



中国心理学会推荐使用教材

Abnormal Psychology

变态心理学与心理治疗

(第3版)

by Susan Nolen-Hoeksema



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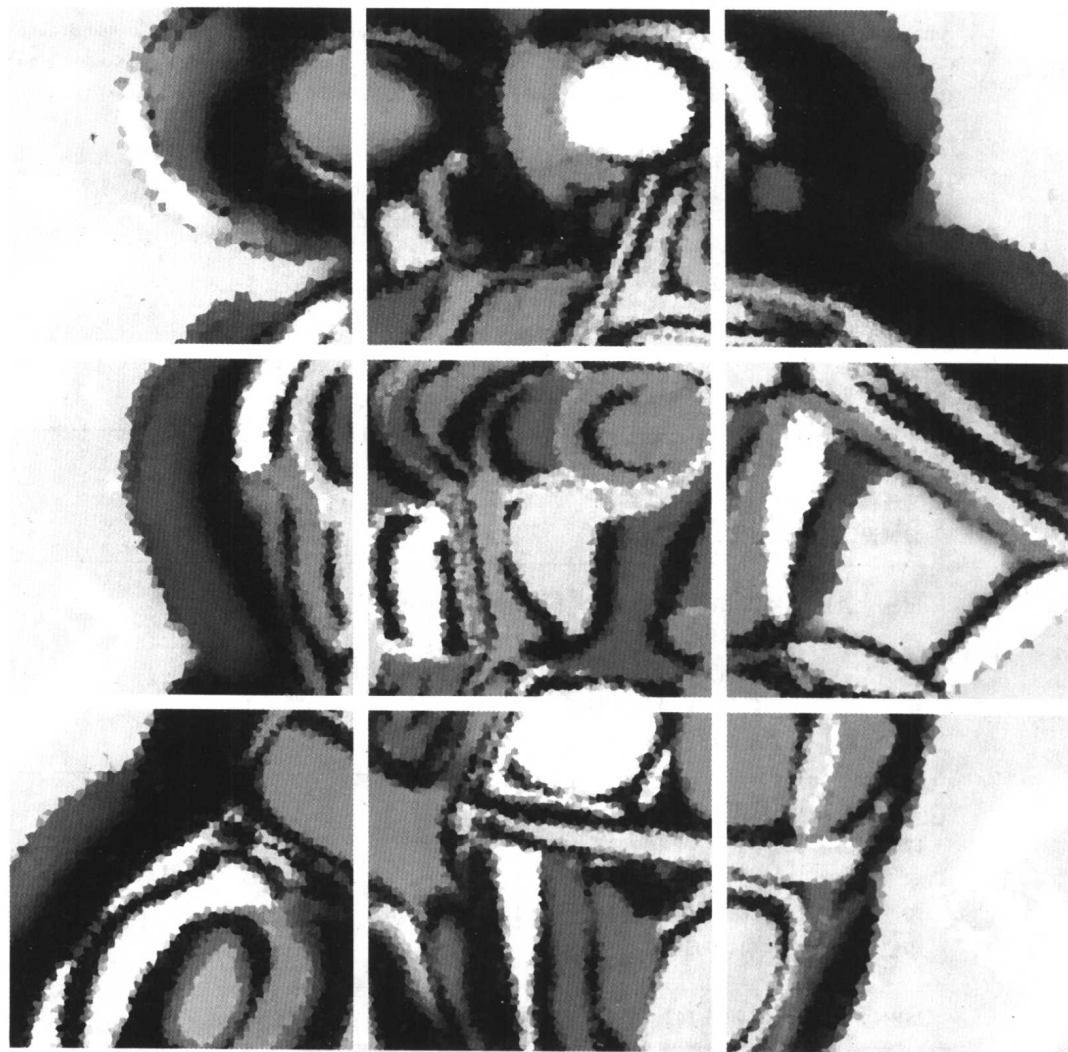
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ABNORMAL PSYCHOLOGY, THIRD EDITION

