

EXPECTED LEARNING OUTCOMES

Topic 1: Basic Concepts and Methods

Key Terms You Should Be Able to Define and Apply:

(in order they appear in the text)

Unit 1

Psychopathology
Abnormal
Cultural inappropriateness (Deviance)
Subjective distress
Impairment (Disability)
Dysfunction
Psychiatry
Syndrome

Unit 2

General Paresis
Pavlovian conditioning
Law of effect

Unit 3

Empirical
Replication
Hypothesis
Variable
Clinical assessment
Diagnostic interview
Mental status examination
Behavior rating scales
Projective tests
Personality inventories/scales/tests
Neuropsychological testing
Brain imaging
Reliability of measurement/assessment
Interobserver reliability
Validity of measurement/assessment
Construct

Sample
Random selection
External validity/generalization
Sample of convenience
Case study
Epidemiology
Incidence
Prevalence
Survey
Qualitative research
Correlation
Correlation coefficient
Random assignment
Placebo effect
Double-blind design
Inferential statistics

Unit 4

Syndrome
Psychiatry
Construct
Stigma
Diagnostic and Statistical Manual of Mental Disorders
Reliability
Construct validity
Predictive validity
Bias
Comorbidity
Differential diagnosis
Reification

Key Concepts You Should Be Able to Understand:

(in order they appear in the text)

Unit 1

- Explain why defining abnormality is a difficult task
- Describe several guidelines that can be used to distinguish normal from abnormal (the “D’s”)
- Explain what it means to say that abnormality is a continuum
- Summarize the DSM-5 definition of mental disorder
- Explain what is meant by the medical model and the “myth” of mental illness

Unit 2

- Describe and give examples of how conceptions of psychopathology have changed over time
- Explain and give examples of how social values influence judgments of abnormality
- Distinguish between the organic and the psychological views of psychopathology
- Explain how Freud and Pavlov contributed to the early development of the psychological view

Unit 3

- Explain the dual purposes of measurement and collecting data
- Explain the role and limitations of structured clinical interviews in research
- Explain how testing a construct is different from the measurement of a physical characteristic
- Explain how reliability and validity are important in measurement and in clinical assessment
- Describe the purpose of designs in research
- Identify the scientific limitations of case study designs
- Explain the key differences between correlational and experimental research and how the difference is important
- Explain what is meant by the p value in research and how it is important

Unit 4

- Explain why classification is essential to any science
- Distinguish between categorical and dimensional approaches to classification
- Explain how the meaning of a diagnosis in medicine differs from what it means in mental health
- List the potential problems that can be caused by applying a mental health diagnosis, even when it is accurate
- Describe how improvements to DSM in recent editions represent a significant advance for practitioners and researchers
- Explain the concepts of reliability and validity as they apply to mental health classification/diagnosis
- Explain limitations and problems associated with the DSM system of classification