



Ronald J. Comer

Abnormal Psychology

EIGHTH EDITION

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Ronald J. Comer

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To Delia Sage Comer
—*Welcome to the World*

ABOUT THE AUTHOR

RONALD J. COMER has been a professor in Princeton University's Department of Psychology for the past 37 years, serving also as Director of Clinical Psychology Studies. His courses—Abnormal Psychology, Theories of Psychotherapy, Childhood Psychopathology, Experimental Psychopathology, and Core Exercises in Clinical Psychology—have been among the university's most popular offerings.

Professor Comer has received the President's Award for Distinguished Teaching at the university. He is also a practicing clinical psychologist and serves as a consultant to the Telen Institute for Persons with An Intellectual Disability and family practice residency programs throughout New Jersey.

In addition to writing *Abnormal Psychology*, Professor Comer is the author of the textbook *Fundamentals of Abnormal Psychology*, now in its sixth edition; an author of the introductory psychology textbook *Psychology Around Us*, now in its seventh edition; and co-author of *Case Studies in Abnormal Psychology*. He is the producer of various

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Professor Comer completed his undergraduate studies at the University of Pennsylvania and his graduate work at Clark University. He lives in Lawrenceville, New Jersey, with his wife, Marlene. From there he can keep a close eye on the Philadelphia sports teams with which he grew up.



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PREFACE

I have been writing my textbooks, *Abnormal Psychology* and *Fundamentals of Abnormal Psychology*, for three decades—approximately half of my life. The current version of *Abnormal Psychology*, Eighth Edition, represents the fourteenth edition of one or the other of the textbooks. I feel deeply appreciative and privileged to have had the opportunity to help educate more than a half-million readers over the years.

This textbook journey may have been a labor of love, but I also must admit that each edition has required enormous effort, ridiculous pressure, and too many sleepless nights to count. I mention these labors not only because I am a work-class whiner but also to emphasize that I have approached each edition as a totally new undertaking rather than as a cut-and-paste update of past editions. My goal each time has been that the new edition is a fresh, comprehensive, and exciting presentation of the current state of this ever-changing field and that it includes state-of-the-art pedagogical techniques and insights. This “new book” approach to each edition is, I believe, the key reason for the continuing success of the textbooks, and the current edition has been written in this same tradition.

In fact, the current edition includes even more changes than in any of the textbooks’ previous editions, for several reasons: (1) The field of abnormal psychology has had dramatic growth since over the past several years; (2) the field of education has produced many new pedagogical tools; (3) the world of publishing has developed new, striking ways of presenting material; and (4) the world at large has changed dramatically, resulting in a monumental rise in technology’s impact on our lives, growing influence by the nearly unmitigable economic and political events, and a changing world order. Changes of this kind certainly should find their way into a book about the current state of human functioning, and I have worked hard to include them here in a stimulating way.

That said, I believe I have produced a new edition of *Abnormal Psychology* that will once again excite readers, open the field of abnormal psychology to them, and speak to them and their times. Throughout the book I have again sought to convey my passion for the field, and I have built on the generous feedback of my colleagues in the enterprise—the students and professors who have used this textbook over the years. At the risk of sounding ridiculously grandiose, let me describe what I believe to be special about this edition.

New and Expanded Features

In line with the enormous changes that have occurred over the past several years in the fields of abnormal psychology, education, and publishing and in the world, I have brought the following new features and changes to the current edition.

• **NEW! DSM-5: A FIELD IN TRANSITION** With the upcoming (2013) publication of DSM-5, abnormal psychology is clearly a field in transition. To help students appreciate its current status and new directions, I offer a significant new section, “Call to Change: DSM-5” in Chapter 4 (pages 103–104) and in each of the disorders chapters throughout the textbook. This recurrent feature discusses in depth what changes I anticipate for the disorders described in the chapter at hand. “Call to Change: DSM-5” sections discuss, for example, the proposed addition of new categories such as *major depressive disorder* (pages 143–152), *non-suicidal self-harm* (page 289), and *binge-eating disorder* (pages 321–343). Similarly, the sections examine the proposed elimination of DSM-IV-TR categories such as *Asperger’s disorder* (pages 556–557) and *oppositional defiant disorder* (page 217) and the proposed alteration of clinical terms that have become dehumanizing and stigmatizing in some circles, such as *mental retardation* (page 553) and *deafness* (page 584). The “Call to Change: DSM-5” sections also clarify proposed shifts in diagnostic