Susan Nolen-Hoeksema

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中文导读

读者诸君，摆在您面前的这本《变态心理学与心理治疗》，为美国密歇根大学心理学和精神病学资深教授 Susan Nolen-Hoeksema 博士所著。Nolen-Hoeksema 博士获得过两次重要的教学奖和几次科研奖，发表过 50 多篇学术论文，并出版了 9 部专著。正是因为 Nolen-Hoeksema 博士如此之深的学术造诣，再加上良好的文学修养，使得 Nolen-Hoeksema 博士把各种难以理解的变态心理现象描述得如此生动和深入浅出，并且不乏科学性。因此读这本变态心理学的重要学术著作，会让人感觉如同读小说般引人入胜，这是本书的一大特点，也是本书的成功之处。作者引用了一些患者的传记或自传，这种方式十分准确地表达了精神病患者的心声，使读者能够体会到精神障碍患者最真实的亲身感受，这对于读者理解枯燥乏味的精神病症状是非常有帮助的。

本书的另一个特点是与时俱进，书中包括很多相关领域的最新的科研成果，也是本书第三次修订之后能够依然畅销的原因。读者能从中了解到变态心理学领域最前沿的新知识、最新的科学发现和治疗手段，例如 rTMS 技术。作者非常重视文化和性别在变态心理学中的作用，因为文化与性别可能影响个人对某种精神障碍的易感性、对疾病的表达以及对治疗的反应。在本书中，作者以最新的研究成果为基础，加大了对文化和性别问题的讨论力度。

本书从内容来看，可以分为四个大部分。

第一部分是对于变态行为的概括性介绍，内容包括第一章至第五章。在第一章变态行为一瞥中，作者首先讨论了何为变态行为，文化相对主义者认为必须使用社会规范来确定某行为的正常性。有些学者认为罕见行为，或者给行为者造成主观上不舒适的行为才算变态行为。还有一些学者认为只有由心理疾病导致的行为才是变态行为。但是，所有的标准都有各自的局限。目前，大家比较认同心理健康领域学者的意见，他们认为使行为者感到压力的行为，或者使行为者丧失日常生活机能的行为属于变态行为。然后作者又回顾了关于变态行为的生物学理论、心理学理论和社会学理论，最后指出现在更多的学者认为把生物学理论、心理学理论和社会学理论综合起来的理论是最行之有效的。作者在第二章介绍了关于变态行为的现代理论。生物理论认为心理障碍是由三个方面的因素造成的：大脑的结构变异、大脑神经递质系统的机能障碍以及缺陷基因。在心理学研究中，心理动力理论认为心理障碍的诱因是潜意识心理挣扎。行为主义理论认为个人行为得到强化或惩罚最终导致心理症候的产生。认知理论认为人们对环境的理解决定他们的情感和行为障碍。人本主义和存在主义理论认为心理障碍的出现是因为人们无法追求自己的理想，相反，他们得尽力顺从他人的意愿。在社会学研究中，人际关系理论家潜心研究人际关系对正常和异常行为的影响。家系理论认为家庭内部个别成员的心理障碍是由于相互作用机能失调造成的，这种障碍一般仅限于个别成员。社会结构理论家强调环境和文化的结构因素对个人行为的影响。在第三章变态行为的研究进展中，作者首先对于研究人员在对变态行为进行研究的时候要面对的挑战进行了介绍，然后又介绍了什么是科学的研究方法及其特点，并对于个案研究、相关性研究、连续变量研究、横断面研究、试验性研究和治疗结果研究等研究方法分别做了介绍。在第四章变态行

为的评估与诊断中，作者首先指出为了正确进行评估收集信息的重要性，并介绍了收集信息的内容，包括目前症状、近期经历及身体状况、用药及饮酒情况、个人及家庭心理障碍病史，以及认知机能等。上述信息的收集有助于进行诊断。另外，收集患者有关处世风格、社会资源、自我概念，以及社会文化背景等信息有利于制定治疗方案。然后，作者又介绍了临床医生所使用的各种评估工具：神经心理学测试有助于检测可能引起症状的神经问题；智力测验用于了解认知机能；结构式临床访谈和症状问卷调查可以提供症状的直接信息；人格调查表、行为观察、自我监视以及投射测试等手段可以弄清人格类型和行为缺陷。

