

essentials of

ABNORMAL PSYCHOLOGY

in a changing world

third canadian edition

DSM-5 update edition

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In fond memory of Merritt, Mary, and Gloria

—PJ

To Anna, Alex, and Amy

—ST

To Michael, who is full of curiosity each day, and to Alvin and Ruth

—MM

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PREFACE

Abnormal psychology is among the most popular areas of study in psychology for good reason. The problems it addresses are of immense personal and social importance—problems that touch the lives of us all in one way or another. They include problems that are all too pervasive, such as depression, sexual dysfunctions, obesity, and alcohol and substance abuse. They include problems that are less common but have a profound impact on all of us, such as schizophrenia.

The problems addressed in this book are thus not those of the few. The majority of us will experience one or more of them at some time or another, or a friend or loved one will. Even those who are not personally affected by these problems will be touched by society's response—or lack of response—to them. We hope that this text will serve both as an educational tool and as a vehicle to raise awareness among students and general readers alike.

Essentials of Abnormal Psychology in a Changing World, Third Canadian Edition, DSM-5 Update Edition, uses case examples and self-scoring questionnaires; a clear and engaging writing style that is accessible but does not compromise rigour; research-based and comprehensive coverage; superior pedagogy; and integration of sociocultural material throughout, including coverage of issues relating to Canadian cultural diversity, gender, and lifestyle.

Essentials of Abnormal Psychology provides students with the basic concepts in the field in a convenient 11-chapter format. These chapters cover historical and theoretical perspectives, approaches to psychological assessment and treatment, and the major types of psychological disorders—including adjustment disorders, anxiety disorders, mood disorders, substance-related disorders, personality disorders, gender identity and sexual disorders, schizophrenia, and disorders of childhood, adolescence, and aging. Throughout the text, we highlight important Canadian research, case examples, and societal and legal perspectives on abnormal psychology. We also present the best international research from a Canadian perspective.

NEW TO THE THIRD EDITION, DSM-5 UPDATE EDITION

This new DSM-5 Update Edition has been revised by Tracey Carr (University of Saskatchewan) to reflect the latest DSM criteria throughout the text. Another major change in our third edition was a reduction of the length of what were the first three chapters of the text by more than 40 pages. This was achieved primarily by combining the first three chapters into two and eliminating nonessential material. The first “disorder” chapter is now Chapter 3, “Anxiety, Obsessive-Compulsive, and Trauma- and Stressor-Related Disorders.” While the integrity of the introductory material remains, we have cut material extraneous to an “essentials” text, allowing instructors to move to the first disorder chapter earlier in their schedules. For those teaching this subject to psychology majors, the text now contains less material typically covered in introductory psychology. For those delivering this subject to non-majors, the crucial historical and current perspectives are introduced but they do not overwhelm the reader.

Chapter 1, “What Is Abnormal Psychology?” now consists of carefully condensed material defining abnormal psychology and covering historical and current perspectives.

Chapter 2 now includes **Assessment, Classification, and Treatment of Abnormal Behaviour** plus a slightly reduced section on abnormal behaviour in society. Many instructors prefer to introduce the concepts of patient rights and issues of mental illness and society early in their course, rather than at the end, as was done using the second edition.

Since both the perspectives section in Chapter 1 and the treatment sections in Chapter 2 are repeated structurally in each subsequent chapter, those sections in these first chapters focus on the essentials.

We have moved “**Research Methods in Abnormal Psychology**” to an Appendix. In the previous edition, this was covered in Chapter 2. Since this text is used by a wide variety of students with varied backgrounds in research methods, we thought it made sense to shift this material to the Appendix, giving the choice of whether to cover it, and when. The content has remained intact.

At the suggestion of several reviewers we have removed the chapter titled “Stress, Psychological Factors, and Health.” We have retrieved from this chapter the clinical disorders, adjustment disorders, and posttraumatic stress disorders, and placed them in **Chapter 3, “Anxiety, Obsessive-Compulsive, and Trauma- and Stressor-Related Disorders.”**

Also new to the third edition is a section on cognitive disorders of aging, in **Chapter 11, “Abnormal Behaviour Across the Lifespan.”**

A new feature called **Normal/Abnormal Behaviour** has been developed for the third edition. These boxes take a topic relevant to students and present two scenarios: one showing an example of “normal” behaviour and one showing an example of when that behaviour has become “abnormal.” This will reach students in their everyday lives who are asking if, for example, their interest in food or body image is normal, or their friend’s drinking is abnormal.

New research has been added to each chapter, increasing currency and relevancy. A clinical contributor, Karen Rowa, from McMaster University, was involved in this edition from the beginning, scouring databases and periodicals for the best, most recent, and most applicable research. The visuals and cases have been updated to better reflect the diversity of our students.

