

Preface ● ● ● ●

This new edition was prepared with the goal of producing a useful, inexpensive reference resource that would serve as a primary text for students in undergraduate abnormal psychology courses. It incorporates several improvements:

- Many new and updated references
- Revised Glossary
- Improved Index
- A “Questions for Study” section at the end of each chapter
- Study materials, including practice quizzes, at the publisher’s website

In addition to helping readers understand the DSM-IV system of diagnosing mental disorders and recognize the variety of treatments available, we hope to also encourage critical thinking and appreciation of the value of evidence.

The framework on which this book was built, *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 major revision in the 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. Issues such as diagnostic reliability and validity, and empirical outcome data, began to drive the classification and treatment of mental disorders.

The present text reflects the extensive subsequent developments in research and practice since the DSM-III. In the past thirty years, the DSM has undergone three revisions, each expanding on the previous one; 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, there are no biological markers or laboratory tests that 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, but as yet 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-envi-

mental interaction; 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—and instead 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 or the importance of prompt and effective treatment.

There is always a danger, in such an environment, 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 fosters conceptual confusion. Fortunately, such problems are ultimately solved by the scientific method itself through careful comparisons, empirical testing, and evaluation of outcomes. To the extent that research involving direct treatment comparisons or the use of randomized controlled trials provides empirical support for any particular therapeutic intervention over others, I have highlighted this in the discussion.

Because the DSM model is so widely accepted, I have provided a careful description of the current diagnostic system (the DSM-IV-TR), 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; and as a result, articles from neuroscience, behavioral psychology, and cognitive psychology are over-represented 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 appears to be today’s truth may be tomorrow’s folly. We can expect continued revision of the content and structure of our diagnostic system (the DSM-5 is scheduled for publication in 2013), and certainly our treatments. 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.

I have benefited from tips and suggestions from my colleagues Dr. Marie Balaban, Dr. Richard Ettinger, and Dr. DeAnna Timmermann in the preparation of the manuscript. However, any errors or omissions are mine alone.

Charles A. Lyons

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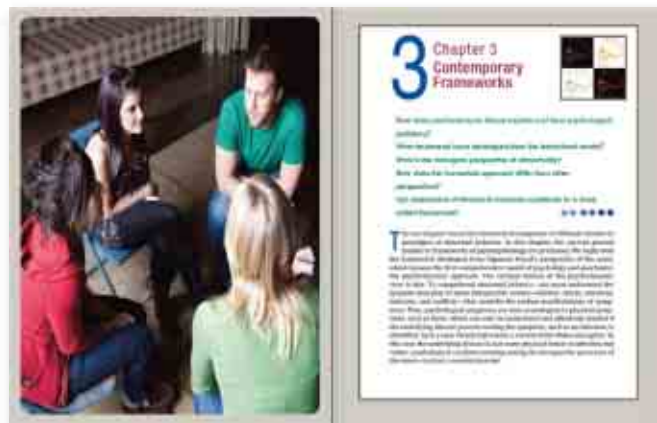
Pedagogical Features ● ● ● ●

This revised edition contains detailed coverage of the DSM-IV-TR, and of the issues important in the preparation of the next diagnostic manual, the DSM-V. Effective pedagogical features include the following:

- A summary of the main points at the end of the chapter
- An improved Glossary linked to the Key Terms sections at the end of each chapter
- Questions for Study to provoke thoughtful consideration and to prompt further research and exploration
- A Pop Quiz to help assess students retention of the material
- A variety of online studying tools (including test banks, flash cards, and Powerpoint slides) that are readily available at the online site for the text book at www.bvtstudents.com

► Chapter Openers

Each chapter begins with a list of questions that any curious student might pose about the topic. The questions highlight important issues about the topic, and the text addresses them directly within the chapter.



► Chapter Review

At the end of each chapter the main points are summarized in a series of bulleted paragraphs, giving students an overview of the important material therein.



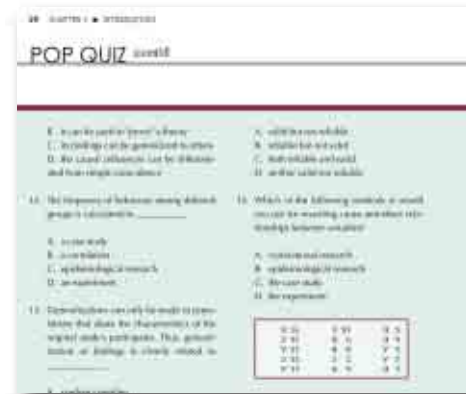
► Questions for Study

“Essay” questions, intended to provoke thoughtful consideration of important issues within each chapter and to encourage further research and exploration into the material, are placed at the end of each chapter.



► Pop Quiz

Appearing at the end of each chapter, the pop quizzes offer an opportunity to do a quick check of your knowledge retention. Similar to questions you might find on a test, these quiz questions can help you see if you are on the right track or if there are elements of a chapter's content you need to review further.



Supplements ● ● ● ●

Supplements for Instructors

- 1. Test Bank** A test bank is available to instructors in both hard copy and electronic forms. Each chapter consists of a variety of multiple choice, true/false, and essay questions.
- 2. Distance Learning Solutions** BVT Publishing is committed to providing the ability to administer tests and quizzes over the Internet. We have a strong relationship with Respondus, whose Course Management Software allows for the creation of randomly-generated tests and quizzes that can be downloaded directly into a wide variety of course management environments, such as Blackboard, Web CT, Desire 2 Learn, Angel, E Learning and others.
- 3. PowerPoints** These slides, developed by one of the authors, provide an outline of learning objectives/topics for the chapter. We have crafted the slides to avoid being “busy” with an overabundance of information; instead, they provide a template for lectures and discussions in an “eye-pleasing” format.
- 4. Customize This Book** If you have additional material you’d like to add (handouts, lecture notes, syllabus, etc), or if you would like to simply rearrange and delete content, BVT Publishing’s custom publishing division can help you modify this book’s content to produce a book that satisfies your specific instructional needs. BVT Publishing has the only custom publishing division that puts your material exactly where you want it to go, easily and seamlessly. Please visit www.bvtpublishing.com or call us at **1-800-646-7782** for more information on BVT Publishing’s Custom Publishing Program.

Supplements for Students

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2. Shop Online For the student's convenience and pocketbook, students have the added option of purchasing the traditional paper textbook directly from the publisher if preferred.

3. Self Tests Students can test their knowledge of this book's content using the Self Tests on the student website as well. The Self Test questions are designed to help improve students' mastery of the information in the book.



4. Chapter Outlines Chapter outlines are available for students to use on our website, or they can be downloaded directly from our website. They are designed to serve as a helpful outline approach to getting an overview of each chapter's content.

5. Flashcards We also feature Flashcards on our student website. The Flashcards are an easy way for students to spot-check their understanding of common and important Abnormal Psychology terms, as well as effectively retain the information.



6. Chapter Summaries The Chapter Summaries are another tool designed to give the students an overview of each chapter's content, further aiding the students in content comprehension and retention.



About the Authors ● ● ● ●

Charles A. Lyons is a professor of psychology at Eastern Oregon University, where he teaches courses in abnormal psychology, clinical interventions, psychological assessment, behavior analysis, and human sexuality. He earned his PhD from Utah State University with a specialization in Analysis of Behavior. As a licensed clinical psychologist, he worked for several years with inpatient populations at a large state psychiatric facility where he provided treatment, assessment, and forensic evaluations. As a researcher, he has worked with both animal and human subjects and published articles on basic learning processes, language, and addictive behaviors. His most recent interests concern the analysis of social and compulsive gambling.