第二部分对各种常见的变态行为进行了具体的介绍，包括第六章至第十七章，从临床症状、产生机理、诊断标准、心理治疗和药物治疗等多个方面进行了具体的描述。作者首先介绍了临床上常见的焦虑障碍：恐慌症、恐怖症、广泛性焦虑、创伤后应激障碍(PTSD)和强迫性障碍(OCD)，以及与焦虑障碍密切相关的分离型与躯体型障碍。然后作者又讨论了心境障碍中的单相抑郁和双向障碍，作者详细介绍了心境障碍的认知理论以及心境障碍的药物治疗和心理治疗。接着着重从预防和治疗的角度讨论了自杀的问题。在第十一章精神分裂症中，作者着重从生物学理论的角度介绍了精神分裂症产生的生物学原因，并把药物治疗作为治疗精神分裂症的主要方法进行了详细的介绍。在第十二章人格障碍中，作者参照《心理障碍的诊断和统计手册-IV》(DSM-IV)，根据表现出来的不同症状把人格障碍分成三类：偏执型人格障碍、戏剧型情感障碍和焦虑-恐惧人格障碍，并分别进行介绍。在第十三章童年期障碍中，作者介绍了多动障碍、品行障碍、分离焦虑障碍、排泄障碍和学习障碍等在儿童时期常见的心理障碍。在第十四章认知障碍与寿命问题中，介绍了痴呆症、健忘症和谵妄等引起的认知障碍和年龄的关系。最后作者谈到了进食障碍、性功能障碍与性别认同障碍和药物相关性障碍。其中在药物相关性障碍中主要介绍了精神活性物质所致障碍，并介绍了最常见的引起紊乱的精神活性物质：(1)中枢神经系统抑制剂，包括酒精、巴比妥酸盐、苯并二氮和吸入剂；(2)中枢神经系统兴奋剂，包括可卡因、安非他明、尼古丁碱和咖啡因。

第三部分为第十八章心理与身体健康的关系。本章从健康心理学的观点出发，认为身体、意识和环境密切相关，并试图阐述这些影响的特点及重要性。健康心理学家认为性格因素、处理问题的方式、产生压力的事件及与健康相关的行为这些方面在疾病的发生和疾病的进展上起到了重要的作用。并阐述了心理因素影响健康方式的三种假说：直接影响假说认为使人感到压力的事件或某些个性特点可以直接导致人体的生理变化，进而引起疾病或促使疾病恶化；交互影响假说则指出，疾病的产生一方面是由于某些心理因素，另一方面是由于人本身对该疾病的抵抗力低；间接影响假说认为心理因素主要通过影响人们是否实施对健康有益的行为间接影响健康。

第四部分为第十九章精神健康以及与之有关的社会政策和法律。精神病辩护制度的基本观念认为，一个人在精神不健全时对所犯罪行不应该承担责任。在论述无意识行为和人权时指出，当人们由于心理混乱或存在危及自己或他人的潜在危险时，从心理学角度讲他们是无过失的。

总之，本书是一本不可多得的心理学的优秀著作，笔者有幸先睹为快，愿将其推荐给我国的心理咨询与心理治疗界同行以及高等学校心理学专业的教师和学生，相信大家都会获益匪浅。

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2005年8月于北京

To Michael and Richard

PREFACE

The field of abnormal psychology is undergoing a revolution in the twenty-first century. Major advances are being made both in biological psychiatry and in psychosocial research on abnormality. More important, biological and psychosocial models of mental disorders are being integrated, leading to critical advances in knowledge and in treatment. Researchers and clinicians alike are excited about the new opportunities for explaining and treating psychopathology.

My primary goal in writing the third edition of *Abnormal Psychology* was to capture that excitement—to give students an appreciation of what we have discovered about mental disorders and how researchers are rapidly learning more each day. Another critical goal was to continue to highlight the personal experiences of people with mental disorders, to give students an appreciation of their suffering and courage, and to help students understand their personal encounters with psychopathology.

THE BRIGHT LIGHT OF RESEARCH

The questions behind mental-health research—why some people are self-destructive, why some people have more trouble than others coping with life, what makes a person lose touch with reality—are the subject of sensational talk shows, popular magazines, and late-night conversations. We all approach such questions with our personal theories. Mental-health research sheds a bright light on theories of abnormal behavior and helps us sort the valid ones from the less valid ones. It also provides a way of testing what treatments truly are helpful for people suffering from mental disorders.

Abnormal Psychology, third edition, is based on the most advanced, state-of-the-art research on psychopathology. Many of the most respected researchers in psychology and psychiatry provided me with their latest, “in press,” work as I revised the text for this edition. As a result, I was able to provide students with a sense of what the best and brightest researchers in the

field believe is the most important new work and where the field is going.

