

Abnormal Psychology

In a Changing World

ELEVENTH EDITION

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Library of Congress Cataloging-in-Publication Data

Names: Nevid, Jeffrey S., author. | Rathus, Spencer A., author. | Greene, Beverly, author.

Title: Abnormal psychology in a changing world / Jeffrey S. Nevid, St. John's University, Spencer A. Rathus, The College of New Jersey, Beverly Greene, St. John's University.

Description: Eleventh edition. | Hoboken : Pearson, [2021] | Includes bibliographical references and index.

Identifiers: LCCN 2019037462 (print) | LCCN 2019037463 (ebook) |

ISBN 9780135821688 hardcover rental edition |

ISBN 9780135821770 (instructor's review copy) | ISBN 9780137992063 (loose leaf edition) |

Subjects: LCSH: Psychology, Pathological—Textbooks.

Classification: LCC RC454 .N468 2021 (print) | LCC RC454 (ebook) | DDC 616.89—dc23

LC record available at <https://lcn.loc.gov/2019037462>

LC ebook record available at <https://lcn.loc.gov/2019037463>

Revel Access Code Card

ISBN 10: 0-13-579204-5

ISBN 13: 978-0-13-579204-9

Rental Edition:

ISBN 10: 0-13-582168-1

ISBN 13: 978-0-13-582168-8

Instructor's Review Copy:

ISBN 10: 0-13-579207-X

ISBN 13: 978-0-13-579207-0

ScoutAutomatedPrintCode



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Preface

Welcome to the Eleventh Edition of *Abnormal Psychology in a Changing World*. In preparing each new edition of the text, we cull the most recent scientific developments in the field that inform and broaden our understanding of abnormal behavior. Our overriding aim in writing this text is to present scientific advances in ways that both stimulate student interest and make complex material accessible and understandable. We seek to put a human face on the study of abnormal psychology by sharing many first-person narratives of people struggling with mental health challenges along with brief case examples drawn from our clinical files and those of other practitioners.

We approach the teaching of abnormal psychology with five fundamental goals in mind:

1. To help students distinguish abnormal from normal behavior and acquire a better understanding of abnormal behavior
2. To increase student awareness of and sensitivity to the struggles of people facing the mental health challenges we discuss
3. To help students understand the conceptual bases of abnormal behavior patterns
4. To help students understand how our knowledge of abnormal behavior is informed by research developments in the field
5. To help students understand how psychological disorders are classified and treated

Revel

Revel is an interactive learning environment that deeply engages students and prepares them for class. Media and assessments integrated directly within the authors' narrative lets students read, explore interactive content, and practice in one continuous learning path. Thanks to the dynamic reading experience in Revel, students come to class prepared to discuss, apply, and learn from instructors and from each other.

The Eleventh Edition includes integrated videos, figures with hotspots, and interactive questionnaires, and media content throughout, allowing students to explore topics more deeply at the point of relevancy.

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What's New in the Eleventh Edition

The new edition includes coverage of the latest research developments in the field of abnormal psychology, updated prevalence data of psychological disorders, as well as new

personal examples and vignettes. In Revel, we have added new interactivity to many figures and images, questionnaires, and videos. Highlights of the new edition include the following:

CHAPTER 1 In Revel, Chapter 1 includes a new video TED Talk, Eleanor Longden's description of living with schizophrenia, "The Voices in My Head." New data on the percentages of inmates in the nation's jails with serious mental illness are reported, and information about psychiatric homelessness is updated. Also, the latest NIH data on the percentages of Americans currently affected by a serious mental or psychological disorder are reported.

CHAPTER 2 contains new research on genetic contributions to psychopathology and the latest developments on linkages between epigenetics and abnormal behavior. In addition, Figure 2.5, "Roles of Genetic and Environmental Factors in Psychological Disorders," shows the relative proportions of genetic versus environmental contributions to various psychological disorders, and Figure 2.9, "Any Mental Illness in the Past Year Among U.S. Adults, by Ethnicity," is updated to include the latest available data. The feature, "Thinking Critically about Abnormal Psychology: Should Therapists Treat Clients Online?" has been rewritten and updated with new information about therapy apps.

CHAPTER 3 The "Abnormal Psychology in the Digital Age" feature contains new research on smartphone therapy apps for symptom tracking. The section on the transdiagnostic model has been updated. In Revel, you'll find two new videos: "Labeling Psychological Disorders" and "Does IQ Really Measure How Smart You Are?"

CHAPTER 4 includes new research on the negative health effects of exposure to discrimination among ethnic minorities as well as the latest research on the incidence of PTSD among civilians of war-torn countries and updated research on acculturative stress. "A Closer Look: Can Disturbing Memories Be Erased?" has been updated with new information on the use of drug propranolol. Revel now also includes two newly interactive questionnaires: "Going Through Changes" and "Are You an Optimist?"

