

# PREFACE

*Abnormal Psychology*, fourth edition, is about people—people who suffer and struggle and sometimes triumph over their mental-health problems. Beginning with the first edition of this book, my goal has been to bring readers face to face with people diagnosed with mental disorders, to increase their understanding and compassion. The voices of these people are heard loudly and clearly throughout this book, giving us glimpses of the personal experience of mental disorders. I have also dealt directly with the fact that many readers of this book will have experienced mental disorders in themselves or close family members or friends. These concerns with the personal experience of mental disorders continue in the fourth edition.

As our understanding and treatment of many types of abnormality progress, we are beginning to understand how biological and psychosocial factors interact to create psychological disorders. These interactions are a major focus of *Abnormal Psychology*. In this edition, I have highlighted theoretical models and new research that integrate biological and psychosocial approaches to mental disorders. I have also incorporated research on how biological treatments affect psychosocial functioning and how psychosocial treatments change biological processes. As a result, *Abnormal Psychology*, fourth edition, provides readers with the most advanced integrative perspectives in the field.

## EMPHASIS ON EMPIRICAL RESEARCH

Empirical research is the gold standard for evaluating theories and treatments of mental disorders. In *Abnormal Psychology*, fourth edition, I have updated the reviews of research on theories and treatments for each disorder. Moreover, I have stated clearly when particular theories or treatments have not been supported empirically or have not been tested adequately. These reviews of recent research have benefited greatly from the many pre-prints and in-press manuscripts sent to me by some of the most respected researchers in the field. As a result, I have been able to provide readers with a sense of what the best and brightest researchers believe is the most important new work and where the field is going.

## EMPHASIS ON INTEGRATION

Students often come to a course in abnormal psychology asking whether mental disorders are the result of biological factors or psychosocial factors. It is increasingly clear that this is the wrong question and that both biological and psychosocial factors are involved in most disorders. I highlighted integrative models of biological and psychosocial factors in previous editions of this book, but, in the fourth edition, these integrative models are central. In every chapter, a new section called *Chapter Integration* describes an integrative approach to the disorders discussed in that chapter and illustrates this approach with a new figure. In addition, specific disorders are often discussed in terms of integrative bio-psycho-social models. Thus, the fourth edition features an enhanced emphasis on how biology, psychology, and social contexts come together to create vulnerability to disorders.

## EMPHASIS ON CLARITY

I have always attempted to write clearly, so that readers can comprehend the vast array of theories, research, and treatments available for various disorders. This emphasis on clarity continues in the fourth edition. Because students sometimes find biological theories and research especially difficult to understand, in this edition I have made a major effort to make this material clear and comprehensible. Toward this end, throughout the book I have added small diagrams of the brain, highlighting structures in which abnormalities have been associated with a particular disorder. These standardized illustrations will help students learn the parts of the brain and identify areas relevant to particular disorders.

## EMPHASIS ON CULTURE AND GENDER

Beginning with the first edition of *Abnormal Psychology*, I have tried to help readers understand how culture and gender play a role in mental disorders, influencing people's vulnerability to a disorder, expression of a disorder, or response to treatment. I have relied as much as possible on empirical research in describing how culture and gender impact a disorder. In the fourth edition, I have updated the discussions of the research on culture and

gender and have highlighted new debates, such as the debate on how culture influences the diagnosis of personality disorders. As always, my coverage of gender and cultural issues is not marginalized into “boxes” but is integrated as critical material readers should know about the disorders being discussed.

## EMPHASIS ON UNDERSTANDING PERSONAL EXPERIENCE

Whenever I teach abnormal psychology, students approach me to talk about their own experience with mental disorders in their family, friends, or themselves. Often, these students begin by saying, “I’ve never told anyone else at school this, but . . .” They have many questions and concerns about these experiences—what can be done to help them, what it means for their future, how they can be supportive of family members or friends who suffer from a mental disorder.

I want students to come away from this book with the power of knowledge. I want them to be empowered not to suffer in silence, feeling victimized and helpless, but to understand better the sources of their distress and to make good choices that help them overcome this suffering. This knowledge comes, in part, from learning about research on explanations and treatments for disorders.