A special feature, titled *Pushing the Boundaries*, highlights some of the scientific discoveries or treatments that are at the forefront of new knowledge in the field of abnormal psychology, such as rapid transcranial magnetic stimulation (rTMS). This feature orients students to the new frontiers that researchers believe they can conquer in the early twenty-first century. The feature also gives students a sense of the passion of the researchers who are conquering these frontiers.

BALANCE AND INTEGRATION

I have great respect for the advances being made in biological psychiatry and discuss many of these advances in *Abnormal Psychology*, third edition. The popular press often makes it seem as if we are on the verge of finding “the gene for psychopathology,” however, and that is a misunderstanding that students sometimes take into a course on abnormal psychology. I have attempted to help students understand the limits, as well as the contributions, of biological approaches to psychopathology in *Abnormal Psychology*, third edition. Modern psychosocial models of abnormality typically have as much as or more of a research base as biological models, and I have highlighted this research throughout this book, but I also acknowledge the limitations of psychosocial models.

Ultimately, true progress in understanding psychopathology will come from integrated biopsychosocial models that explain how the mind and body work in the context of the social environment to help people adapt, or not adapt, successfully. Throughout *Abnormal Psychology*, third edition, I have given students ideas of how biological and psychosocial models can inform one another and can be integrated for a more comprehensive picture of human suffering. In addition, the chapter summaries have been revised to highlight biopsychosocial approaches to the disorders.

THE IMPORTANCE OF CULTURE AND GENDER

Since the first edition of *Abnormal Psychology*, I have focused students' attention on how culture and gender play a role in psychopathology—how they influence individuals' vulnerability to a disorder, expression of a disorder, or response to treatment. The information I have provided on culture and gender issues in psychological disorders has always been firmly grounded in research.

In this third edition of *Abnormal Psychology*, I have expanded discussions of cultural and gender issues even more, based on new research and debates about these issues in the field. This coverage of gender and culture is not marginalized into "boxes" but is integrated as critical material students should know about the disorders being discussed.

STUDENTS' PERSONAL CONCERNS

Many students taking a course in abnormal psychology have experienced psychopathology themselves or through close family members or friends. Whenever I teach abnormal psychology, several students from the class come to talk to me about their own personal experience with mental disorders. Often, these students begin by saying, "I've never told anyone else at school this, but . . ." They have many questions and concerns about these experiences—what can be done to help them, what does it mean for their future, how can they be supportive to family members or friends who suffer?

I want these students to come away from this book and this course with the power of knowledge. I want them to be empowered not to suffer in silence, feeling victimized and helpless, but to understand better the sources of their suffering and to make good choices that help them overcome this suffering. This knowledge comes in part from reading about the advances in research and treatment on disorders.

In addition, the feature titled *Taking Psychology Personally* directly addresses the personal questions and concerns students may bring to a course on abnormal psychology, such as concerns about their own mental health and questions of how to get help for themselves or others. In consultation with the major organizations that serve mental-health consumers (such as the American Psychological Association), I present ideas for how students can think about the meaning of the research they are reading for their own lives and how they can find appropriate help for their concerns.

GIVING A VOICE TO SUFFERING

How can students understand what it is like to suffer from a mental disorder? They can read the criteria for

diagnosing the disorder. But these criteria are often dry lists of symptoms that may be foreign and incomprehensible to the student. In each chapter of this book, I try to bring the symptoms of each disorder alive by describing them in detail and providing many examples. Most important, I let people who suffer these symptoms describe them in their own words. In the feature titled *Extraordinary People*, I highlight the biographies and autobiographies of people who suffer from mental disorders, which give us a window into the hearts and minds of these extraordinary people. Some of these people have achieved tremendous success despite their mental disorders, such as Nobel Prize winner John Nash or researcher and professor Kay Redfield Jamison. Others have led more ordinary lives, which in itself is a great accomplishment for people suffering serious mental disorders. The stories of these extraordinary people take students far beyond lists of diagnostic criteria and into the subjective experience of a disorder.

