

Preface

The United States spends more money on mental disorders than on any other health condition, with heart disease and cancer trailing far behind (Roehrig, 2016). As important as that statistic is, it is not the main reason that it is incumbent upon us to understand more about these conditions. We all have friends or family members who have battled with mental health in some way. It is therefore important to learn what we can about mental disorders, including how they are identified, how they develop, how they can be treated, and, ultimately, how they can be prevented.

As in the previous editions of *Abnormal Psychology: Clinical and Scientific Perspectives*, this sixth edition was prepared with the goal of producing a readable, useful, inexpensive referenced resource that could serve as a primary text for students in undergraduate abnormal psychology courses. It provides a thorough (and critical) overview of the official system for classifying mental disorders—the *Diagnostic and Statistical Manual of Mental Disorders*, Fifth Edition (*DSM-5*)—describing the many ways in which the *DSM-5* differs from its predecessors. As this text reviews both past and present treatment approaches and their supporting research, it also encourages students to think critically and to evaluate the strength of evidence.

This edition incorporates several features, including:

- Thorough description of *DSM-5* classification, with frequent examples of diagnostic criteria and highlighted changes from the *DSM-IV*
- Extensive attention to diagnostic reliability and validity
- Coverage of continued controversies within psychiatry and psychology
- Many new and updated references from the professional literature
- Expanded glossary and index
- End-of-chapter reviews, key terms, questions for study, and pop quizzes.
- Student study materials, including practice quizzes, instructor's test banks, and lecture slides at www.BVTLab.com

It is also available in a variety of formats, ranging from eBook to bound textbook.

The original framework of Barclay Martin's *Abnormal Psychology: Clinical and Scientific Perspectives* reflected the substantial changes taking place in clinical psychology and psychiatry in the early 1980s. At that time, a new diagnostic system for psychopathology (the *DSM-III*) had appeared and Martin recognized the implications of the shift from a more subjective and analytic era in abnormal psychology to the less theory-dependent, more objective *DSM-III* model. The value of a science of clinical psychology was becoming apparent and issues such as diagnostic reliability, validity, and empirical outcome data began to drive the classification and treatment of mental disorders.

The present text, built on that framework, reviews the extensive subsequent developments in research and practice since the *DSM-III*. In the past 36 years, the *DSM* has undergone four revisions—new diagnostic categories have been added, others have been proposed, and still others modified or removed. Thousands of research studies have been published, exploring the biological, genetic, social, cognitive, and behavioral foundations of psychopathology; the effectiveness of various psychological and biological interventions; the incidence of disorders among populations; and the usefulness of different classifications. A strongly biomedical model of abnormal behavior became dominant within psychiatry, enabling the proliferation of pharmacological interventions for nearly every *DSM*-identified condition. Still, many of the questions about etiology and treatment considered in Martin's text remain unanswered. In nearly all cases of mental disorder, no biological markers or laboratory tests can identify or confirm any *DSM* diagnosis. Many contributory factors have been identified, but any necessary or sufficient causes of mental disorders remain elusive. Medications can offer some symptom relief; as of yet, however, they provide no cures, nor do they correct any presumed underlying biological abnormalities. Indeed, for many conditions, psychological interventions have been developed that are at least as effective as medication, with fewer side effects and lower risk of relapse.

The history of abnormal psychology contains many conceptual blind alleys and mistaken assumptions.

Adopting a scientific perspective does not prevent such errors, but it does allow us to eventually recognize them. The current state of the science reminds us that we have often been too quick to oversimplify and too slow to think skeptically about both causes and treatments. Inevitably, mental disorders are defined within a social and cultural context, diagnosed within an interpersonal behavioral exchange, and treated within a biological-environmental interaction; thus, they are bio-psycho-social developments. Therefore, I have endeavored to avoid the use of the common terms *mental illness* or *mental disease*—which may imply that we know more than we actually do; instead, I refer to these conditions more accurately as *mental disorders*. It should be noted that this informed skepticism does not discount the very real distress and disability associated with many *DSM* conditions, nor the importance of prompt, effective treatment.