CHAPTER 5 contains updated prevalence rates of various anxiety-related disorders, latest research on treatments of these disorders, including virtual therapy, and the latest research on genetic factors in anxiety-related disorders such as OCD. The chapter also includes a new case example featuring NBA player Kevin Love and his struggles with panic attacks.

CHAPTER 6 The case study, “The Lady in the Water: A Case of Dissociative Amnesia,” has been updated with new details of a woman’s recurring disappearances, most recently in 2017, and the feature, “A Closer Look: Combating Stress-Related Disorders Through Meditation,” includes new information on transcendental meditation and mindfulness meditation. The chapter also includes new research on racial disparities in cardiovascular care. In Revel, this chapter includes a new video of Jeffrey Ingram describing his experience of dissociative amnesia.

CHAPTER 7 includes new research linking screen time to suicide-related behaviors in teens, new research on the use of ketamine in cases of treatment-resistant depression, updated research on links between creativity and mental illness and on role of regular physical activity in combatting depression, introduction of the first federally approved drug for postpartum depression, and expanded coverage of TMS in treating severe depression, among many other developments. The “Abnormal Psychology in the Digital Age” feature is updated with new research linking Facebook with lower levels of emotional well-being. Figures 7.2, 7.4, 7.7, and 7.8 have been updated with 2017–2018 data and will be interactive in Revel. Revel also includes the interactive questionnaire, “Are You Depressed?”

CHAPTER 8 contains a new focus on the national opioid epidemic as well as the skyrocketing use of vaping among teens and the risks this behavior poses, as well as updated statistics on the prevalence of substance use disorders and binge drinking among high school seniors. The feature “Abnormal Psychology in the Digital Age” also includes new research on Internet addiction and Internet gaming disorder.

CHAPTER 9 includes new data on the prevalence of eating disorders and sleep–wake disorders, and of obesity in relation to ethnicity and gender, as well as expanded coverage of virtual reality in the treatment of eating disorders. Figures 9.1, “Thinner and Thinner,” and 9.3 “Rates of Obesity in Relation to Gender and Ethnicity,” are updated and made interactive in Revel. Revel also includes two new personal vignette videos: “Lindsey: I Hid My Eating Disorder for Eight Years” and “Belle: I Can’t Stop Falling Asleep.”

CHAPTER 10 The feature, “Abnormal Psychology in the Digital Age: Cybersex Addiction,” is updated and concludes with a list of warning signs for the disorder. The section on paraphilias includes updated language and terminology. The section on sexual dysfunctions includes updated research, including updated statistics on prevalence rates. In Revel, Figure 10.2, “Relative Percentages of Stranger Rapes and Acquaintance Rapes,” is updated and made interactive, and the “Rape Beliefs Scale” is now interactive.

CHAPTER 11 opens with a new personal “I” vignette, “My Schizophrenia Does Not Make Me a Monster,” with accompanying video (available in Revel). The chapter also includes updated estimates of prevalence rates of schizophrenia and extensive coverage of new research on

biochemical factors, genetic factors, and brain abnormalities in the development of the disorder.

CHAPTER 12 Figure 12.1 includes updated prevalence rates of antisocial personality disorder and is made interactive in Revel. Updated research on personality disorders is reported throughout the chapter, including evidence pointing to a possible common genetic basis to schizotypal personality disorder and schizophrenia. Also in Revel, the “The Sensation-Seeking Scale” is newly interactive.

CHAPTER 13 is retitled “Disorders Diagnosed in Childhood and Adolescence.” Sections 13.2 on “Autism Spectrum Disorder” and 13.6.1 on ADHD are significantly updated with the latest research related to prevalence, potential causes, therapies, and treatments. Section 13.7.2 on childhood depression includes new connections between childhood depression and cyberbullying and social media use. In Revel, this chapter includes two new videos: “Zach and Clyde: An Unconventional Therapy for Autism” and “Julia and Michael: The Rarest Twins in the World.” Figure 13.4, “Deaths Due to Suicide Among Teens,” is updated and made interactive in Revel.

CHAPTER 14 includes the latest research developments on Alzheimer’s disease and other neurocognitive disorders. In Revel, there is a new video, “Michael J. Fox Testifies Before Congress about Parkinson’s Disease.” Figure 14.1, “Age Distribution of People with Alzheimer’s Dementia,” includes the latest data and is made interactive in Revel, and the questionnaire, “Examining Your Attitudes Toward Aging” is newly interactive in Revel.

CHAPTER 15 New findings on the risks of violent behavior among patients with psychotic disorders and outcomes of the NGRI verdict are reported. The feature, “Thinking Critically about Abnormal Psychology: Should We Bring Back the Asylums?” has been rewritten.