In addition, within the text of each chapter is a feature called *Voices*, which highlights quotes from people with mental disorders. These quotes give students a subjective sense of the symptoms of each disorder, by allowing people who suffer these symptoms to describe their experience of them. The quotes also illustrate key points about a disorder, such as how the disorder affects the functioning of an individual or the individual's family members or friends. My intent with this feature is to help students get inside the experience of people with mental disorders to gain a deeper understanding of the symptoms of the disorder and the impact of the disorder on people's lives.

LEARNING TOOLS

Abnormal Psychology, third edition, has several pedagogical features that make it easier for students to organize, understand, and remember the material:

- *Concept Reviews*. These summarize the major conceptual points in key sections of a chapter, such as the primary theories of a disorder or the most commonly used treatments, in a concise table. These tables help organize critical material in ways that facilitate students' memories of key concepts.
- *DSM tables*. These present the major symptoms of each disorder, according to the DSM-IV. This allows students to know specifically what symptoms go with each disorder. I then elaborate on and illustrate each symptom in the main text.
- *Chapter Overviews*. Each chapter begins with a detailed overview of the main points of the chapter.

- *Summing Up sections.* Each major section within a chapter ends with *Summing Up*, a bulleted summary of the main points of that section.
- *Case studies.* Case studies illustrating disorders are systematically presented within each chapter.
- *Chapter summaries.* The chapter summaries at the end of each chapter provide a detailed description of the major points of the chapter in prose form. Each *Chapter Summary* ends with a section that explicitly integrates the various biological, psychological, and social theories and treatments described in the chapter.
- *Key terms.* The key terms for each chapter are listed at the end of the chapter with page numbers referring students to their appearance within the chapter.
- *Web-Based Resources and Exercises.* At the end of each chapter I have provided a link to Web resources for students who want to investigate issues pertinent to that chapter on the Internet.

NEW IN THIS EDITION

In addition to the Chapter Summary and Integration and the Web-Based Resources and Exercises at the end of each chapter, I have incorporated updated prevalence and incidence statistics along with the latest research throughout the book. Key changes in individual chapters are as follows:

1 LOOKING AT ABNORMALITY

- New section on Modern Mental Health Care, highlighting deinstitutionalization movement of mid-twentieth century and the effects of managed care on mental health care.

4 ASSESSING AND DIAGNOSING ABNORMALITY

- New section on "Continuing Concerns about the DSM-IV," highlighting arguments in favor of a continuum-based diagnostic system over a categorical system
- Expanded coverage of possible gender and cultural bias in assessment and diagnosis

5 TREATMENTS FOR ABNORMALITY

- Expanded and updated discussion of St. John's Wort and other herbal remedies

- Expanded and updated discussion of cultural issues in psychotherapy
- Expanded and updated discussion of developmental issues in psychotherapy

6 ANXIETY DISORDERS: PANIC, PHOBIAS, AND GENERALIZED ANXIETY

- New opening vignette on survivor of World Trade Center bombing

7 ANXIETY DISORDERS: POSTTRAUMATIC STRESS DISORDER AND OBSSIVE-COMPULSIVE DISORDER

- Discussion of a new study showing greater gender differences in PTSD symptoms following a hurricane among Mexicans and Mexican-Americans, compared to African Americans or European Americans, and explanations for this interaction between culture and gender in PTSD
- Extensive coverage of recent studies of survivors of recent wars and conflicts (including wars in Bosnia and Afghanistan), discussing cross-cultural similarities and differences in PTSD
- Substantial updating of literature on the biology of PTSD, focusing on recent longitudinal studies of the relationship between cortisol levels just after the trauma and later development of symptoms
- New "Extraordinary People" box on OCD featuring the autobiography of Marc Summers, a television personality who has the disorder

8 DISSOCIATIVE AND SOMATOFORM DISORDERS

- In response to instructors' requests, this chapter now immediately follows the anxiety disorders chapters.
- New "Pushing the Boundaries" feature on the repressed memory debate and recent empirical research on repressed or recovered memories
- New discussion of controversies over the creation of dissociative identity disorder by therapists
- New data on the relationship between acculturation and rates of dissociative identity disorder
- New data on the use of neuroimaging techniques to distinguish somatoform disorders from real physiological disorders

9 MOOD DISORDERS

- New "Taking Psychology Personally" box on the fact that most people receive treatment for mood disorders from their primary care physicians and research on the effectiveness of this treatment
- Complete updating of literature on structural and functioning brain abnormalities in the mood disorders highlighting studies published in last 2 to 3 years
- Complete updating of literature on drug treatments for depression
- New "Pushing the Boundaries" box on vagus nerve stimulation as a treatment for mood disorders

