

英文版

教育部高等学校心理学教学指导委员会推荐用书

# Abnormal Psychology

# 变态心理学

第 九 版

劳伦·阿洛伊 (Lauren B. Alloy)

[美] 约翰·里斯金德 (John H. Riskind) 著

玛格丽特·曼努斯 (Margaret J. Manos)



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## 变态心理学(第9版)

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# 总序

王 垒

中国心理学有一个很早的开端,却有不长的历史。从1900年京师大学堂开设“心理学概论”课程,1917年北京大学成立中国第一个科学心理学实验室,到随后清华大学、杭州大学等一批学校成立心理学系,说起来有一个多世纪了。但由于20世纪战争与和平的较量以及文化意识形态领域里的跌宕起伏,相当多的时间被耽误了,学科发展被拖了后腿,算起来,真正用心做学问的时间大约不过半个世纪。

中国心理学有一个不错的开端,却有坎坷的历程。早在1908~1910、1912~1913年,蔡元培先生两度在德国游学,两度选修了冯特的“实验心理学”课程,这对他后来极力推动北京大学心理学的发展起了很大的影响。更有20世纪20~30年代,唐钺、孙国华、陈立、潘菽、曹日昌、朱智贤、周先庚等一批学者在美国哈佛、斯坦福、康奈尔、芝加哥大学等名校留学归来,投入国内心理学建设,形成了北方、南方诸多学校心理学齐发展的格局。但由于经费困难,后来的战乱,20世纪50~60年代对心理学的不公正对待和后来的文化大革命,中国心理学“几起几落”。

改革开放以来,中国心理学迎来了大发展的春天,教学和研究迅速普及,师资队伍和学生规模始终呈加速度扩张。在1980年,国内只有北京大学、北京师范大学、华东师范大学和杭州大学4所学校设有心理学系,到20世纪90年代初中期增加到了约20余所学校,再到21世纪初这几年增加到了100多所学校,几乎是每10年翻两三番!发展速度可谓惊人。

然而,高速发展也产生发展中的瓶颈。一方面,众多学校建设心理学系,开展心理学教学和研究,同时国内社会经济与文化的发展对心理学的需求越来越旺盛;另一方面,国内心理学的总体水平相对西方发达国家还比较落后,教学研究队伍并不壮大,教学研究水平仍亟待提高。这种需求与供给、速度与质量的矛盾不断激化,要保证国内心理学的健康发展,必须寻求一些有效的方法和途径。

“西学东渐”、“洋为中用”是可以推荐的诸多方法之一。教育部高教司近年来大力提倡引进外版教材和开展双语教学,这无疑对内地心理学教学的发展产生巨大的推动作用。心理学诞生在西方。据统计,美国每年授予博士学位人数最多的学科是心理学,可见心理学在美国的重要和普及程度。心理学的高等教育在西方积累了较丰富的经验,教材在内容、形式上都比较成熟,而且快速有效地跟进国际心理学科学发展的前沿趋势,对于保持高

等教育的水平有举足轻重的作用。相比来看,我国内地一些地区心理学师资匮乏,一些自编教材低水平重复,对教、学质量均有很大负面影响,情况堪忧。

教育部高等学校心理学教学指导委员会是国家教育部设立的心理学高等教育指导、咨询机构,负责制定国家心理学高等人才培养的宏观战略和指导规范。根据教育部发展高等教育的有关精神,我们与国内外多家出版机构合作,作为一个长期的工程,有计划、分期分批地引进外版教材,以期推动我国心理学教学的快速高效发展。

麦格劳-希尔出版公司在出版心理学教材方面富有经验,此次引进的教材均是麦格劳-希尔多年再版,被实践证明为适合高等学校教学的优秀教材。特别是这些教材均经过国内著名专家学者鉴定并大力推荐,这对引进教材的质量起到了重要的把关作用。在此谨对这些专家学者表示特别的感谢和敬意!

希望这套教材对高校的心理学教学有所帮助,并祝愿我国的心理学高等教育事业蓬勃发展!

