What’s New in the Ninth Edition?

Welcome to the ninth edition of Abnormal Psychology in a Changing World. We continue to bring readers the latest research developments that inform contemporary understandings of abnormal behavior in a way that both stimulates student interest and makes complex material understandable. Highlights of this new edition include the following:

- **Full integration of DSM-5**—The DSM-5 is integrated throughout the text, including reorganization of some chapters to parallel DSM-5 classification.
- **Inclusion of DSM-5 Criteria Tables**—Updated diagnostic tables highlight DSM-5 changes for selected disorders.
- **Integration of Latest Scientific Developments**—Full updating of latest scientific research, including more than 1,000 new references since the last edition.
- **Expanded Coverage of Disorders**—Expansion of coverage of disorders to include Hoarding Disorder, Premenstrual Dysphoric Disorder, Disruptive Mood Dysregulation Disorder, Major and Mild Neurocognitive Disorders, Somatic Symptom Disorder, Illness Anxiety Disorder, Intermittent Explosive Disorder, Pyromania, REM Sleep Behavior Disorder, and Social (Pragmatic) Communication Disorder, among others.
- **@Issue Critical Thinking features**—This critical thinking boxed feature highlights current controversies in the field and poses critical thinking questions students can answer.
- **Learning Objectives**—Learning objectives are now integrated throughout the chapters and tied to levels in Bloom’s taxonomy using the unique IDEA model of course assessment.
- **Introduction of QR Codes**—Use of QR codes students enables students to directly access sample video case vignettes on their smartphones or computers.
- **Chapter Consolidation**—Now organized in 15 chapters to match up with a typical semester, the new edition combines previous chapters on theories and methods of treatment into one chapter (Chapter 2).

Putting a Human Face on the Study of Abnormal Psychology

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

- To help students distinguish abnormal from normal behavior and acquire a better understanding of abnormal behavior patterns.
- To help students understand how our knowledge of abnormal behavior is informed by research developments in the field.
- To help students understand how psychological disorders are classified and treated.

We recognize there is a basic human dimension to the study of abnormal psychology. We invite students to enter the world of people struggling with psychological disorders by including many illustrative case examples and video case interviews of real people diagnosed with different disorders, and by including a unique pedagogical feature that takes this approach an important step further—the “I” feature.

The “I” feature brings students directly into the world of people affected by psychological disorders. The “I” feature consists of first-person narratives of 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,” encouraging students to recognize that mental health problems are a concern to us all. At the beginning of every chapter and then integrated in the text, students will discover these poignant personal stories. Examples include the following:

- “Jerry Has a Panic Attack on the Interstate” (Panic Disorder)
- “Jessica’s Little Secret” (Bulimia Nervosa)
- “I Hear Something You Can’t Hear” (Schizophrenia)
- “Now Is the Last Best Time” (Alzheimer’s Disease)

NEW! “@Issue” Critical Thinking Feature Puts a Spotlight on Controversies in the Field

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 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.

In this edition, we consolidate critical thinking about controversial issues in a boxed feature entitled @Issue. Here students learn about major controversies and are challenged with critical thinking questions. Instructors may encourage their students to answer the critical thinking questions as
required or elective writing assignments. Examples 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?

Two of the @Issue features in this edition are written by outside contributors who are leading authorities in the field: Dr. Thomas Widiger of the University of Kentucky ("The DSM: The Bible of Psychiatry"); and Dr. Jerry Deffenbacher of Colorado State University ("Anger Disorders and the DSM: Where Has All the Anger Gone?").

NEW! Interactive Concept Maps in Abnormal Psychology: A Unique Visual Learning Tool

Concept Maps in Abnormal Psychology are unique visual learning diagrams crafted to help students visualize linkages between specific disorders, underlying causal factors, and treatment approaches. Students learn best when they are actively engaged in the learning process. To engage students in active learning, we converted the Concept Maps in this edition to an interactive, online format hosted on MyPsychLab. The maps are presented in a fill-in-the-blanks format in which key words and terms are omitted so that students can fill in the missing pieces to complete these knowledge structures. The completed maps may be used as an active study tool or submitted to instructors as required course assignments or extra credit assignments.

Keeping Pace with an Ever-Changing Field

The text integrates the latest research findings and scientific developments in the field that inform our understanding of abnormal psychology. We present these research findings in a way that makes complex material engaging and accessible to the student.

Focus on Neuroscience

As part of our continuing efforts to integrate important advances in neuroscience that inform our understanding of abnormal behavior patterns, we have built upon the very solid foundations in previous editions to include new material from neuroscience research throughout the text. Students will read about the key words for endophenotypes in schizophrenia, the emerging field of epigenetics, use of brain scans to diagnose psychological disorders, efforts to probe the workings of the meditative brain, potential use of drugs to enhance effectiveness of exposure therapy, and emerging research exploring whether disturbing memories linked to PTSD might be erased.

The Fully Integrated Textbook

Integrating the DSM-5

After years of development and debate, the DSM-5 is finally here. The ninth edition of the text is fully integrated with the DSM-5. Instructors are challenged to revise their instructional materials in light of the many changes introduced in the DSM-5. We integrated the DSM-5 throughout the text to allow a seamless transition in teaching abnormal psychology. We apply DSM-5 criteria in the body of the text and in the many accompanying overview charts throughout the text. 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 recognize the many limitations of the DSM system, even in its latest version.

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 integrated directly in the text, not separated off in boxed features.

Integrating Theoretical Perspectives

Students often feel as though one theoretical perspective must ultimately be right and all the others wrong. We examine the many different theoretical perspectives that inform contemporary understanding of abnormal psychology and help students integrate these diverse viewpoints in the Tying It Together feature. We also 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.