In addition, the feature titled *Taking Psychology Personally* directly addresses the personal questions and concerns students bring to a course on abnormal psychology, such as questions on how to find a therapist and how to support a loved one. In consultation with the major organizations that serve mental-health consumers (such as the American Psychological Association), I present ideas for how students can think about the meaning of the research they are reading for their own lives and how they can find appropriate help for their concerns.

## EMPHASIS ON THE VOICES OF PEOPLE WITH DISORDERS

How can students understand what it is like to suffer from a mental disorder? They can read the criteria

for diagnosing the disorder. But these criteria are often no more than lists of symptoms that are foreign and incomprehensible to students. In each chapter of this book, I let people who have experienced these symptoms describe them in their own words. Every chapter of the fourth edition begins with the feature *Extraordinary People*, which highlights the experiences of people who suffer from mental disorders and gives us a window into the hearts and minds of these people. Some of these extraordinary people, including Nobelist John Nash and psychology researcher and professor Kay Redfield Jamison, have achieved tremendous success despite their mental disorders. Others have led more ordinary lives, which in itself is a great accomplishment for people with serious mental disorders. These stories take students far beyond lists of diagnostic criteria and into the subjective experience of a disorder.

Also, within the text of each chapter are features called *Voices*, first-person accounts from people with mental disorders. These quotes give students a subjective sense of the symptoms of each disorder, allowing people who suffer these symptoms to describe their experiences. The quotes also illustrate key points about a disorder, such as how it affects the functioning of the individual or his or her family members or friends. This feature helps students get inside the experiences of people with mental disorders to gain a deeper understanding of the symptoms and the impact of the symptoms on people’s lives.

## MAJOR CHANGES ACROSS ALL CHAPTERS IN THE FOURTH EDITION

The fourth edition of *Abnormal Psychology* includes a number of major changes that were implemented in all chapters. These changes, some of which I have already mentioned, reflect a greater emphasis on integrated approaches to abnormal psychology and a concerted effort to make biological information clear to students.

1. *Integrative bio-psycho-social models* of mental disorders are featured in each chapter of the fourth edition. Where appropriate, these models are discussed and illustrated with regard to individual disorders. Then, at the end of each chapter, a new section called *Chapter Integration* describes an integrative approach to the group of disorders discussed in that chapter and illustrates this approach with a new figure. Color-coding helps students distinguish among the biological, psychological, and social factors in these figures and others.
2. *Extraordinary People*, a feature that usually highlights an individual diagnosed with a mental disorder, now opens and closes each chapter. The individual's own words and experiences introduce the characteristics of a mental disorder discussed in the chapter. Where appropriate, I refer to that individual in the chapter to illustrate important points about the disorder, its causes and treatments. At the end of the chapter, the *Extraordinary People* follow-up gives the reader a sense of how the individual is living with the mental disorder and its consequences. In some cases, the individual highlighted in *Extraordinary People* is a celebrity; in others, he or she is generally unknown but provides a compelling account of living with a mental disorder.
3. New *standardized brain diagrams* in most chapters help students understand which parts of the brain are implicated in a disorder. These small diagrams of the brain highlight areas where abnormalities have been associated with a particular disorder. These standardized illustrations will help students learn the parts of the brain and identify areas relevant to particular disorders.
4. The *biological theories* of mental disorders and evidence for these theories have been thoroughly updated. I have also rewritten much of the material on biological approaches to make it more accessible.
5. *Concept Overviews* in each chapter highlight, summarize, and illustrate the main “take-home” messages about theories of and treatments for disorders. Some of these *Concept Overviews* are tables; others are figures.
6. The *Chapter Summary* now includes references to relevant *Concept Overviews*, tables, and figures. These references point students to the summary material that will be most helpful in reviewing the material.

