

The guidelines and standards that we follow in our professional activities are not set in stone. Change is a big part of life and new research or novel new theories can impact the way mental health professionals view problems. Although many of the ideas and diagnostic concepts in the field of abnormal psychology have persisted for hundreds of years, changes in thinking do occur. And, at some point there are events that occur that force a rethinking of some issues. Most recently in abnormal psychology, the publication of the *DSM-5*, after years of development and considerable controversy, is one of those momentous changes. Reflecting this, we have revised this new edition of *Abnormal Psychology* to reflect the most up-to-date information about diagnostic categories, classifications, and criteria.

Every time we work on a revision of *Abnormal Psychology* we are reminded of how dynamic and vibrant our field is. Developments in areas such as genetics, brain imaging, behavioral observation, and classification, as well changes in social and government policy and in legal decisions, add to our knowledge base and stimulate new treatments for those whose lives are touched by mental disorders. This is exciting. But the rapid progress of our field also presents its own challenges. One of the most important is how best to provide students with an integrated perspective—one that respects new ideas and discoveries and places them into the existing body of knowledge in a way that emphasizes multiple perspectives, provokes thought, and increases awareness.

We use a biopsychosocial approach to provide a sophisticated appreciation of the total context in which abnormalities of behavior occur. For ease of understanding we also present material on each disorder in a logical and consistent way. More specifically, we focus on three significant aspects: (1) the clinical picture, where we describe the symptoms of the disorder and its associated features; (2) factors involved in the development of the disorder; and (3) treatment approaches. In each case, we examine the evidence for biological, psychosocial (i.e., psychological and interpersonal), and sociocultural (the broader social environment of culture and subculture) influences. Because we wish never to lose sight of the person, we try to integrate as much case material as we can into each chapter. An additional feature of this book is a focus on treatment. Although treatment is discussed in every chapter in the context of specific disorders, we also include a separate chapter that addresses issues in treatment more broadly. This provides students with increased understanding of a wide range of treatment approaches and permits more in-depth coverage than is possible in specific disorder-based chapters.

The Butcher–Hooley–Mineka author team is in a unique position to provide students with an integrated and comprehensive understanding of abnormal psychology. Each author is a noted researcher, an experienced teacher, and a licensed clinician.

Each brings different areas of expertise and diverse research interests to the textbook. Importantly, these different perspectives come together in a systematically integrated text that is accessible to a broad audience. The depth and breadth of the author team provides students with learning experiences that can take them to new levels of understanding. Our approach emphasizes the importance of research as well as the need to translate research findings into informed and effective clinical care for all who suffer from mental disorders.

Abnormal Psychology has a long and distinguished tradition as an undergraduate text. Ever since James Coleman wrote the first edition many years ago, this textbook has been considered the most comprehensive in the field. Along the way there have been many changes. However, the commitment to excellence in this now-classic textbook has remained ever constant. In this new edition, we seek to open up the fascinating world of abnormal psychology, providing students with comprehensive and up-to-date knowledge in an accessible and engaging way. We hope that this newest edition conveys some of the passion and enthusiasm for the topic that we still experience every day.

Why Do You Need This New Edition?

If you're wondering why you should buy this new edition of *Abnormal Psychology*, here are 7 good reasons!

1. The sixteenth edition of *Abnormal Psychology* includes the most up-to-date and in-depth information about biological influences on the entire spectrum of behavioral abnormalities, while still maintaining its comprehensive and balanced biopsychosocial approach to understanding abnormal behavior.
2. After years of planning, *DSM-5* was published in May 2013. This major revision of the diagnostic system means that the diagnostic criteria for many disorders have changed. To stay current, you need to know about the changes that have been made in *DSM-5*. Books that do not include coverage of *DSM-5* are books that are out of date.
3. Our new edition provides you with detailed tables showing the current *DSM-5* diagnostic criteria for all the disorders covered in the book.
4. New highlight boxes alert you to some of the most important changes in *DSM-5*. These include changes to the diagnostic criteria for attention-deficit hyperactivity disorder as well as new diagnoses such as binge eating disorder and premenstrual dysphoric disorder.
5. Other feature boxes provide opportunities for critical thinking by illustrating some of the controversies associated with the changes that were (or were not) made. Throughout the

book we also provide readers with different perspectives on the likely implications that these changes will have for clinical diagnosis and research in psychopathology.

