

Preface

Overview of This Book

Abnormal Psychology, 2e, is an innovative textbook, completely organized (not just “updated”) around the *DSM-5*, and built *by* and *for* teachers of psychology. It is also a student-friendly book that has been vetted and even edited by undergraduate students. The examples are fresh and modern, with references to popular culture, celebrities, and important world events. The tables and figures are easy to read, and the comics and images make the material pop. Boxes in each chapter focus on current controversies and/or prevention of mental disorders, adding a unique focus to the text; interviews with famous and working psychologists add a personal and practical dimension; and cases that start and end each chapter further bring the content to life. The text emphasizes critical thinking and looking beyond *DSM* diagnoses to understand key foundational principles of abnormal psychology. Finally, this is a text that is arranged according to how instructors teach—with only two chapters of introductory material and then detailed content regarding treatment integrated into each of the remaining 15 *DSM-5* chapters so that instructors can get into the mental disorders as quickly as possible, which is why students registered for the course in the first place.

To the Instructor

Abnormal Psychology, 2e, arose from a vision that the authors shared about a more exciting organization for an abnormal psychology textbook, as well as a new set of emphases on how disorders develop and may be prevented. This vision was focused by our experiences teaching abnormal psychology courses, by talking with other instructors about their classes, and most important, by talking with students about what *they* wanted in an abnormal psychology text. We have translated this vision into a book that students will enjoy reading and that instructors will appreciate assigning in their classes and at a fraction of the cost of competing abnormal textbooks.

Innovative Text Organization

The traditional abnormal psychology text begins with four to six chapters on the history of psychology and abnormality, an overview of theoretical approaches to abnormal behavior, a survey of classification and assessment techniques, and often, a primer on research methods. In many cases, a fourth to a third of the book is devoted to these topics. In our experience, this type of organization creates several problems, which we have tried to eliminate in *Abnormal Psychology*, 2e. First, students routinely become bored with so much background material and grow impatient, as they often put it, “to get to the interesting stuff”—the disorders themselves. Instructors frequently respond by not assigning all of the opening chapters, but this can result in an incomplete introduction to the course, inadequately explained content later, or both.

In *Abnormal Psychology*, 2e, we compress the necessary preparatory content into the first two chapters. In those chapters, we describe the basics of assessment and classification, survey major historical periods and their associated worldviews, summarize various theoretical and psychotherapeutic perspectives on abnormality, and introduce the logic of

the scientific method. We confine ourselves to the fundamentals of this material, but we return to all of these issues later in the text by discussing them in the context of specific mental disorders. By the end of the book, students have been exposed to all the basic historical, psychological, and scientific concepts in a way that is more interesting and less artificial than the format of the typical abnormal psychology text.

A second major innovation in *Abnormal Psychology*, 2e, is the placement of chapters on disorders in childhood and adolescence. In the typical text, these disorders are discussed in the last third of the text, usually after all the major adult disorders have been described. This standard organization does nothing to help students understand the many important links between childhood experiences and adult problems. In *Abnormal Psychology*, 2/e, disorders of childhood and adolescence (e.g., developmental disorders) are examined before all others. This arrangement helps students learn how, in many individuals, childhood experiences are linked to adult disorders.

This special attention to developmental contributions to mental disorder is enhanced by an emphasis on *prevention*. A “Prevention” feature appears in most chapters to provide suggestions for detecting and treating disorders as they may be developing. Some “Prevention” topics include curbing adolescent suicide (Chapter 5), parenting programs and other interventions for children (Chapters 1, 2, and 3), civil commitment (Chapter 17), and preventing schizophrenia, PTSD, and personality disorders (Chapters 4, 9, and 16, respectively). Although our current knowledge of psychopathology does not yet permit the design of effective prevention programs for all disorders, there has been considerable progress in several areas. *Abnormal Psychology*, 2e, portrays what is currently known about prevention and helps students understand the importance of research in this vital area.

Abnormal Psychology, 2e, surveys a wide variety of theoretical models to explain mental disorders, but for each disorder, we emphasize the causal model that existing data best support. For most disorders, this turns out to be a *diathesis-stress model*, which emphasizes an interaction between a vulnerability or predisposition to a disorder (diathesis) and the stressors and other triggering events that translate the diathesis into a full-blown disorder. The diathesis-stress model is one example of a *biopsychosocial model* of mental disorders—a general model or approach positing that biological, psychological (thoughts, emotions, and behaviors), and social (socioeconomic, environmental, and cultural) factors all play a significant role in human functioning in the context of disorder or disease. To highlight the importance of these models, we discuss causes of each disorder in biological, psychological, and social categories, and we use carefully and consistently color-coded diagrams to depict the diatheses and stressors involved in the genesis of specific disorders.