王垒

北京大学心理学教授  
教育部高等学校心理学教学指导委员会主任

# 序

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改革开放 20 多年来,中国社会发生了翻天覆地的变化,这种变化为中国心理学的发展提供了难得的机遇,心理学在现实生活中的作用也被人们越来越多地意识到。其中心理健康成为最受关注的心理学应用领域之一。对心理健康的关注是经济社会发展的必然结果,体现了人们在满足了基本的生活和生存条件以后对自身和他人心理健康的状况或主观幸福感水平的重视。因此,每一个个体都希望了解更多的影响自身心理健康水平的因素以及可能的应对方式,同时,对心理健康从业人员的需求也日益明显,而且对他们的资质要求也达到了更高的水平。

对心理健康的关注首先是界定心理健康的内涵。世界卫生组织把健康定义为“不但没有身体的缺陷和疾病,而且是一种生理、心理和社会适应能力的完满状态”。心理健康的直接定义就是“非不健康的状态”或“没有症状的心理状态”。所谓的症状是指一般的心理症状而言,包括焦虑、心因性行为困难、强迫性的思维或行为、情绪低落、人格异常(例如强烈的依赖、攻击性、周期性情绪变化、冷漠、反社会行为等),以及心理原因引起的皮肤、肌肉、呼吸、循环、消化、生殖、内分泌等生理系统的障碍。另外,也有学者注重从积极的方面对心理健康进行界定,重视心理卫生的积极面。例如,Johoad(1958)列举了九种积极的心理状态(valued qualities),一个人若拥有这些有价值的心理品质,他就是心理健康的人。这九种积极的心理状态包括幸福感、和谐、自尊感、个人的成长、个人的成熟、人格的完整、与环境保持良好的接触、有效地适应环境,以及在环境中保持独立等。然而,相对而言,人们还是比较关心“自己是否不正常”。这属于心理科学中“变态心理学”的研究范畴,而从积极的方面研究心理健康问题则属于“心理卫生学”的研究范畴。因此,了解变态心理学的有关知识是把握心理健康问题的重要前提。



这部由劳伦·阿洛伊、约翰·里斯金德、玛格丽特·曼努斯等三人合著的《变态心理学》无论是从专业训练的角度，还是从科普的角度，都既符合学科发展要求，又能够满足普通读者和专业人员的需求。首先，劳伦·阿洛伊和约翰·里斯金德是两位资深的病理心理学家，他们的研究成果为变态心理学的发展做出了重要的贡献。由他们编写的教材保证了学术性和权威性。而玛格丽特·曼努斯，作为一位深受读者欢迎的畅销书作者和专栏作家，她的加盟使得这本教科书的风格更加活跃、更有可读性。因此，这可以看作是一本“畅销书式的教科书”，使学习变态心理学成为一种享受，也拓宽了该书的适用面，由学院中的教科书成为普通公众的“可以把握的生活指导”。

其次，在本书的内容安排上，既注重了心理学理论对变态或异常行为的解释以及最新研究成果的总结，又特别强调了对各种症状或症候群的客观描述，使读者可以对整个学科的全部内容以及最新的研究进展和发展方向都有一个完整的概念。读者不仅可以从中获得相关的知识，而且可以很容易地确定自己所要研究的问题。这对于专业人员而言，无疑是一本教科书最重要的品质之一。

当然，社会对心理学的需求也对心理学的发展提出了严峻的挑战。在西方文化背景下建立的、针对西方人的心理与行为特点的心理学的理论、概念和工具能否直接应用于中国文化和中国人已经成为一个无法回避的问题。至少在心理学的某些领域，西方的理论很显然不能适应中国的实际。以人力资源管理为例，现在国内的很多机构照搬西方的理论模式，把它们直接用到中国人身上，以为可以解决中国人自身的管理问题，但实际效果并不佳。同样，在心理健康领域，西方的家庭治疗显然难以完整地反映中国家庭的实际，也难以保证治疗的效果。因此，离开了中国社会现实和中国文化本身，我们就无法理解中国人的行为和心理特征。如果现在仍然照搬西方的心理学理论和概念体系，而不努力去探索中国化的心理学理论和概念、工具，心理学的实际应用效果必然受到影响，心理学在中国的健康发展必然会受到阻碍。现在已经到了系统研究中国人的心理与行为，并努力创建中国人的心理学的时候了。

对于中国读者而言，应该清醒地认识到，正如本书所强调的，文化对心理健康有着重要的影响。在本书中虽然也有专门的章节介绍“文

化与心理健康”的内容，但绝大多数篇幅都在介绍“西方文化”背景下的研究成果。因此，读者在使用本书时，除学习有关的知识性的内容以外，应主要关注本书有关研究方法方面的论述。特别对于专业人员而言，采用科学的方法去“重新审视”西方的研究成果，并努力在实践中去验证和澄清中国人在相应方面的特点，这是努力建立中国化的心理学理论体系的必然要求。例如，本书作者之一劳伦·阿洛伊所提出的“抑郁但明智”(sadder but wiser)的观点虽然在中国人身上也有系统的体现，但仅限于某些特定的情境之下。

