Credits and acknowledgments for the material borrowed from other sources and reproduced, with permission, in this textbook appear on the appropriate page within the text.


If you purchased this book outside the United States or Canada, you should be aware that it has been imported without the approval of the publisher or the author.

Copyright © 2015, 2013, 2009, 2005 Pearson Canada Inc. All rights reserved. Manufactured in the United States of America. This publication is protected by copyright and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. To obtain permission(s) to use material from this work, please submit a written request to Pearson Canada Inc., Permissions Department, 26 Prince Andrew Place, Don Mills, Ontario, M3C 2T8, or fax your request to 416-447-3126, or submit a request to Permissions Requests at www.pearsoncanada.ca.

10 9 8 7 6 5 4 3 2 1 [CKV]

Library and Archives Canada Cataloguing in Publication

Nevid, Jeffrey S., author
Essentials of abnormal psychology in a changing world / Jeffrey S. Nevid, St. John’s University, Beverly Greene, St. John’s University, Paul A. Johnson, Confederation College, Steven Taylor, University of British Columbia, Melanie MacNab, Seneca College. — Third Canadian DSM5 update edition.

Includes bibliographical references and indexes.
ISBN 978-0-13-343697-6 (pbk.)


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
1 What Is Abnormal Psychology?  1
2 Assessment, Classification, and Treatment of Abnormal Behaviour  40
3 Anxiety, Obsessive-Compulsive, and Trauma- and Stressor-Related Disorders  97
4 Mood Disorders and Suicide  140
5 Dissociative and Somatic Symptom and Related Disorders  185
6 Personality Disorders  212
7 Substance-Related and Addictive Disorders  246
8 Feeding and Eating Disorders and Sleep–Wake Disorders  289
9 Gender Dysphoria, Paraphilic Disorders, and Sexual Dysfunctions  316
10 Schizophrenia Spectrum and Other Psychotic Disorders  352
11 Abnormal Behaviour Across the Lifespan  385

Appendix: Research Methods in Abnormal Psychology  425
Preface xi
Acknowledgments xviii
About the Authors xix

1 What Is Abnormal Psychology? 1

How Do We Define Abnormal Behaviour? 3
Criteria for Determining Abnormality 3
Risk Factors 7
Prevention and Resilience 8
Personal and Social Costs of Poor Mental Health 8
REVIEW IT How Do We Define Abnormal Behaviour? 8

Historical Perspectives on Abnormal Behaviour 9
The Demonological Model 9
Origins of the Medical Model: An “Ill Humour” 9
Medieval Times 10
Witchcraft 10
Asylums in Europe and the New World 11
The Reform Movement and Moral Therapy in Europe and North America 11
Drugs and Deinstitutionalization: The Exodus from Provincial Psychiatric Hospitals 12
Pathways to the Present: From Demonology to Science 13
REVIEW IT Historical Perspectives on Abnormal Behaviour 17

Current Perspectives on Abnormal Behaviour 18
Biological Perspectives on Abnormal Behaviour 18
REVIEW IT Biological Perspectives 22
Psychological Perspectives on Abnormal Behaviour 22
REVIEW IT Psychological Perspectives 32
Sociocultural Perspectives on Abnormal Behaviour 34
REVIEW IT Sociocultural Perspectives 35
Interactionist Perspectives 35
REVIEW IT Interactionist Perspectives 36
CONCEPT MAP 38

2 Assessment, Classification, and Treatment of Abnormal Behaviour 40

Systems of Classification 41
Methods of Assessment 41
The Clinical Interview 41

Psychological Tests of Intelligence and Personality 43
Neuropsychological Assessment 51
Behavioural Assessment 52
Cognitive Assessment 54
Physiological Measurement 56
Probing the Workings of the Brain 56
REVIEW IT Methods of Assessment 58

Classification of Abnormal Behaviour:
The DSM System 59
Features of the DSM 60
Evaluation of the DSM System 60
Advantages and Disadvantages of the DSM System 62
REVIEW IT Classification of Abnormal Behaviour 65

Methods of Treatment 65
Types of Mental Health Professionals in Canada 65
Biological Therapies 66
Deep Brain Stimulation 71
Psychodynamic Therapies 71
Behaviour Therapy 74
Humanistic-Existential Therapies 75
Cognitive-Behaviour Therapies 77
Eclectic Therapy 80
Group, Family, and Marital Therapy 80
Computer-Assisted Therapy 81
Does Psychotherapy Work? 82
REVIEW IT Methods of Treatment 86