thinking, such as the listing of *gambling disorder* as an addictive disorder (pages 382–383), much like a drug addiction, and the use of a more dimensional approach to diagnose and describe certain personality disorders (pages 512–513). At the same time, I explain why DSM-5 is making such key changes. Of course, because clinicians are currently still using DSM-IV-TR to diagnose disorders, each chapter also continues to include references to DSM-IV-TR's categories and criteria.

•NEW! THE IMPACT OF TECHNOLOGY The breathtaking rate of technological change that characterizes today's world has had significant effects—both positive and negative—on the mental health field, and it will undoubtedly affect the field even more in coming years. In this edition, I cover this impact extensively, including numerous discussions in the book's narrative, boxes, photographs, and figures. The book examines, for example, how the Internet, texting, and social networks have become convenient tools for those who wish to bully others or pursue pedophilic desires (pages 319, 413), how social networking sites may provide a new venue for social anxiety (page 514), and how today's technology has helped create new psychological disorders such as Internet addiction (page 614). It also looks at troubling and dangerous new trends such as the posting of self-cutting videos on the Internet (page 492), live Web suicides (page 311), and pro-anorexia and pro-suicide Web sites (page 108). And it brings to life for the reader the growth of *telepsychology* in its ever-expanding forms—from long-distance therapy using Skype to therapy enhanced by video game avatars and other virtual reality experiences to Internet-based support groups (pages 69, 614–615).

•NEW! ADDITIONAL SECTIONS Over the past several years, a number of topics in abnormal psychology have received special and intense attention. In this edition, I have provided new in-depth sections on such topics. For example, *social anxiety disorder* has clearly left the realm of phobias and is now viewed as a separate anxiety disorder with unique explanations and treatments. Thus *Abnormal Psychology*, Eighth Edition, presents this disorder and its explanations and treatments in its own section (pages 132–135). Similarly, new in-depth sections are devoted to *substance use disorder* (pages 252–253), *distraction behavior therapy* (pages 493–494), and *diagnosed areas of personality disorders* (pages 513–514), among other topics.

•NEW! ADDITIONAL “CUTTING-EDGE” BOXES In this edition, I have grouped the various boxes into two categories to better orient the reader. *PsychWatch* boxes examine topics in more depth, emphasize the effect of culture on mental disorders and treatment, and explore examples of abnormal psychology in movies, the news, and the real world. *MediaSpeak* boxes offer provocative pieces by news, magazine, and Web writers on current issues and trends in abnormal psychology. In addition to updating the *PsychWatch* and *MediaSpeak* boxes that have been realized from the previous edition, I have added many new ones, including:

- *MediaSpeak*: A Reachback Check Sheet on Wikipedia! (Chapter 4)
- *MediaSpeak*: The Poverty Clinic (Chapter 6)
- *MediaSpeak*: A Life Interrupted (Chapter 7)
- *MediaSpeak*: Live Web Suicides: A Growing Phenomenon (Chapter 10)
- *MediaSpeak*: A Mother's Loss, a Daughter's Story (Chapter 11)
- *MediaSpeak*: The Sugar Plum Fairy (Chapter 11)
- *MediaSpeak*: Sober High Schools (Chapter 12)
- *MediaSpeak*: A Different Kind of Judgment (Chapter 13)
- *MediaSpeak*: “Alternative” Mental Health Care (Chapter 15)
- *MediaSpeak*: Videos of Self-Injury Find an Audience (Chapter 16)
- *MediaSpeak*: The Patient as Therapist (Chapter 16)

- **LifeSizeSpeak:** Targeted for Bullying (Chapter 17)
- **LifeSizeSpeak:** Focusing on Emotions (Chapter 18)

• **NEW! HIGHLIGHTED CRITICAL THINKING** The eighth edition of *Abnormal Psychology* has been redesigned strikingly to give it an open, clean, and modern look. One way it helps readers better learn, enjoy, and think about the topics under discussion is a re-iteration of this design, “critical thought questions” pop-ups within the text narrative asking students to pause at precisely the right moment and think critically about the material they are just read. At the same time, the design retains a fun and thought-provoking feature from past editions that has been very popular among students and professors: reader-friendly elements called “Between the Lines,” consisting of text-relevant tidbits, surprising facts, current events, historical research, intriguing theories, or notable and stimulating quotes.

