Unit 1: Describe and assess the validity of the key assumptions that underlie what is known as the “medical model” of psychopathology.

Unit 3: Identify the key features that distinguish a true experiment from other forms of research.

Unit 4: Explain why a diagnosis means more to a medical professional than to a mental health professional.

Unit 5: Explain how the DSM-5 distinguishes between adjustment disorders and posttraumatic stress disorder.

Unit 6: Distinguish between the clinical and the popular meanings of “obsession” and “compulsion.”

Unit 7: Identify and define the key characteristics of what the DSM calls major depressive disorder and persistent depressive disorder.

Unit 8: Identify and define the key characteristics of what the DSM calls alcohol use disorder.

Unit 9: Identify how anorexia and bulimia are both similar and different.

Unit 10: List at least three of the reasons why diagnosing personality disorders can be so tricky.

Unit 11: Identify and define the key characteristics of what the DSM requires for a diagnosis of schizophrenia.

Unit 12: Define “dissociation” and its connection to the DSM-5 disorders of dissociative amnesia and depersonalization/derealization disorder.

Unit 13: List and describe the key aspects of how the DSM-5 describes autism spectrum disorder and what it means to call it a “spectrum.”

Unit 15: Explain some of the reasons that diagnosing a sexual dysfunction can be tricky.

Unit 16: Identify the major ways in which we distinguish between delirium and dementia.

Unit 17: Explain why we need to look at multiple factors and multiple perspectives to understand causation.

Unit 17: Explain what it means to say that two variables are correlated, and what it doesn’t mean.

Unit 18: Explain why random assignment is so important in experiments.

Unit 19: Assess the ability of mental health professionals to predict dangerousness and explain why that is important.

Unit 20: Summarize the areas of psychopathology that research suggests are most likely to be significantly influenced by inborn genetic factors.

Unit 21: Explain why we need to be careful when considering the concept of “chemical imbalance” as an explanation for any form of psychopathology.

Unit 22: Distinguish between what anti-psychotic medications can and cannot do in treating psychotic disorders.

Unit 23: Explain the key concepts that are the foundations of of Freudian psychoanalytic theory.

Unit 24: Explain, with examples, how both classical and operant conditioning, separately and in combination, might help us to understand different forms of psychopathology.

Unit 25: Describe what psychologists mean when they talk about “schools” of psychotherapy.

Unit 26: Explain the many ways in which cultural/sub-cultural forces might influence psychopathology.

Unit 27: Explain what deinstitutionalization refers to, how it has come about, and how it has been a problem.