6. Changes have been made in many chapters to improve the flow of the writing and enhance learning. Reflecting the ever-changing field of abnormal psychology, new references have been added and new research findings highlighted.
7. Finally, at the beginning of each chapter clearly defined Learning Objectives provide the reader with an overview of topics and issues that will be included in the chapter. At the end of each chapter a summary of answers to these Learning Objective questions are provided. In-Review Questions at the end of major sections within chapters also provide additional opportunities for self-assessment and increased learning.

What's New

A major change in the 16th edition of *Abnormal Psychology* is the focus on *DSM-5*. This important revision to the diagnostic system was published in May 2013. To assist both instructors and students, we include specialized feature boxes, highlighting many of the key changes that were made in *DSM-5*. This makes new material immediately accessible. Other important changes in *DSM-5* are also mentioned throughout the text. Providing students with this material as soon as possible after the publication of *DSM-5* reflects our commitment to staying ahead of the curve and to providing students with the most up-to-date information possible.

This new edition of *Abnormal Psychology* has been redesigned to remain visually engaging to the newest generation of students. Chapters begin with learning objective questions. These orient the reader to the material that will be presented in each specific chapter. Learning objective questions are also repeated at the end of each chapter and answers to each are provided. Most chapters also begin with a case study that illustrates the mental health problems to be addressed in the chapter. This serves to capture students' interest and attention right from the outset. Numerous new photographs and illustrations have also been added. In addition, this edition also contains updated case material, new unresolved issues (e.g., why is the study of trauma so contentious?; why are recovery rates in schizophrenia not improving?), and new feature boxes designed to be of high interest to students (e.g., non-suicidal self-injury disorder). Reflecting the ever-changing field of abnormal psychology, numerous new references have been added. Outdated material has been replaced, current findings have been included, and new developments have been identified. The 16th edition also includes the most up-to-date and in-depth information about the role of biological factors in abnormal behavior, while at the same time placing this in the context of a comprehensive biopsychosocial approach. Our coverage of cultural issues and diversity has also been strengthened. We hope readers will be

pleased to know that all of this has been accomplished without adding length to the book!

Features and Pedagogy

The extensive research base and accessible organization of this book are supported by high-interest features and helpful pedagogy to further engage students and support learning. We also hope to encourage students to think in depth about the topics they are learning about through specific highlight features that emphasize critical thinking.

Features

FEATURE BOXES

Special sections, called Developments in Research, Developments in Thinking, Developments in Practice, and The World Around Us, highlight topics of particular interest, focusing on applications of research to everyday life, current events, and the latest research methodologies, technologies, and findings.

CRITICAL THINKING

New to this edition are special highlight boxes about *DSM-5*. Many of the revisions to *DSM-5* were highly contentious and controversial. A new feature box called "Thinking Critically About *DSM-5*" introduces students to the revised *DSM* and encourages them to think critically about the implications of these changes.

UNRESOLVED ISSUES

All chapters include end-of-chapter sections that demonstrate how far we have come and how far we have yet to go in our understanding of psychological disorders. The topics covered here provide insight into the future of the field and expose students to some controversial topics. New to this edition is a discussion of the problems associated with the study of trauma. In another chapter, we raise the contentious issue of whether treatment with antipsychotic medications is helpful or harmful in the very long term.

Pedagogy

LEARNING OBJECTIVES

Each chapter begins with learning objective questions. These orient the reader to the material that will be presented in each specific chapter. Learning objective questions are also repeated at the end of each chapter, along with their answers. This provides students with an excellent tool for study and review. In this edition, sections of many chapters have also been reorganized and material has been streamlined whenever possible. All the changes that have been made are designed to improve the flow of the writing and enhance pedagogy.