“西学东渐”、“洋为中用”的前提，首先是完整把握“西学”、“洋学”的科学体系，特别是研究方法和研究策略。在这一点上，本书是非常好的一本有关变态心理学入门的教科书。但同时，在“东渐”或“中用”之前，应对“西学”、“洋学”在中国人中的适用性进行评估，并与中国文化和中国的实际相结合。

因此，我在推荐此书的同时，也由衷地希望我们中国的心理学家能在不久的将来，编写出在学术性和可读性上与之媲美的教科书。而且，正如此书一样，只在其中个别章节介绍“西方文化下的研究成果”，而其他大量的篇幅则是介绍中国本土化(或中国化)的知识体系。这是一条充满荆棘的艰难之路，也是中国心理学能够真正服务中国的经济社会发展、为人类心理科学的发展做出自己的贡献的必由之路。

王登峰

2005年6月16日于  
北京大学人格与社会心理学研究中心



# 内容简介

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本书呈现了最新的观点以及最前沿的研究,对各种心理障碍的症状、理论及治疗进行了详细的论述。本版的一个新的主题是预防。从第 1 章,到各个障碍章节,甚至是关于法律和伦理问题的第 18 章中都包含了预防专栏。此外,本书还专门用一章的篇幅来描述神经科学的观点,因为在变态行为的神经心理研究领域已经有了突飞猛进的发展。

# ABOUT THE AUTHORS

**Lauren B. Alloy** is an internationally recognized researcher in the area of mood disorders. Her work on depression has had a major impact on the fields of clinical, personality, social, and cognitive psychology. She is currently Professor of Psychology at Temple University. Previously at Northwestern University, she became the youngest Professor in the university's history and the first woman to become a Professor in Northwestern's psychology department. She received both her B.A. and Ph.D. in psychology from the University of Pennsylvania. Dr. Alloy was awarded the American Psychological Association's Young Psychologist Award in 1984, won the American Psychological Association's Division 12 Distinguished Scientific Contribution Award in 2003 (jointly with Dr. Lyn Abramson) and named the APA's Master Lecturer in Psychopathology in 2002 (jointly with Dr. Lyn Abramson). In 2001, she received Temple University's Paul W. Eberman Faculty Research Award. She was also recognized by Northwestern University's College of Arts & Sciences with the Great Teacher Award in 1988 for her classroom teaching and mentoring of students. She is a Fellow of the American Psychological Association and American Psychological Society. Dr. Alloy is the author of more than 130 scholarly publications, including a book (co-edited with Dr. John Riskind) entitled *Cognitive Vulnerability to Emotional Disorders*. She has served on the editorial boards of the *Journal of Abnormal Psychology*, *Journal of Personality and Social Psychology*, *Journal of Consulting and Clinical Psychology*, *Clinical Psychology: Science and Practice*, *Cognitive Therapy and Research*, and the *Journal of Cognitive Psychotherapy: An International Quarterly*, and has served as Guest Editor for the *Journal of Abnormal Psychology*, *Cognitive Therapy and Research*, *Journal of Cognitive Psychotherapy: An International Quarterly*, and *Journal of Social*

*and Clinical Psychology*. She regularly teaches courses on psychopathology.

Dr. Alloy's research focuses on cognitive, interpersonal, and biopsychosocial processes in the onset and maintenance of depression and bipolar disorder. Along with her colleagues, Lyn Abramson and Gerald Metalsky, she is the author of the hopelessness theory of depression and she discovered, with Lyn Abramson, the "sadder but wiser," or "depressive realism," effect. In her leisure time, she enjoys sports, the theater, good restaurants, and she is a movie fanatic. But most of all, she loves being with her husband, Daniel, and daughter, Adrienne.

**John H. Riskind** received his doctorate in psychology from Yale University in 1977. He had a postdoctoral fellowship at the University of Pennsylvania Center for Cognitive Therapy in the Department of Psychiatry, where he trained with Aaron Beck and served as his Director of Research for two years. He has held faculty positions at several universities and is now Professor of Psychology in the clinical psychology program at George Mason University. An associate editor of the journal *Cognitive Therapy and Research* and the *Journal of Cognitive Psychotherapy*, Dr. Riskind is also the author of approximately 70 published articles and chapters in professional journals. His research interests center on cognitive vulnerability factors for anxiety and depression and on the nature of distinct and overlapping features of anxiety and depression. Dr. Riskind conducts a private clinical psychology practice in cognitive therapy in Fairfax, Va.