## PROVEN FEATURES RETAINED IN THE FOURTH EDITION

Instructors and students liked a number of features in the third edition of *Abnormal Psychology*. I have kept—and strengthened—these popular features in the fourth edition:

1. *Taking Psychology Personally* addresses in each chapter the personal issues and questions students often bring to a course on abnormal psychology. Some examples include how to look for a therapist, how to cope with a family member who has a mental disorder, and what to do if a friend is suicidal.
2. *Voices* excerpts bring alive the characteristics of mental disorders in the words of people who live with them.
3. *Case Studies* illustrate the disorders, possible contributors to the disorders, and treatments for the disorders.
4. Several *learning tools* help students identify the most important information, organize it, understand it, and remember it:
  - a. A *Chapter Overview* at the beginning of each chapter previews and frames the main sections of the chapter, including the *Chapter Integration* section.
  - b. *Summing Up* provides a bulleted summary of key points at the end of each major section.

- c. *DSM-IV-TR tables* list the symptoms and criteria for diagnosis of each major disorder.
- d. *Concept Overviews* summarize key material in table form or as figures, which provide a more visual summary.
- e. *Key Terms* are listed at the end of each chapter, with page references, for easy review.

## CHAPTER-BY-CHAPTER CHANGES IN THE FOURTH EDITION

In addition to the major changes across all the chapters, I have made the following key changes in individual chapters:

### *Chapter 1: Looking at Abnormality*

- Added a discussion of how various criteria for abnormality can be summarized and remembered as the 3Ds: distress, dysfunction, and deviance
- Expanded and updated the discussion of managed care

### *Chapter 2: Contemporary Theories of Abnormality*

- Revised the sections on biological theories for greater clarity and added new figures on the brain and other biological systems
- Added more information on the empirical support for various theories

### *Chapter 3: The Research Endeavor*

- Clarified the meanings and roles of theory and hypothesis in the scientific method
- Added a section on epidemiological research
- Added discussions of prevalence and incidence
- Added a section on single-case experimental designs
- Added discussions of efficacy and effectiveness in therapy outcome research
- Added a section on meta-analysis

### *Chapter 4: Assessing and Diagnosing Abnormality*

- Revised the *Extraordinary People* feature to focus on Michael J. Fox's autobiography and used examples from this autobiography throughout the chapter to illustrate how clinicians would assess his symptoms
- Expanded and updated sections on neuroimaging technologies in assessment
- Expanded and updated section on concerns about the DSM-IV-TR
- Added a section in differential diagnosis

### *Chapter 5: Treatments for Abnormality*

- Added a section on the multiple caregivers often involved in the treatment of an individual diagnosed with a mental disorder
- Updated the section on herbal medicines to reflect recent evidence questioning their safety and efficacy
- Added a section on repetitive transcranial magnetic stimulation
- Revised the section on evaluating therapies for greater clarity and to reflect recent critiques of the lack of data on the efficacy of therapies across ethnic groups
- Added a discussion of recent concerns about the safety of antidepressant drugs for children and adolescents

### *Chapter 6: Stress Disorders and Health Psychology*

- Integrated material on the effects of stress on physical health (formerly in Chapter 18) with material on posttraumatic stress disorder (formerly in Chapter 7) to create one chapter on stress-related disorders
- Expanded the discussion of acute stress disorder
- Added a discussion of adjustment disorder
- Added information on PTSD in the survivors of recent disasters and wars

- Updated the section on the biological factors in PTSD to reflect substantial new research in this field, including on the role of early childhood trauma on the development of the physiological stress response

#### *Chapter 7: Anxiety Disorders*

- Gathered material on all anxiety disorders except PTSD into this chapter
- Clarified the distinctions between adaptive fear and maladaptive anxiety
- Added a discussion of the role of interoceptive awareness in panic disorder
- Added a discussion of the role of negative reinforcement in phobias
- Reduced the number of *Voices* segments in the section on obsessive-compulsive disorder to improve the flow of that section

#### *Chapter 8: Somatoform and Dissociative Disorders*

- Reversed the order of discussion of somatoform and dissociative disorders, so that the more typical disorders are discussed first
- Clarified the distinctions among malingering, factitious disorders, and psychosomatic disorders
- Updated the section on the repressed or false memory debate

#### *Chapter 9: Mood Disorders*

- Updated epidemiology based on new data from the National Comorbidity Survey
- Added a section on the neurobiological changes accompanying early abuse that could contribute to risk for mood disorders
- Added a discussion of the role of excessive reassurance seeking in depression
- Added discussions of repetitive transcranial magnetic stimulation in the treatment of depression