Why do men and women differ in the frequency with which they are diagnosed with certain disorders? What is the most effective form of treatment for a given disorder? Should we devote increased resources to preventing mental disorders or to treating them once they appear? For many of these questions, the answers remain unclear. Scholars often disagree about how to interpret empirical data about such questions or even about whether the data can resolve their disagreement. To acquaint students with these inevitable—and desirable—disputes, we have included a “Controversy” feature in most chapters that focuses on an unresolved diagnostic, causal, or treatment issue. Topics include flaws in the *DSM-5* (Chapter 1), genetic influences on abnormal behavior (Chapter 2), weighing the risks of Ritalin (Chapter 3), and eating disorders in men (Chapter 12). The purpose of these “Controversy” features is to point students toward some of the “big questions” that remain unanswered in the field of abnormal psychology, while encouraging students to deepen their understanding by thinking critically about these issues. To this end, each “Controversy” feature concludes with Thinking Critically questions.

Just as childhood experiences are often linked to later problems, the symptoms, causes, and treatments of one type of disorder are often relevant to other conditions as well. Given the degree to which biological, psychological, and social factors interact with each other, this overlap should not be surprising, though it is often overlooked. One essential skill in learning about abnormal behavior is being able to see linkages between different disorders, causal factors, treatment methods, and outcomes. *Abnormal Psychology*, 2e,

promotes this kind of insight by noting some of the connections among chapters. These “Connections” features appear in the margins of the text and direct readers to content in other parts of the text that is related to the current topic under discussion.

Finally, discoveries in abnormal psychology are unfolding at an astounding rate. New knowledge in the areas of diagnosis, causation, and treatment appears almost every day. To ensure that students are exposed to the most current and sophisticated thinking available, each chapter concludes with a feature called “A Conversation with . . .,” which is an interview with a world-renowned expert, active researcher, or practicing clinician on a topic covered in that chapter. These experts also suggest some of the most crucial questions in need of future study. Examples include Elizabeth Loftus on repressed memory and dissociative disorders (Chapter 10), James Pennebaker on stress and health (Chapter 11), and Constance Hammen on depression (Chapter 6).

Promoting Interest and Learning

To promote student interest in the material and aid understanding, *Abnormal Psychology*, 2e, employs, in addition to the features already mentioned, a number of pedagogical devices in all chapters. In addition to brief case histories liberally distributed throughout the text, each chapter begins with a case history entitled “From the Case of . . .,” which illustrates the clinical reality of a mental disorder discussed in that chapter. The case is then re-examined at the end of the chapter in “Revisiting the Case of . . .,” which summarizes the course and outcome of the individual’s problem. These introductory and revisited cases show how general concepts of cause and treatment operate in individuals.

Students’ understanding of the material is facilitated by additional learning tools, including:

- *Section Reviews* that highlight and summarize the key points of major sections in each chapter
- *End-of-Chapter Summaries* that identify and integrate the most important subject matter in chapters
- *Key Terms*, which are boldfaced in the chapter, defined in the margin, listed at the end of each chapter with page references, and compiled alphabetically in the end-of-book Glossary

Other Special Features

Abnormal Psychology, 2e, incorporates the *DSM-5* into the chapters in two highly effective and unique ways. First, whereas most abnormal psychology texts contain “*DSM-5* updates,” this entire text has been revised according to the *DSM-5*, with the chapters and order based on *DSM-5* categories and organization. Second, tables entitled “The *DSM-5* in Simple Language” in each disorder chapter explain the diagnostic criteria to students in easy-to-understand bullet points without using jargon or other murky language.

Finally, the diagnosis of mental disorders is frequently based on oversimplified medical assumptions and surface characteristics of human beings, as well as influenced by sociopolitical climate and stereotypes, rather than on a profound and real understanding of mechanism and cause. *Abnormal Psychology*, 2e, allows instructors to teach abnormal psychology from a psychological—rather than medical—perspective. The acronym MAPS, used throughout the text, stands for the four key psychological principles that pervade the field of abnormal psychology: (1) **M**edical myths (the overuse of the medical model), (2) **A**tttempted answers (the notion that many disorders are created by people’s misguided attempts to solve their problems), (3) **P**rejudicial pigeonholes (the importance of multicultural considerations in the *DSM*), and (4) **S**uperficial syndromes (the *DSM* approach of listing mainly overt and easy-to-spot symptoms, rather than causal elements, in making diagnoses). Each of these four guiding principles is explained in Chapter 1 and then represented by an icon displayed in the margin throughout the text whenever that particular principle applies.