• **NEW! THOROUGH UPDATE** In this edition, I present recent theories, research, and events, including more than 2,000 new references from the years 2009–2012, as well as hundreds of new photos, tables, and figures.

• **EXPANDED COVERAGE—KEY DISORDERS AND TOPICS** In line with the field’s (and college students’) increased interest in certain psychological problems and treatments, I have added or expanded the coverage of topics such as trauma, narcissism, and psychopathy (pages 160–162); club drugs such as Ecstasy (page 365), crystal meth (page 362), and salvia (page 351); college binge drinking (page 200) and binge drinking (page 352); postpartum depression (page 229) and postpartum psychosis (page 476); cybertherapy and virtual reality treatments (page 682); Cocaine versus Viagra (page 490); binge and eating disorders (pages 302), fashion, media, and eating disorders (pages 329–331); medical use of marijuana (pages 368–369); fetal drug use among celebrities (pages 369–372); consensual non-consent (pages 413–415, 415–42); self-cutting (page 280); antidepressant drugs and suicide (page 307); race and suicide (page 305); music and suicides (pages 294); live WebOs, suicides (page 51); drink sites on the Internet (page 178); gay bullying (page 529); killing people with mental disorders (pages 468–473); Facebook and mental health (pages 31, 612–613); direct to consumer advertising (page 277); serial murderers (page 388); and more.

• **EXPANDED COVERAGE—PREVENTION AND MENTAL HEALTH PROMOTION** In accord with the clinical field’s growing emphasis on prevention, positive psychology, and psychological wellness, I have increased significantly the textbook’s attention to these important approaches (for example, pages 17–19, 75–76, 171, 583–584, 585).

• **EXPANDED COVERAGE—MULTICULTURAL ISSUES** Over the past 25 years, clinical theories and research increasingly have become critical in ethnic, racial, gender, and other cultural factors, and my previous editions of *Abnormal Psychology* certainly have included these important factors. In the twenty-first century, however, the study of such factors has appropriately been elevated to a broad perspective—the *multicultural perspective*. Theoretical and treatment approaches to abnormal behavior that is, or should be, carried out across all forms of psychopathology and treatment. Consistent with this clinical movement, the current edition includes broad multicultural page-over-sections within each chapter of the textbook (for example, pages 46–47, 805, 332–333), numerous boxes emphasizing multicultural issues (pages 101, 136–137, 190, 232), and numerous photographs, art, and case presentations that reflect our multicultural society. A quick look through the pages of this textbook will reveal that it truly reflects the diversity of our society and of the field of abnormal psychology.

• **EXPANDED COVERAGE—“NEW WAVE” COGNITIVE AND COGNITIVE BEHAVIORAL THEORIES AND TREATMENTS** The theoretical focus and treatment approaches of cognitive and cognitive-behavioral disorders have been fueled in recent years by “new wave” cognitive and cognitive-behavioral theories and therapies that help clients “accept” and “defeat” those maladaptive thoughts and perspectives that are resistant to change. The current edition of *Abnormal Psychology* has expanded its coverage of these “new wave”

theories and therapies, including *cognitive-behavioral therapy* and *Acceptance and Commitment Therapy (ACT)*, presenting their propositions, techniques, and research in chapters throughout the text (for example, pages 64, 120–123, 461–462).