This DSM-5 Update Edition updates and integrates sociocultural material relating to ethnicity, gender, culture, and lifestyle throughout the text and in highlighted boxed features (“Focus on Diversity”). Attention to issues of diversity is clearly consistent with the importance given to cultural factors in the DSM-5 and with the need to bring these important issues to the attention of the beginning student in abnormal psychology.

GENERAL APPROACH

We approached the writing of this text with the belief that a textbook should do more than offer a portrait of a field of knowledge. It should be a teaching device—a means of presenting information in ways that arouse interest and encourage understanding and critical thinking. To these ends, we speak to the reader in a clear expository style. We attempt to render complex material accessible. We put a human face on the subjects we address by including many case examples drawn from our own clinical files, those of other mental health professionals, and those from DSM casebooks. We stimulate and involve students through carefully chosen pedagogical features, questionnaires, highlights, and applications. We also include built-in study tools designed to help students master difficult material. And yes, we keep abreast of our ever-changing subject by bringing to our readers a wealth of new scientific information drawn from leading scientific journals and organizations. To summarize the material covered in each chapter in an easy-to-remember visual format, we also include Concept Maps at the end of each chapter.

Essentials of Abnormal Psychology exposes students to the multiple perspectives that inform our present understandings of abnormal behaviour—the psychological, sociocultural, and biological domains. We adopt an interactionist approach, which recognizes that abnormal behaviour typically involves a complex interplay of multiple factors representing different domains. Because the concept of integrating diverse perspectives is often difficult for beginning students to grasp, the unique “Tying It Together” features interspersed through the text help students explore how multiple factors interact in the development of psychological disorders.

FEATURES OF THE TEXT

Textbooks walk balance beams, as it were, and they can fall off in three directions, not just two. That is, they must do justice to their subject matter while also meeting the needs of both instructors and students.

In subject matter, *Essentials of Abnormal Psychology* is comprehensive, providing depth and breadth as well as showcasing the most important new research discoveries. It covers the history of societal response to abnormal behaviours, historical and contemporary models of abnormal behaviours, methods of assessment, psychological and biological models of treatment, contemporary issues, the comprehensive range of problem behaviours set forth in the DSM, and a number of other behavioural problems that entail psychological factors—most notably in the interfaces between psychology and health.

Canadian Content

The third Canadian edition of *Essentials of Abnormal Psychology in a Changing World* showcases a wealth of Canadian content. We chose to do this for several reasons. First and foremost, there is a great deal of important, internationally acclaimed Canadian work being done on the research and treatment of abnormal behaviour. In other words, we have tried to present the best research on abnormal psychology while at the same time alerting our readers to the fact that much of this work comes from Canada. Why would we do this? The answer is to help our readers understand that there is important, relevant research being conducted right where they live, and quite likely on their own campus. Our Canadian focus helps readers understand that key research does not originate just in other countries—it's happening in students' own backyards, perhaps being done by the professor who is teaching their course.

The second reason for highlighting Canadian content is to refute the myth that mental disorders are things that happen to people who live someplace else, such as in other regions or countries. Mental disorder touches all of us; there are people in our country and communities and on our campuses who are afflicted with psychological problems. By citing Canadian examples of people who have battled psychological problems, we hope to bring home the fact that mental illness can reach any of us. Fortunately, effective treatments are available for many of these disorders.

Our third reason for a Canadian focus is pragmatic. The prevalence of mental disorders differs from country to country, as do the treatments of and laws regarding mental disorders and patient rights. Some disorders, such as dependence on crack cocaine, are much more common in the U.S. than in Canada. Substance-use disorders in Canada more commonly involve other substances. The health-care system in Canada is also different from systems in other countries. Accordingly, it is important to have a Canadian focus so that readers can understand how people with mental health problems are treated in Canada.

Finally, the issues regarding mental disorders and the law are different in Canada than in many other countries. For example, in the U.S., a person might be deemed to be “not guilty by reason of insanity.” In Canada, such a judgment would be “not criminally responsible on account of a mental disorder.” In other words, the Canadian courts often recognize that an accused is guilty of a given crime but not responsible because he or she is under the influence of a mental disorder.

This text illustrates the important fact that abnormal psychology does not occur in a cultural vacuum; the expression and treatment of psychological problems are strongly influenced by cultural factors. Our task of updating and Canadianizing this text was made much easier by the fact that so much of the key research on abnormal behaviour has been conducted in Canada.

“Did You Know That” Chapter Openers

Each chapter begins with a set of “Did You Know That” questions designed to whet students' appetites for specific information contained in the chapter and to encourage them

to read further. These chapter-opening questions (e.g., “Did You Know That...you can become psychologically dependent on a drug without becoming physically addicted?” or “... as many as 17% of people will suffer from an anxiety disorder at some point in their lives?”) also encourage students to think critically and evaluate common conceptions in light of scientific evidence.