Abnormal Psychology and Society 86
Psychiatric Commitment and Patients’ Rights 86
Mental Illness and Criminal Responsibility 90
REVIEW IT Mental Illness and Criminal Responsibility 93
CONCEPT MAP 95

3 Anxiety, Obsessive-Compulsive, and Trauma- and Stressor-Related Disorders 97

Types of Anxiety Disorders 100
Panic Disorder 100
Agoraphobia 101
Generalized Anxiety Disorder 104
Phobic Disorders 106
Obsessive-Compulsive and Related Disorders 110
Obsessive-Compulsive Disorder (OCD) 110
Abnormal Behaviour Across the Lifespan 385

Neurodevelopmental Disorder 387
Autism Spectrum Disorder 387
REVIEW IT Autism Spectrum Disorder 392

Intellectual Disability (Intellectual Developmental Disorder) 392
Causes of Intellectual Disability 393
Intervention 396
REVIEW IT Intellectual Disability 399

Learning Disorders 399
Specific Learning Disorders 399
Intervention 401
REVIEW IT Learning Disorders 402

Attention-Deficit and Disruptive Behaviour Disorders 402
Attention-Deficit/Hyperactivity Disorder 402
Conduct Disorder 406
Oppositional Defiant Disorder 407
REVIEW IT Attention-Deficit and Disruptive Behaviour Disorders 410

Anxiety and Depression in childhood and adolescence 410

Separation Anxiety Disorder 410
Perspectives on Anxiety Disorders in Childhood 411
Depression in Childhood and Adolescence 412
REVIEW IT Anxiety and Depression 415

Delirium 415
Clinical Picture 415
Diagnosis 416
Treatment and Outcomes 416
REVIEW IT Delirium 417

Dementia 418
Clinical Picture 419
Neuropathy 419
Causes and Diagnosis 419
Treatment and Outcomes 421
REVIEW IT Dementia 421

Appendix: Research Methods in Abnormal Psychology 425
Glossary 440
References 450
Name Index 484
Subject Index 493
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**

**MYSEARCHLAB** ([www.mysearchlab.com](http://www.mysearchlab.com)) MySearchLab offers extensive help to students with their writing and research projects and provides round-the-clock access to credible and reliable source material.

- **Research.** Content on MySearchLab includes immediate access to thousands of full-text articles from leading Canadian and international academic journals, and daily news feeds from the Associated Press. Articles contain the full downloadable text—including abstract and citation information—and can be cut, pasted, emailed, or saved for later use.
- **Writing.** MySearchLab also includes a step-by-step tutorial on writing a research paper. Included are sections on planning a research assignment, finding a topic, creating effective notes, and finding source material. Our exclusive online handbook provides grammar and usage support. Pearson SourceCheck™ offers an easy way to detect accidental plagiarism issues, and our exclusive tutorials teach how to avoid them in the future. MySearchLab also contains AutoCite, which helps students cite sources correctly using MLA, APA, CMS, and CBE documentation styles for both endnotes and bibliographies.
Supplements for Instructors

Instructors can download these supplements from our online catalogue. Simply visit www.pearsoncanada.ca/highered and look up this textbook using the catalogue’s search function.

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.

POWERPOINT® PRESENTATIONS Students often learn visually, and in a world where multimedia is almost an expectation, a full set of presentations will help you present course material to students.

IMAGE LIBRARY Electronic versions of key figures and tables in the text are available for your use.

MYSEARCHLAB The moment you know.

Educators know it. Students know it. It’s that inspired moment when something that was difficult to understand suddenly makes perfect sense. Our MyLab products have been designed and refined with a single purpose in mind—to help educators create that moment of understanding with their students.

MySearchLab delivers proven results in helping individual students succeed. It provides engaging experiences that personalize, stimulate, and measure learning for each student. And, it comes from a trusted partner with educational expertise and an eye on the future.

MySearchLab can be used by itself or linked to any learning management system. To learn more about how MySearchLab combines proven learning applications with powerful assessment, visit www.mysearchlab.com.

MySearchLab—the moment you know.