**Margaret J. Manos** is a New York City-based writer and editor. She has contributed to a number of textbooks in the social sciences. She also writes about theater.

# PREFACE

From its inception, *Abnormal Psychology: Current Perspectives*, has provided a balanced, contemporary introduction to the symptoms, theory, and treatment of psychological disorders. The ninth edition continues this commitment and, with the addition of video case studies on a new student CD-ROM video, gives a human face to the clinical portraits drawn in the text.

The balanced approach taken by this text acknowledges that a variety of psychological perspectives can be brought to bear on a given disorder. At the same time, some perspectives have been shown empirically to be more effective for certain disorders than others. Therefore, the breadth and depth of discussion of each perspective in the disorders chapters is proportional to its contribution to the understanding and treatment of that particular group of disorders. This approach makes sense from an instructional point of view, although it can be difficult for students taking the introductory course in abnormal psychology to grasp the theoretical differences while trying to differentiate among the disorders and their treatments. For this reason, we provide three chapters devoted to the theoretical perspectives near the beginning of this text (Chapters 4–6). A solid theoretical foundation makes the study of the psychological disorders more manageable for students.

*Abnormal Psychology: Current Perspectives* is unique in that each edition is prepared with input from experts in the various disorders, making it as accurate and as up-to-date as possible. Many of the changes in this edition (such as the addition of a separate chapter on the neuroscience perspective) reflect new discoveries about the causes of particular disorders and promising new treatment approaches. Research Highlights boxes call additional attention to the essential contributions of research to a better understanding of psychological disorders and a better future for the people who live with them.

A new theme in this edition is prevention. Introduced from a historical perspective in Chapter 1, prevention features prominently in the disorders chapters. Each of the disorders chapters, as well as Chapter 18, Legal and Ethical Issues, includes a Pre-

vention box profiling an outreach program designed for people at risk for one of the disorders described in the chapter. For example, in Chapter 10, the Prevention box discusses the Penn Optimism Project for preventing depression.

Case studies have long been used to give students a window on the manifestations of psychological disorders. Now, through the use of the *MindMAP Plus* CD-ROM packaged with the book, students can observe for themselves the symptoms and suffering of real people with the disorders described in the text. Excerpted from McGraw-Hill's *Faces of Abnormal Psychology*, volumes I and II, and from footage licensed from The Discovery Channel, the video interviews found on the CD powerfully convey what it is like to live with a psychological disorder. Contextualized with a short text preview and several follow-up questions, these videos add a much-needed human dimension to a subject with which many students have little or no experience.

## Highlights of This Edition

Continuing the trend started with the eighth edition, we have reduced the number of chapters in the book to 18, down from 19. In response to feedback from instructors, we have redistributed the coverage of antisocial behavior into the chapters on anxiety disorders, personality disorders and sexual disorders and integrated material on prevention in Chapter 1 and in each of the disorders chapters. Also, in recognition of the growing body of neuroscience research, we have added a third perspectives chapter devoted to the neuroscience perspective. The other two perspectives chapters now cover the behavioral, cognitive, and sociocultural perspectives (Chapter 4) and the psychodynamic, humanistic and interpersonal perspectives (Chapter 5). The entire text has undergone significant updating, including the addition of more than 200 new references and many empirical studies. All terminology and diagnostic information have been revised to be consistent with the *Diagnostic and Statistical Manual of Mental Disorders*, Fourth Edition, Text

Revision (*DSM-IV-TR*). Other key changes include the following:

### Chapter 1: Abnormal Behavior: Historical Perspectives

- ◆ A new section describes the rise of the prevention movement.
- ◆ A new section discusses the effects of managed care on mental health care.
- ◆ A new table highlights ethnic differences in rates of depression.

### Chapter 2: Diagnosis and Assessment

- ◆ The discussion of diagnosis reflects *DSM-IV-TR*.
- ◆ A revised discussion of IQ tests addresses the issue of cultural bias.
- ◆ The section on the Rorschach test now covers the controversy surrounding its use and interpretation.

### Chapter 3: Research Methods in Abnormal Psychology

- ◆ A new section on research ethics appears in this chapter.

### Chapter 4: The Behavioral, Cognitive, and Sociocultural Perspectives

- ◆ This new chapter places the behavioral, cognitive, and sociocultural perspectives in a broader historical context.
- ◆ The discussion of cognitive appraisal was expanded to better explain the concept of cognitive vulnerability.
- ◆ A new section discusses the relationship between socioeconomic status and ethnicity and willingness to seek help for mental health problems.

