specific learning disorders, intellectual disability and ADHD with information on ADHD prevalence in South Africa.
- Chapter 15 concerns Neurocognitive Disorders. We liken delirium to acute brain failure and major neurocognitive disorders (dementia) to chronic brain failure. We further introduce the novel concept of frailty.
- Chapter 16, Mental Health Services: Legal and Ethical Issues, considers the interface of law and psychology in South Africa, with specific reference to the Mental Health Care Act.
- Chapter 17, Positive Psychology and Abnormal Psychology: A Balanced Approach, introduces the concepts of well-being, mental health and positive mental health in the context of psychopathology. We look forward to adding a positive psychology treatment approach tailored to each disorder in the next edition.

### Other Features

Other features introduced by the American edition are retained in this text:

- *New Student Learning Outcomes* at the beginning of each chapter help instructors accurately assess and map questions throughout the chapter. The outcomes are mapped to core American Psychological Association goals and are integrated throughout the instructor resources and testing programme.
- In each disorder chapter is 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, disruptive mood dysregulation disorder, removing the 'grief' exclusion criteria for diagnosing major depressive disorder and binge-eating disorder.
- *Visual Summaries*: At the start of each chapter on psychopathology, the relevant section is

highlighted against the background of the *Landscape of Psychopathology*. At the conclusion of each disorder chapter is a colourful, two-page visual overview that succinctly summarises the clinical manifestations, course, causation and principles of management 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 pathogenesis and management of disorders.

- *Key Terms and Glossary*: Throughout the text, important terminology is highlighted, listed among the key terms at the end of the chapter and defined in the Glossary. The Key Terms are listed in the order they appear in the text and are thus a form of outline that students can study.
- *Pedagogy*: Each chapter contains several Concept Checks, which allow students to confirm their comprehension at regular intervals. Answers are listed at the end of each chapter along with a more detailed Summary.

### Teaching and Learning Aids

The Online Test Bank, Instructor's Manual and PowerPoint slides are available, free of charge, on the password-protected instructor resource website.

### Test Bank

Questions in the Online Text Bank are grouped by learning objectives and include multiple choice and discussion questions. Metadata tags are attached to each question.

### 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.

### PowerPoints

The Online PowerPoints feature lecture outlines and key figures from the text.

### 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. ISBN: 9781285979328

### Titles of Interest

DSM-5 *Supplement* by Barlow and Durand is a thorough comparison of the changes made in DSM-5 with the previous criteria and language in *DSM-IV-TR*. It also includes discussion of major controversies resulting from the proposed and realised 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*, 4th edition, by Timothy A. Brown and David H. Barlow, is a comprehensive casebook 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 of the complexity of disorders. The cases are strictly teaching/learning exercises, similar to what many instructors use in their examinations. ISBN: 0-495-60438-0

### Acknowledgements: US Edition

Finally, this book in all of its editions would not have begun and certainly would not have been finished without the inspiration and co-ordination of our senior editors at Cengage, Jaime Perkins and Tim Matray, who always keep their eyes on the ball. A special note of thanks to senior developmental editor Tangelique Williams-Grayer and her eye for detail and organisation. The book is much better for your efforts. We hope to work with you on many subsequent editions. We appreciate the expertise of marketing managers, Melissa Larmon and Jennifer Levanduski. Mary Noel did an outstanding job on the media products. Paige Leeds and Nicole Richards were hardworking, enthusiastic and organised from beginning to end.

In the production process, many individuals worked as hard as we did to complete this project. In Boston,

Amantia Ametaj, Hannah Boettcher and Jade Wu assisted enormously in integrating a vast amount of new information into each chapter. Their ability to find missing references and track down information was remarkable, and Hannah and Jade put together a remarkably useful supplement detailing all of the changes in diagnostic criteria from DSM-IV to DSM-5 in an easy-to-read, side-by-side format. It is an understatement to say we could not have done it without you. In St. Petersburg, Marly Sadou and Ashley Smith's professionalism and attention to detail helped smooth this process immensely. At Wadsworth/Cengage, Vernon Boes guided the design down to the last detail. Michelle Clark co-ordinated all of the production details with grace under pressure. To production manager Kelly Boutross at Graphic World Inc. and copyeditor Tom Klonoski, let's just say your attention to detail puts the folks at CSI to shame. We thank Priya Subbrayal for her commitment to finding the best photos possible.

Numerous colleagues and students provided superb feedback on the previous editions, and to them we express

our deepest gratitude. Although not all comments were favourable, all were important. Readers who take the time to communicate their thoughts offer the greatest reward to writers and scholars.

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.

### Acknowledgements: South African Edition

For the South African Edition, we wish to thank Marinda Louw, of Cengage Learning EMEA, who steered and co-ordinated this project with uncanny vision, tenacity and unflinching support. We also extend our gratitude to Vicky Botha for her proofreading and language editing – her tireless inputs ensured a consistent writing style in English that is readily accessible to students in our multilingual society.

### Contributing Authors

In preparation of the South African edition we have been helped immeasurably by the contributing authors who had adapted and rewritten considerable sections of each of their chapters. They added valuable recent research and other insights applicable to our local

approach to psychopathology. In the spirit of an integrative approach, Professor Guse's chapter on Positive Psychology is a novel addition to the textbook. We are grateful to the following authors:

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