- Added a section on vagus nerve stimulation in the treatment of depression

#### *Chapter 10: Suicide*

- Updated epidemiology of suicide with new data from the Centers for Disease Control and Prevention and the World Health Organization

#### *Chapter 11: Schizophrenia*

- Added a discussion of research on smooth pursuit eye movement in schizophrenia
- Added a discussion of deficits in working memory in schizophrenia
- Added a discussion of the integrative model of Barch on how neuropsychological deficits may contribute to schizophrenia
- Condensed the discussion on older and unsupported theories of schizophrenia

#### *Chapter 12: Personality Disorders*

- Emphasized empirically supported theories and treatments for personality disorders and deemphasized unsupported theories and treatments
- Clarified the distinction between antisocial personality disorder and psychopathy
- Expanded the discussions of problems with the DSM-IV-TR conceptualization of personality disorders, including possible gender and cultural bias
- Emphasized the trend toward dimensional models of personality disorders

#### *Chapter 13: Childhood Disorders*

- Added a section on college students coping with mental disorders
- Expanded the discussion of the subtypes of attention-deficit/hyperactivity disorder,

- including information on the role of sluggish cognitive tempo
- Expanded the discussion of the distinctions between conduct disorder and oppositional defiant disorder
- Added a section on Asperger's disorder

#### *Chapter 14: Cognitive Disorders and Life-Span Issues*

- Added information on the causes of and treatments for Alzheimer's disorder

#### *Chapter 15: Eating Disorders*

- Expanded the section on binge-eating disorder
- Updated the research on social pressures toward eating disorders, including new experimental work
- Added a discussion of dieting subtype versus depressive subtype binge eating
- Reorganized and updated the section on the psychosocial factors in eating disorders

#### *Chapter 16: Sexual Disorders*

- Extensively revised the entire chapter to reflect new research and treatments
- Expanded the discussion of the role of Viagra and similar drugs in the treatment of sexual dysfunctions
- Clarified the role of sex therapy in the psychotherapy of sexual dysfunction
- Added a discussion of the history of thought on homosexuality
- Clarified the characteristics of the paraphilias
- Substantially updated the section on gender identity disorder

#### *Chapter 17: Substance-Related Disorders*

- Updated epidemiology and historical trends of drug use
- Added a section on club drugs

- Expanded the discussion of the role of GABA in drug effects
- Expanded and updated the section on the explanations for gender differences in alcohol use

#### *Chapter 18: Mental Health and the Law*

- Added a discussion of the "Zoloft defense" as a type of insanity defense
- Added new data on violence among people with mental illness

## SUPPLEMENTS

The text has an outstanding ancillary package to support student learning and classroom teaching.

### For the Student

**Student Study Guide** (prepared by Jennifer Boothby, Indiana State University) This study tool provides students with a comprehensive review of the material in the textbook. Each chapter of the study guide includes learning objectives, a list of essential ideas from each chapter, a guided review through all of the major sections, a 20-item practice multiple-choice exam with answers, and a practice essay exam with answers.

**MindMap Student CD-ROM** A rich resource for students, this CD-ROM includes short video excerpts from McGraw-Hill's *Faces of Abnormal Psychology* series and other sources with wrap-around pedagogy, interactive exercises, chapter quizzes, and other valuable tools to help students master the concepts of abnormal psychology.

**Online Learning Center for Students** (updated by Gail Edmunds) The official Web site for the text contains PowerWeb articles, *New York Times* news feeds, chapter outlines, practice quizzes that can be e-mailed to the professor, key term flashcards, interactive exercises, Internet activities, Web links to relevant abnormal psychology sites, an Internet primer, a career appendix, and a statistics primer. [www.mhhe.com/nolen4](http://www.mhhe.com/nolen4)

**PowerWeb** This unique online tool provides students with current articles, curriculum-based materials, weekly updates with assessment, informative and timely world news, refereed Web links, research tools, study tools, and interactive exercises. A PowerWeb access password is bound into the front of each new copy of the text.