CASE STUDIES

Extensive case studies of individuals with various disorders are integrated in the text throughout the book. Some are brief excerpts; others are detailed analyses. These cases bring important aspects of the disorders to life. They also remind readers that the problems of abnormal psychology affect the lives of people—people from all kinds of diverse backgrounds who have much in common with all of us.

IN REVIEW QUESTIONS

Questions appear at the end of each major section within the chapter, providing regular opportunities for self-assessment as students read and further reinforce their learning.

DSM-5 BOXES

Throughout the book these boxes contain the most up-to-date (*DSM-5*) diagnostic criteria for all of the disorders discussed. In a convenient and visually accessible form, they provide a helpful study tool that reflects current diagnostic practice. They also help students understand disorders in a real-world context.

RESEARCH CLOSE-UP TERMS

Appearing throughout each chapter, these terms illuminate research methodologies. They are designed to give students a clearer understanding of some of the most important research concepts in the field of abnormal psychology.

CHAPTER SUMMARIES

Each chapter ends with a summary of the essential points of the chapter organized around the learning objectives presented at the start of the chapter. These summaries use bulleted lists rather than formal paragraphs. This makes the information more accessible for students and easier to scan.

KEY TERMS

Key terms are identified in each chapter. Key terms are also listed at the end of every chapter with page numbers referencing where they can be found in the body of the text. Key terms are also defined in the Glossary at the end of the book.

Supplements Package

MyPsychLab® for Abnormal Psychology

MyPsychLab is an online homework, tutorial, and assessment program that truly engages students in learning. It helps students better prepare for class, quizzes, and exams—resulting in better performance in the course. It provides educators a dynamic set of tools for gauging individual and class performance.

To order the 16th edition with MyPsychLab, use ISBN 0205965091

Speaking Out: Interviews with People Who Struggle with Psychological Disorders

This set of video segments allows students to see firsthand accounts of patients with various disorders. The interviews were conducted by licensed clinicians and range in length from 8 to 25 minutes. Disorders include major depressive disorder, obsessive-compulsive disorder, anorexia nervosa, PTSD, alcoholism, schizophrenia, autism, ADHD, bipolar disorder, social phobia, hypochondriasis, borderline personality disorder, and adjustment to physical illness. These video segments are available on DVD or through MyPsychLab.

Volume 1: ISBN 0131933329

Volume 2: ISBN 0136003036

Volume 3: ISBN 0132308916

Instructor's Manual (0205971946)

A comprehensive tool for class preparation and management, each chapter includes teaching objectives; a chapter overview; a detailed lecture outline; a list of key terms; teaching resources, including lecture launchers, class activities, demonstrations, assignments, teaching tips and handouts; a list of video, media, and Web resources; and a sample syllabus. Available for download on the Instructor's Resource Center at www.pearsonhighered.com.

Test Bank (0205971938)

The Test Bank is composed of approximately 2,000 fully referenced multiple-choice, completion, short-answer, and concise essay questions. Each question is accompanied by a page reference, difficulty level, skill type (factual, conceptual or applied), topic, and a correct answer. Available for download on the Instructor's Resource Center at www.pearsonhighered.com.

MyTest (020591537X)

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, anywhere. Instructors can easily access existing questions and edit, create, and store questions using a simple drag-and-drop technique and Word-like controls. Data on each question provides information on difficulty level and the page number of corresponding text discussion. For more information, go to www.PearsonMyTest.com.

Lecture PowerPoint Slides (0205978398)

The PowerPoint slides provide an active format for presenting concepts from each chapter and feature relevant figures and tables from the text. Available for download on the Instructor's Resource Center at www.pearsonhighered.com.

Enhanced Lecture PowerPoint Slides with Embedded Videos on DVD (0205997422). The lecture PowerPoint slides have been embedded with select Speaking Out video pertaining to each disorder chapter, enabling instructors to show videos within the context of their lecture. No internet connection is required to play videos.

PowerPoint Slides for Photos, Figures, and Tables

(0205988814) contain only the photos, figures, and line art from the textbook. Available for download on the Instructor's Resource Center at www.pearsonhighered.com.

CourseSmart (0205971768)

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