• **EXPANDED COVERAGE • NEUROSCIENCE** The twenty-first century has witnessed the continued growth and impact of remarkable brain-imaging techniques, genetic mapping strategies, and other neuroscience approaches, all of which are expanding our understanding of the brain. Correspondingly, the new edition of *Abnormal Psychology* has expanded its coverage of how biochemical factors, brain structure, brain function, and genetic factors contribute to abnormal behavior (for example, pages 49–53, 139–158, 250–254, 300–301). It also offers more revealing descriptions of the neuroimaging techniques themselves and their role in the study of abnormal psychology (for example, pages 94–95, 146–148, 232–233), using a stimulating array of *brain scan* photos (for example, pages 374–408) and enlightening anatomical art (pages 124, 178, 253, 374).

Continuing Strengths

In this edition I have also retained the themes, material, and techniques that have worked so successfully and been embraced in this specialty by past readers.

BREADTH AND BALANCE The field's many theories, subfields, disorders, and treatments are presented completely and accurately. All major models—psychological, biological, and sociocultural—receive objective, balanced, up-to-date coverage, without bias toward any single approach.

INTEGRATION OF MODELS Discussions throughout the text, particularly those headed “Putting It Together,” help students better understand when and how the various models work together and how they differ.

EMPATHY The subject of abnormal psychology is people—very often people in great pain. I have tried therefore to write *Abner* with empathy and to impart this awareness to students.

INTEGRATED COVERAGE OF TREATMENT Discussions of treatment are presented throughout the book, in addition to a complete overview of treatment in the opening chapters; each of the psychology chapters includes a full discussion of relevant treatment approaches.

RICH CASE MATERIAL I integrate numerous and culturally diverse clinical examples to bring theoretical and clinical issues to life. More than 25 percent of the clinical material in this edition is new or revised significantly.

DSM FOCUS Throughout the book, I indicate the DSM criteria—such criteria and symptoms—that are used to diagnose each disorder. At the same time, I clarify the clinical and research limitations of the DSM.

MARGIN GLOSSARY Hundreds of key words are defined in the margins of pages in which the words appear; in addition, a traditional glossary is available in the back of the book.

“PUTTING IT TOGETHER” A section toward the end of each chapter, “Putting It Together,” asks whether competing models can work together in a more integrated approach and also summarizes where the field now stands and where it may be going.

FOCUS ON CRITICAL THINKING The textbook provides a look for thinking critically about abnormal psychology. As I mentioned earlier in this edition, “critical thought” questions appear as carefully selected sections within the text discussions. The questions ask readers to apply and think critically about the material they have just read.

STRIKING PHOTOS AND STIMULATING ILLUSTRATIONS Concepts, disorders, treatments, and applications are brought to life for the reader with striking photographs,

diagrams, graphs, and anatomical figures. All of the figures, graphs, and tables are new to this edition, reflect the most up-to-date data available. The photos range from historical to today's world to pop culture. They do more than just illustrate topics; they teach and move readers.

ADAPTABILITY Chapters are self-contained, so they can be assigned in any order that makes sense to the professor.

Supplements

I have been delighted by the enthusiastic responses of both professors and students to the supplemental and ancillary my textbooks. This edition offers those supplements once again, revised and enhanced, and adds a number of exciting new ones.

FOR PROFESSORS

• **NEW! VIDEO SEGMENTS FOR ABNORMAL PSYCHOLOGY, NEW EDITION** *Produced and edited by Ronald J. Comer, Professor, University, and Gregory Comer, Professor, Eastern Kentucky University. Faculty Guide included.* This incomparable video series offers 25 chapters—many of them new to this edition—that depict disorders, show historical footage, and illustrate clinical types, pathologies, treatments, experiments, and phenomena. Videos are available on DVD/VHS, or CD-ROM. I also have written an accompanying guide that fully describes and discusses each video clip, so that professors can make informed decisions about the use of the segments in lectures.

In addition, Nicholas Green, College of Lane County, has written a set of questions to accompany each video segment in the series. The questions have been added to the *Faculty Guide* (now available in the *Instructor's Resource Manual*) and are also available in PowerPoint for use with Worth Publishers' Clicker Classroom Response system. You can find these PowerPoint slides on the instructor side of the book companion Web site or on the Instructor's Resource CD-ROM.