### Chapter 5: The Psychodynamic, Humanistic-Existential, and Interpersonal Perspectives

- ◆ The humanistic-existential perspective was restored and its relation to the psychodynamic perspective is explained.
- ◆ A new section on the interpersonal perspective replaces the discussion of the family systems approach.

### Chapter 6: The Neuroscience Perspective

- ◆ This new chapter emphasizes the role of neuropsychological processes in abnormal behavior.

- ◆ A new section discusses the integration of the neuroscience perspective with the psychological approaches as a way of arriving at a more complete explanation of a number of psychological disorders.

### Chapter 7: The Anxiety Disorders

- ◆ The chapter has been reorganized to focus first on the disorders involving fear of an identifiable object or situation, which students can understand more readily than disorders having no specific stimulus.
- ◆ A new Focus box discusses the relationship of animal hoarding to obsessive-compulsive disorder.
- ◆ A new Focus box explores the communal trauma that can result from experiencing an act of terrorism, such as the 9/11 attacks in New York, Pennsylvania, and Washington.

### Chapter 8: Dissociative and Somatoform Disorders

- ◆ A new Prevention box focuses on educational programs designed to teach children to recognize and avoid abusive situations.

### Chapter 9: Psychological Stress and Physical Disorders

- ◆ The discussion of cancer has been rewritten to explore in greater depth the importance of psychological factors to the body's ability to defend against cancer.
- ◆ The discussion of HIV and AIDS has been updated and clarified.
- ◆ Updated information on gender, ethnic, and socioeconomic differences in the effects of stress on cardiovascular health was added to the discussion of groups at risk for heart disease.
- ◆ New material on the effects of spirituality on the stress response appears in a Prevention box.

### Chapter 10: Mood Disorders

- ◆ The section on theory and therapy was reorganized and updated to reflect the greater influence of the behavioral/interpersonal and cognitive perspectives in understanding and treating depression and bipolar disorder.
- ◆ Recent findings indicating that behavioral and cognitive models might be applicable to bipolar disorder are discussed.
- ◆ A new Prevention box profiles the Penn Optimism Project.

- ◆ New information added to the section on the neuroscience perspective points to a therapeutic effect of sleep deprivation on patients with bipolar disorder and on IPSRT as an adjunctive treatment for bipolar disorder.
- ◆ Coverage of transcranial magnetic stimulation (TMS) was added to the neuroscience section.

### Chapter 11: Personality Disorders

- ◆ The updated chapter now includes antisocial personality disorder.
- ◆ A new Research Highlights box compares “successful” and “unsuccessful” psychopaths.

### Chapter 12: Substance-Abuse Disorders

- ◆ The section on Genetic Studies includes a discussion of the interaction of genetic and environmental factors on alcohol dependence.
- ◆ Updated material on possible changes in the brain and on the involvement of serotonin and GABA in substance abuse was added.

### Chapter 13: Sexual Dysfunctions, Paraphilias, and Gender Identity Disorders

- ◆ The discussion on treatment of sexual dysfunction was revised to include Viagra and the latest prosthetic treatments
- ◆ The paraphilias section now includes coverage of rape.
- ◆ New material on the efficacy of treatment for paraphilias was added.

### Chapter 14: Schizophrenia and Delusional Disorder

- ◆ A new Prevention box discusses the prodrome syndrome and RAPP, a program created to establish prospective criteria that can be used to identify adolescents at risk for schizophrenia and treat them before symptoms develop.

### Chapter 15: Neuropsychological Disorders

- ◆ The discussion of epilepsy has been substantially expanded and updated.

### Chapter 16: Disorders of Childhood and Adolescence

- ◆ A new introduction outlines the developmental approach to child psychopathology.

- ◆ A new Prevention box discusses the FRIENDS program for anxiety reduction in children.

### Chapter 17: Mental Retardation and Autism

- ◆ Revisions clearly separate mental retardation and autism, while making the point that there is some overlap with respect to symptoms, age of onset, prognosis, etiology, and treatment.
- ◆ The discussion of the institutionalization of people with mental retardation has been rewritten to focus on the positive effects of deinstitutionalization.

### Chapter 18: Legal and Ethical Issues in Abnormal Psychology

- ◆ The chapter now includes a discussion on ethics and the mental health profession.
- ◆ A new section discusses issues involving involuntary commitment, outlines new laws on the commitment of sexually violent predators, increasing use of involuntary outpatient commitment to insure treatment compliance, and the effectiveness of coerced treatment.