“Normal/Abnormal” Features (*New to the Third Edition)

Instructors often hear the question “So what is the difference between normal behaviour and a psychological disorder?” In an effort to bring the material back to real life and to separate normal emotional distress from a psychological disorder, we’ve introduced case comparisons called “Normal/Abnormal Behaviour”—for example, “Alcohol Use: No Disorder” and “Alcohol Abuse: Disorder,” “Normal Perfectionism: No Disorder” and “OCPD: Disorder.” These have been written to inspire discussion and engagement with students in class. Students will encounter a variety of symptom severities and can discuss the differences between the cases. These cases are not meant to encourage labelling but are designed to show real-life examples written in non-clinical language. The cases are entirely new and have been written for this edition by Dr. Karen Rowa, Assistant Professor, McMaster University and Associate Director at St. Joseph’s Healthcare Clinical Psychology Residency Program.

“Focus on Diversity” Features

The third Canadian edition of *Essentials of Abnormal Psychology* helps broaden students’ perspectives so that they understand the importance of issues relating to gender, culture, ethnicity, and lifestyle in the diagnosis and treatment of psychological disorders. Students will see how behaviour deemed normal in one culture could be labelled abnormal in another, how states of psychological distress might be experienced differently in other cultures, how some abnormal behaviour patterns are culture-bound, and how therapists can cultivate a sensitivity to cultural factors in their approach to treating people from diverse backgrounds. Multicultural material is incorporated throughout the text and is highlighted in boxed “Focus on Diversity” features that cover specific topics such as the following:

- Healing the Whole Person: The Canadian Aboriginal Perspective (Chapter 1)
- Culture-Bound Syndromes (Chapter 2)
- Koro and Dhat Syndromes: Asian Somatic Symptom Disorders? (Chapter 5)
- Ethnicity and Alcohol Abuse (Chapter 7)

“A Closer Look” Features

The Closer Look features highlight cutting-edge developments in the field (e.g., virtual reality therapy) and in practice (e.g., suicide prevention) that enable students to apply information from the text to their own lives. Here is a quick preview of features:

- A New Vision of Stigma Reduction and Mental Health Support for Young Adults (Chapter 1)
- DSM-5: The Update (Chapter 2)
- Virtual Therapy (Chapter 3)
- Concussions, Depression, and Suicide Among NHLers (Chapter 4)
- The Controlled Social Drinking Controversy (Chapter 7)
- A New View of Women’s Sexual Dysfunctions? (Chapter 9)
- Psychosis Sucks! Early Psychosis Intervention Programs (Chapter 10)

Self-Scoring Questionnaires

Self-scoring questionnaires (for example, the “Fear of Fat Scale” in Chapter 8 and the “Dissociative Experience Scale” in Chapter 5) involve students in the discussion at hand

and permit them to evaluate their own behaviour. 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 wish to bring to the attention of a professional. We have screened the questionnaires to ensure that they will provide students with useful information to reflect on and to serve as a springboard for class discussion.

Review It: In-Chapter Study Breaks

Essentials of Abnormal Psychology contains a built-in study break for students. These in-chapter study breaks conclude each major section in the chapters. This feature provides students with the opportunity to review the material they have just read, and gives them a review break before reading on to a new section.

Define It: End-of-Chapter Glossary Terms

Key terms introduced throughout the text are listed here, with page references for easy retrieval and to help students as they study.

Think About It: End-of-Chapter Discussion Material

End-of-chapter questions ask students to think critically about the issues that were raised in the preceding passages of the text, and invite students to relate the material to their own experiences. Additional multiple-choice questions are available on MySearchLab for students to practise.

Concept Maps

Concept Maps are diagram spreads at the end of each chapter that summarize key concepts and findings in bubble form. Concept Maps provide readers with a “big picture” and are a useful way of understanding and remembering the material covered in each chapter.

SUPPLEMENTS

No matter how comprehensive a textbook is, today’s instructors and students require a complete educational package to advance teaching and comprehension. *Essentials of Abnormal Psychology* is accompanied by the following supplements.

Supplements for Students

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INSTRUCTOR'S RESOURCE MANUAL The Instructor's Resource Manual is a true "course organizer," integrating a variety of resources for teaching abnormal psychology. It includes a summary discussion of the chapter content, a full chapter outline, lecture and discussion questions, a list of learning goals for students, demonstrations, and activities.

MYTEST (www.pearsonmytest.com) MyTest from Pearson Education Canada is a powerful assessment generation program that helps instructors easily create and print quizzes, tests, exams, and homework or practice handouts. Questions and tests can all be authored online, allowing instructors ultimate flexibility and the ability to efficiently manage assessments at any time, from anywhere. MyTest for *Essentials of Abnormal Psychology*, Third Canadian Edition, includes more than 3000 questions in multiple-choice, true/false, and short-answer/essay format.

TEST ITEM FILE All the questions from the MyTest are also available in Microsoft Word format.

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