NEW! Integrating Video Case Examples with Student-Enabled QR Codes

Video case examples provide students with opportunities to see and hear individuals who are diagnosed with different types of psychological disorders. Students can read about the clinical features of specific disorders and, with a few clicks of a computer mouse, see a video case example that illustrates concepts discussed in the text. The video case examples are highlighted in the margins of the text with an icon and can be accessed through MyPsychLab at www.mypsychlab.com. We also introduce student-enabled fast response or QR codes that allow students to directly access the first video case in a chapter for display on their smartphones or personal computers.

The video case examples supplement the many illustrative case examples included in the text itself. Putting a human face on the subject matter helps make complex material more accessible. Many of these case examples are drawn from our own clinical files and those of leading mental health professionals.
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 critical thinking questions that challenge students to think further about the issues discussed in the text. Second, the critical thinking questions at the end of each chapter challenge 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. To integrate writing-across-the-curriculum (WAC) objectives, instructors may wish to assign the critical thinking questions in the @Issue features and the critical thinking questions at the end of each chapter as required or extra-credit writing assignments.

NEW! Integrating Learning Objectives with Bloom’s Taxonomy

This edition introduces learning objectives at the start of each chapter. The learning objectives in this text are integrated with the IDEA model of course assessment, which comprise four key acquired skills in the study of abnormal psychology that spell out the convenient acronym, IDEA:

1. **Identify** … criteria used to determine whether behavior is abnormal, categories of psychotropic or psychiatric drugs, specific types of disorders within diagnostic categories, risk factors for suicide among adolescents, etc.
2. **Define** or **Describe** … key features of different psychological disorders and theoretical understandings, etc.
3. **Explain** or **Evaluate** … major perspectives on abnormal psychology, effectiveness of psychotherapy, how cocaine affects the brain, etc.
4. **Apply** … key features of critical thinking, knowledge of healthy sleeping habits, the diathesis-stress model to the development of schizophrenia, etc.

The IDEA model is integrated with the widely used taxonomy of educational objectives developed by the renowned educational researcher Benjamin Bloom. Bloom’s taxonomy is arranged in increasing levels of cognitive complexity. The lowest levels comprise basic knowledge and understanding. 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 the IDEA model represent three basic levels of cognitive skills in Bloom’s taxonomy. **Identify, Describe,** and **Define** learning objectives represent basic levels of cognitive skills (i.e., knowledge and comprehension in the original Bloom taxonomy, or remembering and understanding in the revised Bloom taxonomy). The **Apply** learning objective reflects an intermediate level of cognitive skills involved in application of psychological concepts. **Evaluate** and **Explain** learning objectives assess more complex, higher-order skills in the hierarchy involving analysis, synthesis, and evaluation of psychological knowledge (or analyzing and evaluating domains as represented in the revised taxonomy). By building exams around these learning objectives, instructors can assess not only overall student knowledge, but also acquisition of skills at different levels of cognitive complexity in Bloom’s taxonomy.

Maintaining Our Focus

*Abnormal Psychology in a Changing World* is a complete learning and teaching package that brings into focus four major objectives: (1) integrating an interactionist or biopsychosocial model of abnormal behavior, (2) underscoring the importance of issues of diversity to the understanding and treatment of psychological disorders, (3) maintaining currency, and (4) adopting a student-centric pedagogy.

Focus on the Interactionist Approach

We approached our writing with the belief that a better understanding of abnormal psychology is gained by adopting a biopsychosocial orientation that takes into account 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 highlight a prominent interactionist model, the diathesis-stress model, to help students better understand the factors contributing to different forms of abnormal behavior.

Focus on Exploring Key Issues in Our Changing World

The *A Closer Look* feature provides opportunities for further exploration of selected topics that reflect cutting-edge issues in the field. A number of the *A Closer Look* features 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, such as *Truth or Fiction* chapter openers to capture student attention and interest, *self-scoring questionnaires* to encourage active learning through self-examination, and *overview charts*, which are encapsulated summaries of disorders that students can use as study charts.

“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 where 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 they will provide students with useful information to reflect on as well as serve as a springboard for class discussion.

**OVERVIEW CHARTS**
These visually appealing overview charts provide summaries of various disorders. We are gratified by the many comments from students and professors regarding the value of these “at-a-glance” study charts.

**“SUMMING UP” CHAPTER SUMMARIES**
Summing Up chapter summaries provide brief answers to the learning objectives posed at the beginning of the chapter. These summaries provide students with feedback they can use to compare their own answers to those provided in the text.

**Ancillaries**
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:

**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 ninth edition with MyPsychLab, use ISBN 0205965016.

**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.


**Instructor’s Manual (020597189X)**
A comprehensive tool for class preparation and management, each chapter includes learning objectives, a chapter outline, lecture and discussion suggestions, “think about it” discussion questions, activities and demonstrations, suggested video resources, and a sample syllabus. Available for download on the Instructor’s Resource Center at www.pearsonhighered.com.

**Test Bank (0205971881)**
The Test Bank has been rigorously developed, reviewed, and checked for accuracy, to ensure the quality of both the questions and the answers. It includes fully referenced multiple-choice, true/false, 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 (020597838X)**
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 provide information on difficulty level and the page number of corresponding text discussion. For more information, go to www.PearsonMyTest.com.

**Lecture PowerPoint Slides (ISBN 0205979610)**
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.

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 (ISBN 0205979629)**
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 (ISBN 0205968368)

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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:

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