CLINICAL VIDEO CASE FILE FOR ABNORMAL PSYCHOLOGY *Produced and edited by Ronald J. Comer and Gregory Comer. Faculty guide is available on the book companion Web site at www.worthpublishers.com/abnorm under Video Case File Faculty Guide.* I have also produced a set of 10 longer video case studies that bring to life particularly interesting forms of psychopathology and treatment. These in-depth and influential videos are available on DVD or CD-ROM.

THE BOOK COMPANION WEB SITE FOR ABNORMAL PSYCHOLOGY, EIGHTH EDITION offers cutting-edge online activities that facilitate critical thinking and learning, as well as tools to help monitor student progress, create interactive presentation and explore course management solutions. This password-protected instructor site includes a quiz gradebook, links to additional tools for various course management systems, and a full array of teaching resources, including:

POWERPOINT® SLIDES (<http://www.worthpublishers.com/abnorm>) These PowerPoint slides can be used directly or customized to fit a professor's needs. There are two customizable slide sets for each chapter of the book—one featuring chapter text, the other featuring all chapter photos and illustrations.

POWERPOINT® PRESENTATION SLIDES by Kevin Clay Reeves, Northampton Community College, available at www.northamptoncc.edu/cour These customized slides focus on key text terms and themes, reflect the main points in significant detail, and feature tables, graphs, and figures from the book. Each set of chapter slides is accompanied by a set of handouts, which can be distributed to students for use during lectures. The handouts are based on the instructor slides, with key points replaced by “fill-in” items. Answer keys and suggestions for use are also provided.

DIGITAL PHOTO LIBRARY (<http://www.worthpublishers.com/abnorm>) This collection gives you access to all of the photographs from *Abnormal Psychology*, Eighth Edition.

INSTRUCTOR'S RESOURCE MANUAL by Karen Clay-Raines, Northampton Community College. This comprehensive guide ties together the ancillary package for professors and teaching assistants. The manual includes detailed chapter outlines, lists of principal learning objectives, ideas for lectures, discussion launchers, classroom activities, extra credit projects, word search and crossword puzzles, transparency masters for every table in the text, and DSM criteria for each of the disorders discussed in the text. It also offers strategies for using the accompanying media, including the video segments series, the companion Web site, and the transparencies. Finally, it includes a comprehensive set of reliable materials that can be obtained from outside sources—items such as television feature films, documentaries, teaching references, and Internet sites related to abnormal psychology.

ASSESSMENT TOOLS

PRINTED TEST BANK by John H. Holt, Bethany College and Debra B. Holt, Wheeling Jesuit University. A comprehensive test bank offers more than 2,200 multiple-choice, fill-in-the-blank, and essay questions. Each question is graded according to difficulty, identified as factual, or applied, and keyed to the topic and page in the text where the source information appears.

DIPLOMA COMPUTERIZED TEST BANK This Windows and Macintosh dual-platform CD-ROM guides professors step-by-step through the process of creating a test and allows them to add an unlimited number of questions, edit or scramble questions, format a test, and include pictures and multimedia links. The accompanying grade book enables them to record students' grades throughout the course and includes the capacity to sort student records and view detailed analyses of test items, curve tests, generate reports, add weights to grades, and more. The CD-ROM also provides tools for converting the Test Bank into a variety of useful formats as well as Blackboard- and WebCT-formatted versions of the Test Bank for *Abnormal Psychology*, Eighth Edition.

ONLINE QUIZZING, POWERED BY QUESTIONMARK Accessed via the companion Web site at www.questionmark.com/course. Professors can quiz students online easily and securely using provided multiple-choice questions for each chapter (note that questions are not from the Test Bank). Students receive instant feedback and can take the quizzes multiple times. Professors can view results by quiz, student, or question, or can get weekly results via e-mail.

FOR STUDENTS

PSYCHPORTAL Available at www.psychportal.com. Created by psychologists for psychologists, PsychPortal is an innovative, customizable online course quarter that includes a complete eBook, powerful quizzing engine, and unparalleled media resources.