## For the Instructor

**Instructor's Manual** (revised by Linda Raasch, Normandale Community College, and NiCole Buchanan, Michigan State University) This comprehensive guide includes an overview of each chapter, learning objectives, suggestions and resources for lecture topics, classroom activities, projects, suggestions for video and multimedia lecture enhancements, and a media integration guide to help link the electronic resources to the syllabus. For this edition, NiCole Buchanan has provided ideas for addressing in the classroom differences in gender and culture that affect the way individuals experience psychological disorders in a diverse society. The *Instructor's Manual* is available on the password-protected Instructor's Center of the text Web site and on the *Instructor's Resource CD-ROM*.

**Test Item File** (revised by Brenda Flippen, Durham Technical Community College) Available on the *Instructor's Resource CD-ROM*, the *Test Item File* provides a wide variety of book-specific test questions. Available as Word files, the questions in the *Test Item File* are also provided in EZ Test. McGraw-Hill's EZ Test is a flexible and easy-to-use electronic testing program that allows instructors to create tests from book-specific items. It accommodates a wide range of question types and allows instructors to add their own questions. Multiple versions of a test can be created and any test can be exported for use with course management systems such as WebCT, BlackBoard, or PageOut. EZ Test Online is a new service that gives instructors a place to easily administer EZ Test-created exams and quizzes online. The program is available for Windows and Macintosh environments.

**PowerPoint Lectures** (revised by Crystal Park, University of Connecticut, Storrs) Available on the text Web site as well as on the *Instructor's Resource CD-ROM*, these presentations cover the key points of the chapter and include graphics. Helpful lecture guidelines are provided in the "notes" section for each slide. They can be used as-is or modified to meet the instructor's needs.

**Classroom Performance System (CPS)** The Classroom Performance System (CPS) from eInstruction allows instructors to gauge immediately what students are learning during lectures. With CPS, instructors can ask questions, take polls, or host classroom demonstrations and get instant feedback. In addition, CPS makes it easy to take attendance, give and grade pop quizzes, or give formal, paper-based class tests with multiple versions of the test using CPS for immediate grading.

For instructors who want to use CPS in their classroom, McGraw-Hill is pleased to offer text-specific multiple-choice questions and polling questions created by Elisabeth Sherwin (University of Arkansas, Little Rock) for in-class use. The questions are available on the *Instructor's Resource CD-ROM* and can be downloaded from the Web site for *Abnormal Psychology*, fourth edition.

**Instructor's Resource CD-ROM** This comprehensive CD-ROM includes the *Instructor's Manual*, *Test Item Files*, PowerPoint slides, CPS questions, and an image gallery. An easy-to-use interface is provided for the design and delivery of multimedia classroom presentations.

**Faces of Abnormal Psychology, Volumes I and II** This series of 20 8- to 10-minute video short clips suitable for classroom viewing is available on DVD and VHS for instructors who adopt this text. Each video features an interview with an individual who has experienced a mental disorder. Schizophrenia, posttraumatic stress disorder, bulimia nervosa, obsessive-compulsive disorder, and Asperger's disorder are some of the conditions covered.

**Taking Sides: Clashing Views on Controversial Issues in Abnormal Psychology** This debate-style

reader introduces students to controversial viewpoints on important issues in the field. Each topic is carefully framed for students, and the pro and con essays represent the arguments of leading scholars and commentators in their fields. An instructor's guide containing testing materials is also available.

**Online Learning Center for Instructors** The password-protected instructor side of the text Web site contains the *Instructor's Manual*, a sample chapter from the text, PowerPoint presentations, Web links, *New York Times News* feeds, and other teaching resources. [www.mhhe.com/nolen4](http://www.mhhe.com/nolen4)

**PageOut™** With this tool from McGraw-Hill, instructors can build their own course Web sites in less than an hour. PageOut™ requires no prior knowledge of HTML, no long hours of coding, and no design skills. With PageOut™, even the most inexperienced computer user can quickly and easily create a professional-looking course Web site. Instructors simply fill in templates with their information and with content provided by McGraw-Hill, then choose a design, to create a Web site specifically designed for their course. Instructors can visit [www.pageout.net](http://www.pageout.net) to find out more about this free course management system.

Populated **WebCT** and **Blackboard** course cartridges are also available for use with this text. Instructors should contact their McGraw-Hill sales representative for details.

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