In such an environment, there is always a danger that pseudoscience can masquerade as an acceptable alternative. There are dozens, if not hundreds, of competing therapies for common disorders such as depression and anxiety. The high level of nonspecific (or placebo) response in treatment increases the risk of promoting ineffective therapies and medications and fosters conceptual confusion. Fortunately, such problems are ultimately solved by the scientific method itself through careful comparisons, empirical testing, and evaluation of outcomes. I have highlighted research involving direct treatment comparisons or the use of randomized

controlled trials that provides empirical support for any particular therapeutic intervention over others.

Because the *DSM* model is so widely accepted, I have provided a careful description of the *DSM-5*, tracing the evolution of diagnosis and treatment within various categories of mental disorders, while also providing data on the reliability and validity of these diagnoses whenever possible. The professional literature on psychopathology is enormous and continually expanding. I have given preference to reviewing the more empirical and evaluative publications; as a result, articles from medical science, neuroscience, behavioral psychology, and cognitive psychology are overrepresented in the bibliography. I readily admit to a bias in favor of the scientific method over all other approaches in the field. However, I also accept that outcomes and consequences drive the selective process, and I realize that what may appear to be today's truth may be tomorrow's folly. We can expect continued shaping and revision of the content and structure of our diagnostic system, as well as our treatments, as some investigative pathways prove fruitful and others do not. I hope to have correctly reported the current state of affairs within this fascinating subject, without minimizing the many disputes, controversies, and unresolved issues that exist.

Charles A. Lyons
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La Grande, Oregon

Supplements & Resources

Instructor Supplements

A complete teaching package is available for instructors who adopt this book. This package includes an **online lab**, **instructor's manual**, **test bank**, **course management software**, and **PowerPoint slides**.

BVTLab	An online lab is available for this textbook at www.BVTLab.com , as described in the <i>BVTLab</i> section below.
Test Bank	Each chapter has 75 multiple choice questions ranked by difficulty and style, as well as 25 true/false, and 20 written-answer questions.
Course Management Software	BVT's course management software, Respondus, allows for the creation of tests and quizzes that can be downloaded directly into a wide variety of course management environments such as Blackboard, Web CT, Desire2Learn, ANGEL, E-Learning, eCollege, Canvas, Moodle, and others.
PowerPoint Slides	A set of PowerPoint slides includes about 50 slides per chapter, comprising a chapter overview, learning objectives, slides covering all key topics, key figures and charts, as well as summary and conclusion slides.

Student Resources

Student resources are available for this textbook at www.BVTLab.com. These resources are geared toward students needing additional assistance as well as those seeking complete mastery of the content. The following resources are available:

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Flashcards	<i>BVTLab</i> includes sets of flashcards for each chapter that reinforce the key terms and concepts from the textbook.
PowerPoint Slides	All instructor PowerPoints are available for convenient lecture preparation and for students to view online for a study recap.

BVTLab

BVTLab is an affordable online lab for instructors and their students. It includes an online classroom with grade book and class forum, a homework grading system, extensive test banks for quizzes and exams, and a host of student study resources.

Course Setup	<i>BVTLab</i> has an easy-to-use, intuitive interface that allows instructors to quickly set up their courses and grade books, and to replicate them from section to section and semester to semester.
Grade Book	Using an assigned passcode, students register themselves into the grade book; and all homework, quizzes, and tests are automatically graded and recorded.
Class Forum	Instructors can post discussion threads to a class forum and then monitor and moderate student replies.
Student Resources	All student resources for this textbook are available in <i>BVTLab</i> in digital form.
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- Editing of the existing content, down to the word level
- Customization of the accompanying student resources and online lab
- Addition of handouts, lecture notes, syllabus, etc.
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All of these customizations will be professionally typeset to produce a seamless textbook of the highest quality, with an updated table of contents and index to reflect the customized content.