LEARNING SOLUTIONS MANAGERS Pearson’s Learning Solutions Managers work with faculty and campus course designers to ensure that Pearson technology products, assessment tools, and online course materials are tailored to meet your specific needs. This
highly qualified team is dedicated to helping schools take full advantage of a wide range of educational resources, by assisting in the integration of a variety of instructional materials and media formats. Your local Pearson Canada sales representative can provide you with more details on this service program.

**PEARSON CUSTOM LIBRARY** For enrollments of at least 25 students, you can create your own textbook by choosing the chapters that best suit your own course needs. To begin building your custom text, visit www.pearsoncustomlibrary.com. You may also work with a dedicated Pearson Custom editor to create your ideal text—publishing your own original content or mixing and matching Pearson content. Contact your local Pearson representative to get started.

**PEERSCHOLAR** Firmly grounded in published research, peerScholar is a powerful online pedagogical tool that helps develop your students’ critical and creative thinking skills. peerScholar facilitates this through the process of creation, evaluation, and reflection. Working in stages, students begin by submitting a written assignment. peerScholar then circulates their work for others to review, a process that can be anonymous or not depending on your preference. Students receive peer feedback and evaluations immediately, reinforcing their learning and driving the development of higher-order thinking skills. Students can then re-submit revised work, again depending on your preference. Contact your Pearson representative to learn more about peerScholar and the research behind it.
The field of abnormal psychology is a moving target, because the literature base that informs our understanding is continually expanding. We are deeply indebted to a number of talented individuals who helped us hold our camera steady in taking a portrait of the field, focus in on the salient features of our subject matter, and develop our snapshots through prose.

First, we thank Tracey Carr at the University of Saskatchewan, who reviewed and updated the entire text to address changes in the DSM-5 criteria.

Second, our professional colleagues, who reviewed chapters from the first and second Canadian editions: Carolyn Szostak, University of British Columbia-Okanagan; Kathy Foxall, Wilfrid Laurier University; Thomas Keenan, Niagara College; Linda Knight, John Abbott College; Joanna Sargent, Georgian College; Rajesh Malik, Dawson College; Kristen Buscalgia, Niagara College; Jillian Esmonde Moore, Georgian College; Beverley Boudard, York University; and Jocelyn Lymburner, Kwantlen University College.

Third, we are thankful to those who provided feedback to develop this new third Canadian edition: Mark Benner, Fanshawe College; Stephane Gaskin, Dawson College; Stuart Keenan, Sir Sandford Fleming College; Linda Knight, John Abbot College; Ronald Laye, University of the Fraser Valley; Karen Moreau, Niagara College; Ravi Ramkisson-singh, Niagara College; Sandy Schlieman, Algonquin College; Dana Shapero, University of Windsor; and Abe Worenklein, Dawson College.

And finally, to the publishing professionals at or collaborating with Pearson Education Canada who helped guide the development, editing, proofreading, and marketing of this edition, including Matthew Christian and Joel Gladstone (Acquisitions); Suzanne Simpson Millar and Patti Altridge (Development); Lisa Gillis (Marketing); Tara Tovell and Kimberly Blakey (Production); and the various people who contributed by copyediting and proofreading the manuscript and researching permissions and photos.
JEFFREY S. NEVID is Professor of Psychology at St. John’s University in New York, where he directs the Doctoral Program in Clinical Psychology, teaches at the undergraduate and graduate levels, and supervises doctoral students in clinical practicum work. He received his Ph.D. in Clinical Psychology from the State University of New York at Albany and was a staff psychologist at Samaritan Hospital in Troy, New York. He later completed a National Institute of Mental Health Post-Doctoral Fellowship in Mental Health Evaluation Research at Northwestern University. He holds a Diplomate in Clinical Psychology from the American Board of Professional Psychology, is a Fellow of the American Psychological Association and the Academy of Clinical Psychology, and has served on the editorial boards of several journals and as Associate Editor of the Journal of Consulting and Clinical Psychology. His publications have appeared in journals such as Journal of Consulting and Clinical Psychology, Health Psychology, Journal of Occupational Medicine, Behavior Therapy, American Journal of Community Psychology, Professional Psychology: Research and Practice, Journal of Clinical Psychology, Journal of Nervous and Mental Disease, Teaching of Psychology, American Journal of Health Promotion, and Psychology and Psychotherapy. Dr. Nevid is also author of the book Choices: Sex in the Age of STDs and the introductory psychology text Psychology: Concepts and Applications, as well as several other college texts in the fields of psychology and health coauthored with Dr. Spencer Rathus. Dr. Nevid is also actively involved in a program of pedagogical research focusing on helping students become more effective learners.