Online and in Print

Student Options: Print and Online Versions

This second edition of *Abnormal Psychology* is available in multiple versions: online, in PDF, and in print as either a paperback or loose-leaf text. The content of each version is identical.

All are sold at a fraction of the cost of leading competitors. The most affordable version is the online book, with upgrade options including the online version bundled with a print version. The print version offers you the freedom of being unplugged—away from your computer. The people at Academic Media Solutions recognize that it is difficult to read from a screen at length and that most of us read much faster from a piece of paper. The print options are particularly useful when you have extended print passages to read.

The online edition allows you to take full advantage of embedded digital features, including search and notes. Use the search feature to locate and jump to discussions anywhere in the book. Use the notes feature to add personal comments or annotations. You can move out of the book to follow Web links. You can navigate within and between chapters using a clickable table of contents. These features allow you to work at your own pace and in your own style, as you read and surf your way through the material.

Harnessing the Online Version

The online version of *Abnormal Psychology*, 2e, offers the following features to facilitate learning and to make using the book an easy, enjoyable experience:

- *Easy-to-navigate/clickable table of contents*—You can surf through the book quickly by clicking on chapter headings, or first- or second-level section headings. Plus, the table of contents can be accessed from anywhere in the book.
- *Key terms search*—Type in a term, and a search engine will return every instance of that term in the book; then jump directly to the selection of your choice with one click.
- *Notes and highlighting*—The online version includes study apps such as notes and highlighting. Each of these apps can be found in the tools icon embedded in the Academic Media Solutions/Textbook Media's online eBook reading platform (<http://www.academicmediasolutions.com>).
- *Upgrades*—The online version includes the ability to purchase additional study apps and functionality that enhance the learning experience.

Instructor Supplements

In addition to its student-friendly features and pedagogy, the variety of student formats available, and the uniquely affordable pricing options that are designed to provide students with a flexibility that fits any budget and/or learning style, *Abnormal Psychology*, 2e, comes with the following teaching and learning aids:

- *Test Item File*—This provides an extensive set of multiple-choice, short answer, and essay questions for every chapter for creating original quizzes and exams.
- *Instructor's Manual*—This is an enhanced version of the book offering assistance in preparing lectures, identifying learning objectives, and constructing course syllabi. The best feature in this manual is a list of 8 to 10 suggestions for teaching each chapter's material, including specific resources for classroom discussions, videos, and activities from award-winning teachers.
- *PowerPoint Presentations*—Key points in each chapter are illustrated in a set of PowerPoint files designed to assist with your instruction.

Student Supplements and Upgrades (additional purchase required)

- *Lecture Guide*—This printable lecture guide is designed for student use and is available as an in-class resource or study tool. *Note:* Instructors can request the PowerPoint version of these slides to use as developed or to customize.
- *StudyUpGrade (interactive online study guide)*—Students can turbo-charge their online version of *Abnormal Psychology*, 2e, with a unique study tool designed to “up your grade.” StudyUpGrade is a software package that layers quizzes and flash cards into the online version. This inexpensive upgrade helps you improve your grades through the use of interactive content that is built into each chapter. Features include self-scoring multiple-choice quizzes, key concept reviews with fill-in-the-blank prompts, and e-flash cards comprised of key term definitions. For more on this helpful study tool, check out the flash demo at the Academic Media Solutions or Textbook Media websites.
- *Study Guide*—A printable version of the online study guide is available via downloadable PDF chapters for easy self-printing and review.

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Doug Bernstein received his master's and PhD degrees in clinical psychology at Northwestern University in 1966 and 1968, respectively. From 1968 to 1998, he taught graduate and undergraduate classes at the University of Illinois at Urbana-Champaign and served both as associate department head and as director of introductory psychology. From 2006 to 2008, he was visiting professor of psychology and education advisor to the School of Psychology at Southampton University, and in January 2009, he was visiting professor and education consultant at l'Institut du Psychologie at the University of Paris Descartes. He is currently professor emeritus at the University of Illinois, courtesy professor of psychology at the University of South Florida, and a teaching consultant at Ecole de Psychologues Praticiens in Paris. His teaching awards include the University of Illinois Psychology Graduate Student Association Teaching Award, the University of Illinois Psi Chi Award for Excellence in Undergraduate Teaching, the Illinois Psychology Department's Mabel Kirkpatrick Hohenboken Teaching Award, and the APA Distinguished Teaching in Psychology Award. He has co-authored textbooks on introductory psychology, abnormal psychology, clinical psychology, criminal behavior, and progressive relaxation training. With Sandra Goss Lucas, he wrote *Teaching Psychology: A Step-by-Step Guide*, now in its second edition.