Maintaining Our Focus

Abnormal Psychology in a Changing World is a complete learning and teaching package that brings into focus the following major objectives: (1) putting a human face on the study of abnormal psychology; (2) adopting an interactionist or biopsychosocial model of abnormal behavior; (3) exploring the many contributions from neuroscience research to the study of abnormal psychology; (4) maintaining currency with a changing field; (5) examining key issues in a changing world that inform our understanding of abnormal psychology, including changes brought about by digital technology; and (6) adopting a student-centric approach to pedagogy that focuses on helping students succeed in the course.

FOCUS ON THE HUMAN SIDE OF ABNORMAL PSYCHOLOGY: THE “I” FEATURE A hallmark of our approach is helping students understand the basic human dimension that underlies the study of abnormal psychology. We study psychological disorders, but we never lose sight

of the fact that we're talking about the lives of people affected by these types of problems. We also understand that an undergraduate textbook in abnormal psychology is not a training manual or compendium of psychological disorders, symptoms, and treatments. It is a teaching device to introduce students to the study of abnormal behavior and help them understand the challenges and struggles faced by people with psychological disorders.

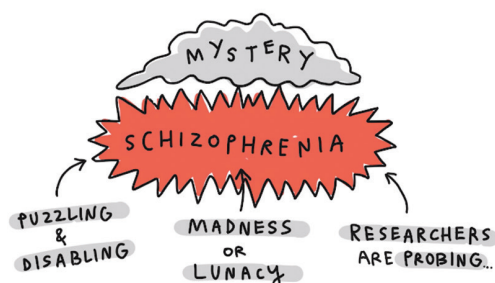
We invite students to enter the world of people suffering from many different types of disorders by including many illustrative case examples and video case interviews of real people and by adopting a distinctive pedagogical feature that takes this approach an important step further—the “I” feature.

Each chapter opens with at least one “I” feature to bring students directly into the world of people affected by psychological disorders. Here, students encounter brief, first-person narratives from people with psychological disorders as they tell their own stories in their own words. Incorporating first-person narratives helps break down barriers between “us” and “them” and encourages students to recognize that mental health problems are a concern to us all. Students will encounter these poignant personal stories at the beginning of every chapter and throughout the text. A sampling of “I” features includes the following:

- “Jerry Has a Panic Attack on the Interstate” (Panic Disorder)
- “The Beast Is Back” (Major Depressive Disorder)
- “Jessica’s Little Secret” (Bulimia Nervosa)
- “Walking on Eggshells” (Borderline Personality Disorder)
- “My Schizophrenia Does Not Make Me a Monster” (Schizophrenia)
- “Paralyzed with Anxiety” (Erectile Disorder)

In Revel, a short video introduction captures the core of each personal vignette and previews how different facets of the chapter topic will be examined. For example, Chapter 11 begins with a new “I” vignette by Cecilia’s McGough in which she describes her life with schizophrenia and her advocacy work on behalf of others with the disorder.

Watch Chapter Introduction: Schizophrenia Spectrum Disorders



ABNORMAL PSYCHOLOGY IN THE DIGITAL AGE

When we began teaching, a *tablet* was something you took if you had a headache, a *text* was a book a professor assigned for class, and a *web* was something that a spider spun. Today, these words have taken on additional meanings, reflecting the many ways in which contemporary life has changed as the result of modern technology. Students today are digital natives who have never known a time without cell phones, laptops, and the Internet. Texting has become the preferred method of communication for many people today, especially college-age students.

Changes in personal technology are among the most important challenges of adjusting to a changing world. In this text, we consider the impact of changing technology on the study of abnormal psychology by examining how advances in electronic communication are applied in assessment and treatment of psychological disorders. We also examine the psychological effects of Internet use and social media on behavior, including concerns about the problem of Internet addiction.

We use a feature called *Abnormal Psychology in the Digital Age* to highlight ways in which personal technology is changing our study of abnormal psychology. We introduced this feature in the last edition and expand upon it in the new edition. Students will learn about the use of smartphones and social media as research tools (Ch. 1), risks posed by social media use on body image (Ch. 9), and problems of Internet addiction (Ch. 8) and cybersex addiction (Ch. 10).

In Revel, the *Abnormal Psychology in the Digital Age* feature appears in a Social Explorer window that allows for updates on a biannual basis.