10 SUICIDE

- The latest statistics on suicide, taken from National Institute of Mental Health publications in 2002
- New section on gender and assisted suicide
- Expanded discussion of suicide in different age groups

11 SCHIZOPHRENIA

- Added highlights from recent autobiography of Greg Bottoms, whose brother has schizophrenia
- New section describing cross-cultural views on schizophrenia and highlighting a care study illustrating how traditional beliefs and practices interweave with biological approaches to schizophrenia
- Expanded coverage of explanations for gender differences in the course of schizophrenia
- Expanded coverage of cross-cultural variation in the course of schizophrenia and understanding of schizophrenia
- Updated discussion of *A Beautiful Mind*, the biography of John Nash, in light of the recent motion picture version of this book

12 PERSONALITY DISORDERS

- New "Extraordinary People" feature highlighting *Girl, Interrupted*, the autobiography of Susanna Kaysen, who was diagnosed with borderline personality disorder

- Expanded discussion of alternatives to the DSM in conceptualizing personality disorders, including new literature
- Expanded discussion of Linehan's theory of borderline personality disorder
- Updated discussion on the genetics of personality disorders and the prevalence of these disorders

13 CHILDHOOD DISORDERS

- New discussion of controversies around over diagnosis of ADHD and over prescription of stimulant drugs
- New information on the abuse of stimulant drugs by college students
- New information on biological contributors to conduct disorder
- New information on the genetics of separation anxiety disorder and on the interaction of genes and gender

14 COGNITIVE DISORDERS AND LIFESPAN ISSUES

- New discussion of the occurrence, prevalence, characteristics, and treatment of several major disorders in late life, including depression, anxiety disorders, and substance use disorders
- New "Extraordinary People" feature highlighting the actor Michael J. Fox, who has Parkinson's disease
- New discussion of the field of geropsychology and some of its main foci and themes
- New information on the role of the ApoE4 gene in Alzheimer's disease, as well as the fascinating "Nun Study," in which a group of elderly nuns is contributing a great deal to our understanding of Alzheimer's disease

15 EATING DISORDERS

- New "Pushing the Boundaries" box highlighting Brownell's radical policy suggestions for reducing obesity
- Expanded discussion of cross-cultural differences in the manifestations and prevalence of eating disorders
- Expanded discussion of the manifestation and prevalence of eating disorders in men versus women

- New data on the natural course of each of the eating disorders over development
- Expanded discussions of binge-eating disorder and obesity
- New evidence on the genetics of eating disorders
- New evidence on drug therapies for eating disorders

16 SEXUAL DISORDERS AND GENDER IDENTITY DISORDER

- Updated statistics on prevalence of sexual dysfunctions with new data from national representative study
- New section titled "Trends Across the Lifespan" highlighting changes in sexual functioning that occur in normal aging
- New discussion on transsexual/transgendered people, including information on social discrimination and a reference to a website to learn more about a transgender activist known to the author
- New discussion on side effects and effectiveness of Viagra
- Added section on the treatment of sexual dysfunctions in gay, lesbian, and bisexual clients
- New "Extraordinary People" feature highlighting the book *As Nature Made Him: The Boy Who Was Raised As A Girl*, about a failed attempt to raise a boy as a girl and the questions about gender identity this case study raises

17 SUBSTANCE RELATED DISORDERS

- Extensive updates on the prevalence of use of all the drugs, based on the most recent National Household Survey of Drug Abuse and Monitoring the Future Survey
- Added section titled "Trends Across the Lifespan" to describe the waxing and waning of alcohol problems across the lifespan
- New data on ethnic group differences in drug use
- Added information on the increasing problem of prescription drug abuse
- Added information on increasing initiation of smoking cigarettes among adolescent girls
- New information on the role of the dopamine transporter gene in alcoholism and other substance use disorders

- New information on the genetics of alcohol sensitivity
- New information on the efficacy of cognitive-behavioral treatments for substance use
- Expanded discussion of explanations of the gender differences in substance use disorders
- Added information on the treatments for nicotine dependence
- Expanded discussion of gender-sensitive treatments for substance use disorders
- Added information on alternative self-help groups to Alcoholics Anonymous that do not have a spiritual emphasis