BEVERLY A. GREENE is Professor of Psychology at St. John’s University, a fellow of seven divisions of the American Psychological Association, and a fellow of the American Orthopsychiatric Association and the Academy of Clinical Psychology. She holds a Diplomate in Clinical Psychology and serves on the editorial boards of numerous scholarly journals. She received her PhD in Clinical Psychology from Adelphi University and worked in public mental health for over a decade. She was founding coeditor of the APA Society for the Study of Lesbian, Gay, and Bisexual Issues series, Psychological Perspectives on Lesbian, Gay and Bisexual Issues. She is also coauthor of the recent book What Therapists Don’t Talk About and Why: Understanding Taboos That Hurt Ourselves and Our Clients, and has more than 80 professional publications that are the subject of nine national awards. Dr. Greene was recipient of the APA 2003 Committee on Women in Psychology Distinguished Leadership Award; 1996 Outstanding Achievement Award from the APA Committee on Lesbian, Gay, and Bisexual Concerns; the 2004 Distinguished Career Contributions to Ethnic Minority Research Award from the APA Society for the Study of Ethnic Minority Issues; the 2000 Heritage Award from the APA Society for the Psychology of Women; the 2004 Award for Distinguished Senior Career Contributions to Ethnic Minority Research (APA Division 45); and the 2005 Stanley Sue Award for Distinguished Professional Contributions to Diversity in Clinical Psychology (APA Division 12). Her coedited book Psychotherapy with African American Women: Innovations in Psychodynamic Perspectives and Practice was also honoured with the Association for Women in Psychology’s 2001 Distinguished Publication Award. In 2006, she was the recipient of the Janet Helms Award for Scholarship and...
Mentoring from the Teacher’s College, Columbia University Cross Cultural Roundtable, and of the 2006 Florence Halpern Award for Distinguished Professional Contributions to Clinical Psychology (APA Division 12). In 2009, she was honoured as recipient of the APA Award for Distinguished Senior Career Contribution to Psychology in the Public Interest. She is an elected representative to the APA Council and member at large of the Women’s and Public Interest Caucuses of the Council.

PAUL A. JOHNSON has 25 years’ experience in post-secondary education as a professor, program co-ordinator, and curriculum and program validation adviser at Confederation College. Paul recently served on the Ontario Ministry of Training, Colleges and Universities (MTCU) committee that developed the new provincial college curriculum standards for general education and essential employability skills. He has received international recognition for academic leadership from the Chair Academy and the National Institute for Staff and Organizational Development (NISOD). Paul has also practised psychology in the Psychotherapy and Psychiatric departments of St. Joseph’s Hospital in Thunder Bay. As well, he has been a health-promotion consultant in his community for many years. Along with Helen Bee and Denise Boyd, Paul co-authored *Lifespan Development* (Pearson Education Canada), now in its fourth Canadian edition.

STEVEN TAYLOR, PHD, ABPP, is a professor and clinical psychologist in the Department of Psychiatry at the University of British Columbia and is editor-in-chief of the *Journal of Cognitive Psychotherapy*. He serves on the editorial board of several journals, including the *Journal of Consulting and Clinical Psychology*. He has published over 200 journal articles and book chapters, and over a dozen books on anxiety disorders and related topics. Dr. Taylor has received career awards from the Canadian Psychological Association, the British Columbia Psychological Association, the Association for Advancement of Behaviour Therapy, and the Anxiety Disorders Association of America. He is a fellow of several scholarly organizations, including the Canadian Psychological Association, the American Psychological Association, the Association for Psychological Science, and the Academy of Cognitive Therapy. His clinical and research interests include cognitive-behavioural treatments and mechanisms of anxiety disorders and related conditions, as well as the behavioural genetics of these disorders.

MELANIE MACNAB has over 10 years’ experience teaching psychology at Seneca College in Toronto. She has held positions as professor, program co-ordinator, and associate chair. During her time as associate chair in the School of Communication Arts, Melanie helped implement new and successful programs and was a leader to teams of faculty members. Known for being in the forefront of innovative teaching practices and the development of various delivery modes (fully online and hybrid delivery), she serves as a mentor to many in curriculum development. She currently serves on Seneca’s Faculty Advisory Committee and thinks that profound intellectual and interpersonal growth can happen in the classroom.