Abnormal Psychology in the Digital Age: Smartphones and Social Media as Research Tools

Abnormal Psychology in the Digital Age SMARTPHONES AND SOCIAL MEDIA AS RESEARCH TOOLS

Electronic technologies offer opportunities for researchers to collect real-time data from people as they go about their daily lives and to cull data collected by online services. Using these technologies, researchers are extending the reach of data collection beyond the confines of the research laboratory or the use of traditional survey methods. They employ smartphones to collect data from research participants by texting them or sending them electronic prompts to report about their behaviors, symptoms, moods, and activities at certain times of the day. They also mine data from social networking sites. For example, Cornell University researchers analyzed more than a half-billion Twitter messages to see if the emotional tone of words used in tweets (happy vs. sad words) shifted during the course of the day (Weaver, 2012). Indeed, people tended to use happier words in tweets earlier in the day, whereas later in the day, Twitter messages conveyed a gloomier tone. One of the researchers, Michael Macy, summed up by saying, “We found people are happiest around breakfast time in the morning and then it’s all downhill from there” (cited in Weaver, 2012). Perhaps one reason for morning glee and afternoon glum is that people may feel chipper when they first awaken from a restful sleep, but their good mood may peter out as they become tired or stressed as the day drags on.

⚙ Social Explorer

FOCUS ON AN INTERACTIONIST APPROACH We approach our writing with the belief that a better understanding of abnormal psychology is gained by adopting

a biopsychosocial orientation that accounts for the roles of psychological, biological, and sociocultural factors and their interactions in the development of abnormal behavior patterns. We emphasize the value of taking an interactionist approach as a running theme throughout the text. We feature a prominent interactionist model, the diathesis–stress model, to help students better understand the factors contributing to different forms of abnormal behavior.

FOCUS ON NEUROSCIENCE We incorporate important advances in neuroscience that inform our understanding of abnormal behavior patterns, building upon the solid foundations of previous editions. Students will learn about the search for endophenotypes in schizophrenia, the latest developments in the important emerging field of epigenetics, how brain scans may be involved in the diagnosis of psychological disorders and have been used to probe the workings of the meditative brain, the potential use of drugs to enhance the effectiveness of exposure therapy for PTSD, and emerging brain research that focuses on whether disturbing memories linked to PTSD might be erased.

FOCUS ON KEEPING PACE WITH AN EVER-CHANGING FIELD The text integrates the latest research findings and scientific developments in the field. We have combed the scientific literature to keep abreast of the latest research findings and developments in the field that have appeared in the scientific literature in the past few years, with nearly 1,000 new references to these advances appearing in these pages. We also updated data on prevalence rates of psychological disorders throughout the text. We present research findings in a way that makes complex material engaging and accessible for students.

FOCUS ON KEY ISSUES IN OUR CHANGING WORLD The *A CLOSER Look* boxed features provide opportunities for further exploration of selected topics that reflect cutting-edge issues in the field and challenges we face in contemporary society. A number of the *A CLOSER Look* features also focus on advances in neuroscience research.

FOCUS ON STUDENT-CENTRIC PEDAGOGY We continually examine our pedagogical approach to find even better ways of helping students succeed in this course. To foster deeper understanding, we include many pedagogical aids, including *TRUTH or FICTION* chapter openers to capture student attention and interest, *self-scoring questionnaires* to encourage active learning through self-examination, *capsulized summaries* of disorders that students can use as study charts, and *chapter summaries* organized around key learning objectives.

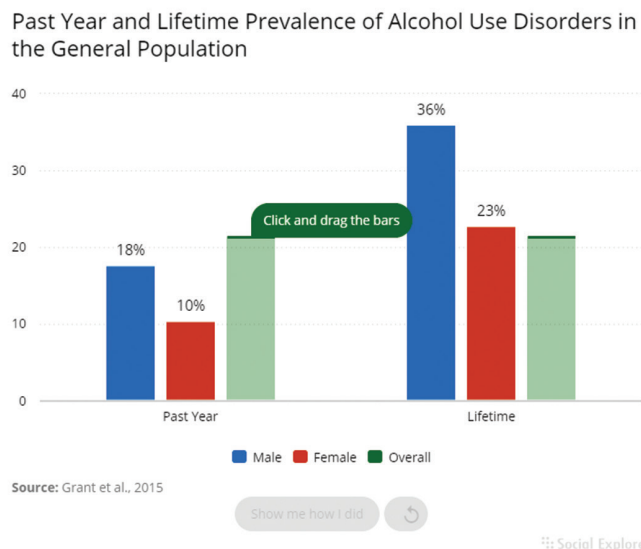
- **“TRUTH or FICTION?” Chapter Openers** Each chapter begins with a set of *TRUTH or FICTION?* questions to whet the student’s appetite for the

subject matter within the chapter. Some items challenge preconceived ideas and common folklore and debunk myths and misconceptions, whereas others highlight new research developments in the field. Instructors and students have repeatedly reported to us that they find this feature stimulating and challenging.

The *TRUTH or FICTION?* questions are revisited and answered in the sections of the chapter in which the topics are discussed. Students are thus given feedback concerning the accuracy of their preconceptions in light of the material being addressed.