## Supplements

The supplements listed here are intended to be used with *Abnormal Psychology*, Ninth edition. Please contact your local McGraw-Hill representative for details concerning policies, prices, and availability, as some restrictions may apply.

**The McGraw-Hill Casebook in Abnormal Psychology**, Fifth Edition, by John Vitkus, The Cleveland Clinic Foundation. This casebook features 22 case studies from the files of mental health professionals. The cases cover a broad range of disorders and therapies, from phobias to road rage.

**MindMAP Plus Student CD-ROM**. A new learning tool packaged with new copies of *Abnormal Psychology*, this CD includes video clips from McGraw-Hill's exclusive *Faces of Abnormal Psychology* series and the Discovery Channel video sources illustrating key concepts and featuring real people discussing their disorders. Images in the text key the videos to specific topics. Each video is contextualized with pedagogy, including follow-up questions and web connections. Additionally, a short self-test section for each chapter provides a valuable study aid.

**Student Study Guide** by Michele Catone-Maitino, Hudson Valley Community College. Learning objectives, key terms, and important names begin each chapter. A guided self-study helps students to review concepts in the chapter, and multiple-choice practice tests enable students to assess their learning. A "Helpful Hints" section provides studying tips and assists students with the chapter's most difficult concepts. An answer key, complete with feedback, is also included.

**Online Learning Center with PowerWeb** (<http://www.mhhe.com/alloy9>). Practice tests and key terms are available online, as part of comprehensive website for *Abnormal Psychology*, Ninth Edition. PowerWeb, a password-protected section of the website, is available free with the purchase of a new copy of the text. PowerWeb articles and in-depth essays direct students to more than 6,000 high-quality references. The password can be found on the card that is bound into the front of each new text.

**Instructor's Resource CD-ROM.** In addition to the complete Instructor's Manual, PowerPoint slides, and Test Bank, the Instructor's Resource CD-ROM contains an image gallery of illustrations from the book. An easy-to-use interface facilitates the design and delivery of multimedia classroom presentations.

**Instructor's Manual** by Joseph A. Davis, San Diego State University. Each chapter of the manual provides many ideas for lectures, demonstrations, activities, and classroom assessment techniques, as well as Talking Points to stimulate class discussion. The Instructor's Manual also includes descriptions of the videos found on the *MindMAP Plus* Student CD and suggestions for using them in class. The Instructor's Manual can be found on the Instructor's Resource CD-ROM and on the password-protected instructor's side of the Online Learning Center.

**PowerPoint Slides** by Joseph A. Davis, San Diego State University. To enhance lectures and classroom presentation of materials, full-color images from the book are integrated with summaries and main points of each chapter. The PowerPoint slides can be found on the Instructor's Resource CD-ROM and on the password-protected instructor's side of the Online Learning Center.

**Test Bank** by Michele Catone-Maitino, Hudson Valley Community College. Written by the author of the Student Study Guide, the Test Bank is correlated

with the Study Guide. The Test Bank contains nearly 2,000 multiple-choice items and essay questions. Items that test knowledge of material in the text's boxes are called out for easy reference in the answer keys. The Test Bank can be used on all the major computer platforms and is available on the Instructor's Resource CD-ROM in both text files and computerized format.

**Faces of Abnormal Psychology**, volumes I and II. Available to adopting instructors on DVD as well as in VHS format, each volume presents ten 8-10 minute clips suitable for classroom viewing. Each video features an interview with someone who has experienced a psychological disorder. Schizophrenia, posttraumatic stress disorder, obsessive-compulsive disorder, and Asperger's syndrome are some of the disorders covered.

**Taking Sides: Clashing Views on Controversial Issues in Abnormal Psychology.** This debate-style reader introduces students to controversial viewpoints on important issues in the field. Each topic is carefully framed for the students, and the pro and con essays represent the arguments of leading scholars and commentators in their fields. An Instructor's Guide containing testing materials is also available.

**PageOut** is a tool designed to let an instructor build his or her own website in less than an hour. PageOut requires no prior knowledge of HTML, no long hours of coding, and no design skills. Even the most inexperienced computer user can quickly and easily create a professional-looking course website with PageOut by filling in templates with information and with content provided by McGraw-Hill. Visit <http://www.pageout.net> for more information.

Populated *WebCT* and *Blackboard* course cartridges are also available to instructors.

For information on any component of the teaching supplements, instructors should contact their McGraw-Hill representative.

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