18 PSYCHOLOGY AND PHYSICAL HEALTH

- New discussion of Taylor's new "tend and befriend" model of women's response to stress
- Updated health psychology literature on the relationship between stress, personality, and physical health

19 MENTAL HEALTH, SOCIAL POLICY, AND THE LAW

- New research on violence committed by people with mental disorders
- New "Extraordinary People" feature highlighting the book by Greg Bottoms, *Angelhead*, which describes a family's struggle with a violent family member with schizophrenia who refused treatment

SUPPLEMENTS

The text has outstanding supplements to support learning and teaching.

For the Student

MindMap Student CD-ROM with questions by Robert Davis (Duke University Medical Center) Packaged free with the text, this user-friendly CD-ROM includes video, interactive exercises, chapter quizzes, crossword puzzles, key terms, research questions, and other valuable resources to help students master the concepts of abnormal psychology. The CD-ROM opens with a Learning Style/Study Skills questionnaire, which students can use to identify the best way for them to study. Also included are practice tests that

cover topics in the introductory psychology course, an Internet primer, and a statistics primer.

Student Study Guide by Robert Davis (Duke University Medical Center) The study guide provides students with a thorough review of the material in the textbook. Each chapter of the study guide includes learning objectives, a list of essential ideas from the chapter in the textbook, a guided review through all of the major sections, a 20-item practice multiple-choice exam with answers, and a practice essay exam with answers.

Online Learning Center for Students The official Web site for the text contains PowerWeb articles, *New York Times* news feeds, chapter outlines, practice quizzes that can be e-mailed to the professor, key term flashcards, interactive exercises, Internet activities, Web links to relevant abnormal psychology sites, an Internet primer, a career appendix, and a statistics primer. www.mhhe.com/nolen3

PowerWeb This unique online tool provides students with current articles, curriculum-based materials, weekly updates with assessment, informative and timely world news, refereed Web links, research tools, study tools, and interactive exercises. A PowerWeb access card is packaged free with each new copy of the text.

For the Instructor

Instructor's Manual by Karin Suesser (University of Wisconsin-Oshkosh) and Tracy Luchetta (University of Wisconsin-Green Bay) The instructor's manual includes an overview of each chapter, learning objectives, suggestions and resources for lecture topics, classroom activities, projects, suggestions for video and multimedia lecture enhancements, and a media integration guide to help link the electronic resources to the syllabus. It is available on the Instructor's Resource CD-ROM and on the password-protected Instructor's section of the text website. www.mhhe.com/nolen3

Test Item File This provides instructors with the widest variety of questions to last the life of this edition. The questions in the test item files are also available on *Brownstone*, a powerful but easy to use test-generating program that McGraw-Hill offers on a hybrid CD-ROM. With *Brownstone*, instructors can easily select questions and print tests and answer keys. Instructors can also customize questions, headings, and instructions; add or import their own questions;

and print tests in a choice of printer-supported fonts. In addition, the questions from the first two test banks are available in Rich Text Format (RTF) on the Instructor's Resource CD-ROM.

Instructor's Resource CD-ROM This comprehensive CD-ROM includes the complete *Instructor's Manual*, test item files (in RTF format), an image gallery, and PowerPoint® slides. An easy-to-use interface is provided for the design and delivery of multimedia classroom presentations.

Faces of Abnormal Psychology Video Eight short clips suitable for classroom viewing show real people who are experiencing a psychological disorder. Schizophrenia, posttraumatic stress disorder, bulimia nervosa, substance abuse, dythymic disorder, personality disorder with dissociative and borderline features, and transvestic fetishism are covered. A guide to the video segments and follow-up questions and activities can be found on the Online Learning Center. www.mhhe.com/nolen3

PowerPoint® Lectures by Nina McGuffin Available on the Internet, these presentations cover the key points of the chapter and include charts and graphs from the text. Helpful lecture guidelines are provided in the "notes" section for each slide. They can be used as is or modified to meet your needs.

Online Learning Center for Instructors The password-protected instructor side of the text Website contains the *Instructor's Manual*, a sample chapter from the text, PowerPoint® presentations, Web links, *New York Times* news feeds, and other teaching resources. www.mhhe.com/nolen3

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