- **Self-Scoring Questionnaires** These questionnaires on various topics involve students in the discussion at hand and encourage them to evaluate their own attitudes and behavior patterns. In some cases, students may become more aware of troubling concerns, such as states of depression or problems with drug or alcohol use, which they may want to bring to the attention of a helping professional. We have carefully developed and screened the questionnaires to ensure that they provide students with useful information to reflect upon as well as serve as a springboard for class discussion. In Revel, the questionnaires are interactive; students respond to the questions to get a sense of their ideas and attitudes.
- **Revel Predictive Graphing** In Revel, predictive line- and bar-graphing activities combine graphing with interactivity so students can think critically about data by checking their assumptions against actual results. In these exercises, students are asked to “guesstimate” data amounts by clicking and dragging the lines or bars to the amount they believe is true; when they are done, actual numbers are revealed by clicking a “Show me how I did” button.

Figure 5.1 Prevalence of Panic Disorder by Gender



- **Overview Charts** These “see at a glance” overview charts provide capsulized summaries of various disorders. We are gratified by the many comments from students and professors regarding the value of these study charts.
- **“Summing Up” Chapter Summaries** Our *Summing Up* chapter summaries provide brief answers to the learning objectives posed at the beginning of the chapter. The *Summing Up* sections provide students with feedback they can use to compare their answers with those provided in the text.

The Fully Integrated Textbook

We seek to provide students with a cohesive understanding of abnormal psychology by integrating a number of key features throughout the text.

INTEGRATING THE DSM-5 We integrate the *DSM-5* throughout the text by applying *DSM-5* criteria in both the body of the text and the many accompanying overview charts. We also cover a wide range of newly diagnosed disorders in the *DSM-5*, including hoarding disorder, premenstrual dysphoric disorder, disruptive mood dysregulation disorder, major and mild neurocognitive disorders, somatic symptom disorder, illness anxiety disorder, pyromania, REM sleep behavior disorder, and social (pragmatic) communication disorder.

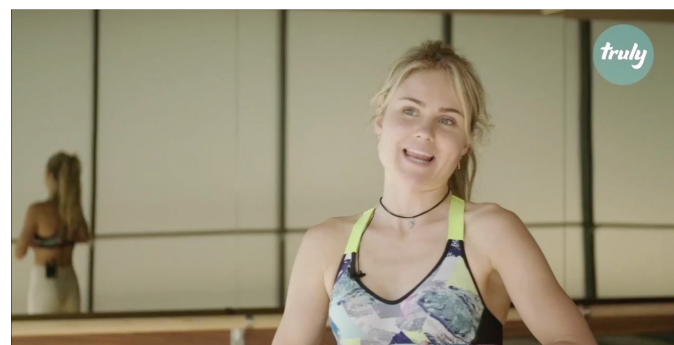
Although we recognize the importance of the *DSM* system in the classification of psychological or mental disorders, we believe a course in abnormal psychology should not be taught as a training course in the *DSM* or as a psychodiagnostic seminar. We also bring to the student’s attention the many limitations of the *DSM* system.

INTEGRATING DIVERSITY We examine abnormal behavior patterns in relation to factors of diversity such as ethnicity, culture, gender, sexual orientation, and socioeconomic status. We believe students need to understand how issues of diversity affect the conceptualization of abnormal behavior as well as the diagnosis and treatment of psychological disorders. We also believe that coverage of diversity should be fully integrated directly in the text, not separated off in boxed features.

INTEGRATING THEORETICAL PERSPECTIVES Students often think that one theoretical perspective must ultimately be right and all the others wrong. Our approach is to dispel this notion by taking into account the different theoretical viewpoints that inform contemporary understandings of abnormal psychology. We also help students integrate these diverse viewpoints in our *TYING it together* features. Importantly, we explore potential causal pathways involving interactions of psychological, sociocultural, and biological factors. We hope to impress upon students the importance of taking a broader view of the complex problems we address by considering the influences of multiple factors and their interactions.

INTEGRATING VIDEO CASE EXAMPLES WITHIN REVEL Students can learn about the clinical features of specific disorders by reading the many case examples interspersed throughout the text. Many of these illustrative case examples are drawn from our own clinical files and those of leading mental health professionals. In Revel, students can also watch video case examples illustrating many of the disorders discussed in the text. Video case examples provide students with opportunities to see and hear individuals with different types of psychological disorders. Video case examples also put a human face on the subject matter, making complex material more directly accessible. The Eleventh Edition features 13 new videos that includes cases of individuals speaking about what it is to live with schizophrenia, dissociative amnesia, eating disorders, and narcolepsy.