PsychPortal for Abnormal Psychology, Eighth Edition, contains:

- **•NEW•** Launch Pad makes enhancing your course with engaging online content so easy. A series of pre-built assignments carefully crafted by a team of instructional designers and experienced instructors, Launch Pad helps students master course material while creating incentives to easily monitor their progress. Consulting the book's table of contents, each Launch Pad Unit contains a chapter from the *Abnormal Psychology*, Eighth Edition eBook, related videos from the *Abnormal Psychology* Video and Kit, a Web-Based Case Study that helps students research diagnoses and treatment protocols according to DSM-IV-TR criteria, and an automatically scored summative quiz that assesses students on their understanding of the material in the unit.
- **•NEW•** Sixteen Web-Based Case Studies in *PsychPortal* describe real-world, contemporary examples of individuals suffering from various disorders. Each case describes the individual's history and symptoms and is accompanied by a set of guided questions that permit us to practice DSM-IV-TR criteria for the disorder and suggest a course of treatment.
- *Abnormal Psychology*, Eighth Edition, *Practice and Skills* by Ronald J. Comer, Professor, University of Calgary, Canada, *Practitioner Research*. This Student Tool Kit

effects 57 intriguing video cases ranging three to seven minutes each. The video cases focus on persons affected by disorders discussed in the text. Students first view a video case and then answer a series of thought-provoking questions about it. Additionally, the Student Tool Kit contains multiple-choice practice test questions with built-in instructional feedback for every option.

- **Interactive eBook.** In addition to being integrated into *PsychNotes* for *Abnormal Psychology*, Eighth Edition, eBook is available in a stand-alone version that can either complement a text or serve as a low-cost alternative. The eBook fully integrates the entire text and all student media resources, plus a range of study and customization features, including a powerful notes feature that allows instructors and students to customize any page; Google-style full-text search; text highlighting; a bookmark function; and a full-searchable glossary.

ABNORMAL PSYCHOLOGY COMPANION WEB SITE by *Nicholas Gray, College of Lake County, and Joan Spiegelman, Community College of Baltimore County*, available at www.worthpublishers.com/notes. This Web site provides students with a virtual study guide, 24-hour-a-day, seven-days-a-week. These resources are free and do not require any special access codes or passwords. The contents of the site include chapter outlines, annotated Web links, quizzes, interactive flash cards, research exercises, and frequently asked questions about clinical psychology. In addition, the site includes sixteen case studies by Elaine Cassel, Marymount University and Lori Fuhras, Community College of Lake County; Dana L. Hudson, Missouri State University; and Brooke L. Whisenand, Missouri State University. Each case describes an individual's history and symptoms and is accompanied by a set of guided questions that point to the precise DSM-IV-TR criteria for the disorder and suggest a course of treatment.

STUDENT WORKBOOK by *Ronald J. Comer, Princeton University, and Gregory Comer, Division of Student Resources*. The engaging exercises in this student guide actively involve students in the text material. Each chapter includes a selection of practice tests and exercises, as well as key concepts, guided study questions, and written reviews.

CASE STUDIES IN ABNORMAL PSYCHOLOGY by *Julius D. Compton, Director of the Delirium Program, New York-Presbyterian Hospital, and Ronald J. Comer, Princeton University*. This casebook provides 20 case histories, each going beyond DSM diagnoses to describe the individual's history and symptoms, a theoretical basis for treatment, a specific treatment plan, and the actual treatment conducted. The casebook also provides three cases without diagnoses or treatment, so that students can identify disorders and suggest appropriate therapies. In addition, case study evaluations by Ann-Berndt Williams, Glendale Community College, are available at www.worthpublishers.com/notes. Each evaluation accompanies a specific case and can be assigned to students to assess their understanding as they work through the text.

THE SCIENTIFIC AMERICAN READER TO ACCOMPANY ABNORMAL PSYCHOLOGY, Edited by *Ronald J. Comer, Princeton University*. Upon request, this reader is free when packaged with the text. Drawn from *Scientific American*, the articles in this full-color collection enhance coverage of important topics covered by the course. Keyed to specific chapters, the selections provide a preview of and discussion questions for each article.

SCIENTIFIC AMERICAN EXPLORES THE HIDDEN MIND: A COLLECTOR'S EDITION! Upon request, this reader is free when packaged with the text. In this special edition *Scientific American* provides a compilation of undated articles that explore and reveal the mysterious inner workings of our wondrous mind and brain.

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