Watch Belle: I Can’t Stop Falling Asleep



INTEGRATING CRITICAL THINKING We encourage students to think more deeply about key concepts in abnormal psychology by including two sets of critical thinking items in each chapter. First, the *@Issue* feature highlights current controversies in the field and includes several critical thinking questions that challenge students to think further about the issues discussed in the text. Second, the critical thinking activity at the end of each chapter challenges students to think carefully and critically about concepts discussed in the chapter and to reflect on how these concepts relate to their own experiences or experiences of people they know.

The *@Issue* critical thinking boxed feature highlights current controversies in the field and poses critical thinking questions students can answer. Students may begin the course with an expectation that our knowledge of abnormal psychology is complete and incontrovertible. They soon learn that while we have learned much about the underpinnings of psychological disorders, much more remains to be learned. They will also learn that there are many current controversies in the field. By spotlighting these controversies, we encourage students to think critically about these important issues and examine different points of view. Examples of *@Issue* boxed feature topics include the following:

- Should Therapists Treat Clients Online?
- What Accounts for the Gender Gap in Depression?
- Should We Use Drugs to Treat Drug Abuse?
- Is Mental Illness a Myth?

To integrate writing across the curriculum (WAC) objectives, instructors may wish to assign critical thinking questions in the *@Issue* features as well as additional critical thinking questions at the end of each chapter as required or for extra-credit writing assignments.

INTEGRATING LEARNING OBJECTIVES WITH BLOOM'S TAXONOMY We introduce learning objectives at the start of each chapter, organized in terms of the IDEA model of course assessment, which comprises four key learning goals in the study of abnormal psychology that spell out the convenient acronym *IDEA*:

- **Identify** parts of the nervous system, major contributors to the study of abnormal psychology, specific disorders within general diagnostic categories, etc.
- **Define** or **Describe** key terms and concepts.
- **Evaluate** or **Explain** underlying mechanisms and processes in abnormal behavior.
- **Apply** concepts of abnormal behavior to examples in real life.

The IDEA model is integrated with the widely used taxonomy of educational objectives developed by renowned educational researcher Benjamin Bloom. This taxonomy is arranged in increasing levels of cognitive complexity. The lowest levels comprise basic knowledge and understanding of core concepts; the middle level involves application of knowledge; and the upper levels involve higher-level skills of analysis, synthesis, and evaluation.

The learning objectives identified in IDEA represent three basic levels in Bloom's taxonomy. The **Identify**, **Describe**, and **Define** learning objectives represent basic levels of cognitive skills in Bloom's taxonomy (i.e., *knowledge* and *comprehension* in the original taxonomy, or *remembering* and *understanding* in the revised taxonomy). The **Apply** learning objective reflects intermediate level skills involved in application of psychological concepts to life examples. The **Evaluate** and **Explain** learning objectives assess more complex, higher-order skills in the hierarchy involving skills relating to analysis, synthesis, and evaluation of psychological knowledge (or *analyzing* and *evaluating* domains as represented in the revised Bloom taxonomy). By building exams around these learning objectives, instructors can assess not just overall student knowledge, but also student acquisition of higher-level skills in Bloom's taxonomy.

MODULE AND CHAPTER QUIZZES In Revel, these auto-graded, multiple-choice quizzes at the end of each major section and the end of each chapter promote content mastery through formative and low-stakes summative assessment. Feedback for incorrect answers is provided to enhance student learning. To ensure that all chapter topics are addressed, the number of end-of-chapter questions is tied to the number of learning objectives in the chapter.

Teaching and Learning Resources

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

INSTRUCTOR'S MANUAL (ISBN: 013583404X/9780135834046) A comprehensive tool for class preparation and management, each chapter includes learning objectives, a chapter outline and overview, lecture and discussion suggestions, "think about it" discussion questions, activities and demonstrations, and a list of Revel videos found in each chapter. Available for download from the Instructor's Resource Center at www.pearsonhighered.com.

TEST BANK (ISBN: 0135834112/9780135834114) The test bank has been rigorously developed, reviewed, and checked for accuracy to ensure the quality of both the questions and the answers. Each chapter of the test bank includes a Total Assessment Guide (TAG), an easy-to-reference grid that organizes all test questions by learning objective and skill level. It includes fully referenced multiple-choice, true/false, and concise essay questions. Each question is mapped to the book by learning objective and topic and is also accompanied by the correct answer, difficulty level (easy, moderate, or difficult), topic, and skill level (remember the facts, understand the concepts, apply what you know, and—new for this edition—analyze it). Also new for this edition, the American Psychological Association (APA) learning goals are included for each question. Available for download from the Instructor's Resource Center at www.pearsonhighered.com.

MYTEST (ISBN: 0135833973/9780135833971) The test bank is also available through Pearson MyTest, a powerful assessment-generation program that helps instructors easily create and print quizzes and exams. Questions and tests can be authored online, allowing instructors ultimate flexibility and the ability to efficiently manage assessments anytime and anywhere. Instructors can easily access existing questions and edit, create, and store questions using a simple drag-and-drop technique and Word-like controls. For more information, go to www.PearsonMyTest.com.

LECTURE POWERPOINT SLIDES (ISBN: 0135833922/9780135833926) Accessible lecture PowerPoint slides provide an active format for presenting concepts from each chapter and feature relevant figures and tables from the text. Available for download from the Instructor's Resource Center at www.pearsonhighered.com.

ENHANCED LECTURE POWERPOINT SLIDES WITH LINKED VIDEOS (ISBN: 0135834015/9780135834015) The lecture PowerPoint slides have been linked to select videos pertaining to each chapter, enabling instructors to

show videos within the context of their lectures. Available for download from the Instructor's Resource Center at www.pearsonhighered.com.

POWERPOINT SLIDES FOR PHOTOS, FIGURES, AND TABLES (ISBN: 0135834058) These slides contain only the photos, figures, and line art from the textbook. Available for download from the Instructor's Resource Center at www.pearsonhighered.com.

Acknowledgments

With each new edition, we try to capture a moving target, as the literature base that informs our understanding continues to expand. We are deeply indebted to the thousands of talented scholars and investigators whose work has enriched our understanding of abnormal psychology. Thanks to our colleagues who reviewed our manuscript through earlier editions and continue to help us refine and strengthen our presentation of this material:

Amy Bechtol, *Catawba Valley Community College*
 Laurie Berkshire, *Erie Community College*
 Sally Bing, *University of Maryland Eastern Shore*
 Tim Boffeli, *Clarke College*
 Staci Born, *Johnson State College*
 Christiane Brems, *University of Alaska Anchorage*
 Wanda Briggs, *Winthrop University*
 Joshua Broman-Fulks, *Appalachian State University*
 Barbara L. Brown, *Perimeter College at Georgia State University*
 Ann Butzin, *Owens State Community College*
 Jennifer Caldwell, *University of Mississippi*
 Kristen Campbell, *Mississippi State University*
 Gerardo Canul, *University of California at Irvine*
 Dennis Cash, *Trident Technical College*
 Richard Cluff, *Brigham Young University–Idaho*
 Lorry Cology, *Owens Community College*
 Michael Connor, *California State University*
 Charles Cummings, *Asheville-Buncombe Technical Community College*
 Nancy T. Dassoff, *University of Illinois–Chicago*
 David Dooley, *University of California at Irvine*
 Fred Ernst, *University of Texas–Pan American*
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 Jeannine Feldman, *San Diego State University*
 Heinz Fischer, *Long Beach City College*
 John H. Forthman, *Vermillion Community College*
 Pam Gibson, *James Madison University*
 Colleen Gift, *Blackhawk Technical College*
 Karla J. Gingerich, *Colorado State University*
 Bernard Gorman, *Nassau Community College*
 Gary Greenberg, *Connecticut College*

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 Kristine Jacquin, *Mississippi State University*
 Patricia Johnson, *Craven Community College*
 Ruth Ann Johnson, *Augustana College*
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 Stuart Keeley, *Bowling Green State University*
 Cynthia Diane Kreutzer, *Perimeter College at Georgia State University*
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 Linda L. Morrison, *University of New England*
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 Martin M. Oper, *Erie Community College*
 Joseph J. Palladino, *University of Southern Indiana*
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 Deborah Thomas, *Washington State Community College*
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Sterling Watson, *Chicago State University*
Thomas Weatherly, *Perimeter College at Georgia State University*
Kira Word, *Guilford Technical Community College*
Max Zwanziger, *Central Washington University*

We also wish to recognize the exemplary contributions of the many publishing professionals at Pearson who helped guide the development of this edition, especially Kelli Strieby, Senior Producer and Strategy Manager, who oversaw the project and helped us fine-tune our approach. We also thank the many professionals at Ohlinger Studios who oversaw the development of the course in Revel that makes the content an even more effective and dynamic framework for student learning, as well as the superb production and developmental team, especially Angela Kao, whose dedication, editorial contributions, and attention to detail is

unsurpassed, Marita Sermolins Bley; Jane Lee Kaddu; Angie Voll; Madison Durham; Ellen Stein; and Stephanie Laird. It's been a pleasure working with you all.

We especially wish to thank the two people without whose inspiration and support this effort never would have materialized or been completed, Judith Wolf-Nevid and Lois Fichner-Rathus. We invite students and instructors to contact us at the e-mail addresses below with any comments, suggestions, and feedback. We'd love to hear from you.

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Dr. Nevid has amassed more than 200 research publications and professional presentations. His research publications have appeared in such journals as *Journal of Consulting and Clinical Psychology*; *Health Psychology*; *Journal of Occupational Medicine*; *Behavior Therapy*; *American Journal of Community Psychology*; *Professional Psychology: Research and Practice*; *Journal of Clinical Psychology*; *Journal of Nervous and Mental Disease*; *Teaching of Psychology*; *American Journal of Health Promotion*; *Journal of Personality Assessment*; *Journal of Substance Abuse Treatment*; and *Psychology and Psychotherapy: Theory, Research, and Practice*. Dr. Nevid is also author of the book *Choices: Sex in the Age of STDs* and the introductory psychology text, *Psychology: Concepts and Applications*, as well as several other college texts in the fields of psychology and health that he coauthored with Dr. Spencer Rathus. The Ninth Edition of *Abnormal Psychology in a Changing World* was honored in 2015 by receiving the Best Coverage of Child Maltreatment in Undergraduate Psychology Textbooks award. The award was bestowed by Division 56 (Trauma) of the American Psychological Association in recognition of the textbook's outstanding coverage of traumatic disorders linked to childhood maltreatment. Dr. Nevid is also actively involved in a program of pedagogical research that focuses on helping students become more effective learners.

SPENCER A. RATHUS received his Ph.D. from the University at Albany. He is on the faculty of the College of New Jersey. His areas of interest include psychological assessment, cognitive behavior therapy, and deviant behavior. He is the originator of the Rathus Assertiveness Schedule, which has become a Citation Classic. He has authored several college texts, including *PSYCH*, *HDEV*, and *Childhood and Adolescence: Voyages in Development*. He also coauthored

Making the Most of College with Lois Fichner-Rathus; *AIDS: What Every Student Needs to Know* with Susan Boughn; *Behavior Therapy, Psychology and the Challenges of Life, Your Health*, and *HLTH* with Jeffrey S. Nevid; and *Human Sexuality in a Changing World* with Jeffrey S. Nevid and Lois Fichner-Rathus. His professional activities include service on the American Psychological Association Task Force on Diversity Issues at the Precollege and Undergraduate Levels of Education in Psychology, and on the Advisory Panel, American Psychological Association, Board of Educational Affairs (BEA) Task Force on Undergraduate Psychology Major Competencies.

BEVERLY A. GREENE is Professor of Psychology at St. John's University and a Fellow of seven divisions of the American Psychological Association and the Academy of Clinical Psychology. She holds a Diploma in Clinical Psychology and serves on the editorial boards of numerous scholarly journals. She received her Ph.D. in Clinical Psychology from Adelphi University and was founding co-editor of the *APA Society for the Study of Lesbian, Gay, and Bisexual Issues* series, *Psychological Perspectives on Lesbian, Gay and Bisexual Issues*. Dr. Greene is also coeditor of *The Psychologists Desk Reference*; *A Minyan of Women: Family Dynamics, Jewish Identity and Psychotherapy Practice*; and *Psychological Health of Women of Color: Intersections, Challenges and Opportunities*. She has more than 100 professional publications, of which 10 have received national awards for distinguished contributions to the psychological literature.

Dr. Greene was the recipient of the APA 2003 Committee on Women in Psychology Distinguished Leadership Award; the 1996 Outstanding Achievement Award from the APA Committee on Lesbian, Gay, and Bisexual Concerns; the 2004 Distinguished Career Contributions to Ethnic Minority Research Award from the APA Society for the Study of Ethnic Minority Issues; the 2000 Heritage Award from the APA Society for the Psychology of Women; the 2004 Award for Distinguished Senior Career Contributions to Ethnic Minority Research (APA Division 45); and the 2005 Stanley Sue Award for Distinguished Professional Contributions to Diversity in Clinical Psychology (APA Division 12). Her coedited book, *Psychotherapy with African American Women: Innovations in Psychodynamic Perspectives and Practice*, was also honored with the Association for Women in Psychology's 2001 Distinguished Publication Award. In 2006, she was the recipient of the Janet Helms Award for Scholarship and Mentoring from the Teacher's College, Columbia University

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Cross-Cultural Roundtable, and the 2006 Florence Halpern Award for Distinguished Professional Contributions to Clinical Psychology (APA Division 12). In 2009, Dr. Greene was honored as the recipient of the APA Award for Distinguished Senior Career Contribution to Psychology in the Public Interest. She has served as an elected representative to the APA Council and member at large of the Women's and Public Interest Caucuses of the Council. Dr. Greene is also the 2012 recipient of the Association for Women in

Psychology's Jewish Women's Caucus award for scholarship and the association's 2012 Espin award for scholarship that makes a significant contribution toward the study of the convergence of ethnicity, religion, and sexual orientation. In 2013, she was honored as a Distinguished Elder at the National Multicultural Conference and Summit, and in 2015 she received the Henry Tomes Award for Distinguished Senior Career Contributions to the Advancement of Ethnic Minority Psychology.