| **Required Course Numbers** | | | | | | | | | | | | | | | |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I. **Methods, Approaches, Ethics, and Assessment (17%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. History and Approaches** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands that psychology is an empirical science |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains the scientific method |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Demonstrates an understanding of research-based problem solving, intervention, and decision making |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands contemporary approaches to the study of psychology |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes major characteristics of, and recognizes similarities and differences between, behavioral, cognitive, humanistic, biological, psychodynamic, and evolutionary approaches |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Applies contemporary approaches to real-world situations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Is familiar with the major psychological subfields and careers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies major characteristics of the subfields of biopsychology, clinical, cognitive, developmental, industrial/organizational, learning, personality, sensation and perception, and social |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Is familiar with key historical figures in the study of psychology |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies the major contributions of historical figures in psychology, such as Bandura, Erikson, Freud, James, Jung, Maslow, Pavlov, Piaget, Skinner, Watson, and Wundt |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Research Methods** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with basic psychological research principles |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Differentiates independent and dependent variables |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Recognizes appropriate sampling techniques |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Understands the importance of operational definitions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows appropriate research methods to study psychological issues |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows the major characteristics and appropriate use of observation, experimentation, surveys, and case studies; knows correlational, cross-sectional, and longitudinal designs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows basic statistical concepts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Calculates mean, median, mode |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Describes the use of correlation and standard deviation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands the ethical issues in research with humans and animals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Understands the importance of informed consent, confidentiality, protection from harm, and ethics review boards in research |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows about major historical research studies and their influence on the development of ethical principles |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Assessment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands basic principles of assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains and applies the principles of reliability, validity, standardization, and norms to assessment situations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Understands the limits of assessment outcomes based on assessment characteristics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the ethical issues relevant to psychological assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes the appropriate use of assessments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Understands the importance of the confidentiality of score reports |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Recognizes the implications of test bias for interpreting test scores |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Biopsychology, Sensation and Perception, and States of Consciousness (16%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Biopsychology** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows basic neuronal structures and their functions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes the parts of the neuron |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Explains the process of an action potential |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Recognizes major neurotransmitters and neuromodulators (e.g., acetylcholine, serotonin, dopamine) and their functions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the organization of the nervous system |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Recognizes the structure and function of the central and peripheral, somatic and autonomic, and sympathetic and parasympathetic nervous systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the organization and basic functions of brain structures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Recognizes the structure and function of the frontal, parietal, temporal, and occipital lobes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows about the hemispheres of the brain, corpus callosum, and lateralization |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Recognizes the structure and function of the limbic system |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Recognizes the importance of the cerebellum, hypothalamus, and thalamus |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Is familiar with clinical and technological methods for studying the brain (e.g., MRI, CT scan) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows the structure and function of the endocrine system |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Recognizes the functions of the major glands of the endocrine system (e.g., pituitary, adrenal) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies major hormones (e.g., adrenaline, estrogen, testosterone) and their functions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Is familiar with the concept that heredity, evolution, and environment influence behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Recognizes the importance of genetic and environmental influences (e.g., nature and nurture) on behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows the perspective of evolutionary psychology |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Sensation and Perception** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands basic sensory concepts and processes (e.g., thresholds, transduction, sensory receptors) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Differentiates absolute and difference thresholds |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Describes the structure and function of the visual, auditory, somatosensory, olfactory, gustatory, and vestibular systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Is familiar with perceptual concepts and processes and how the interaction of the person and environment determine perception |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Recognizes the Gestalt principles and concepts such as perceptual set, figure-ground, depth perception, and constancy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the function of selective attention |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. States of Consciousness** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands basic concepts of consciousness (e.g., unconscious, preconscious, altered states) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the basic characteristics and theories of sleep and dreaming |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows the major theories of sleep and dreaming (e.g., activation-synthesis, repair and restoration, psychoanalytic) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Is familiar with the major categories of psychoactive drugs and their effects |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Recognizes common drugs, such as narcotics, depressants, stimulants, and hallucinogens, and their effects |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Explains aspects of drug use, such as tolerance, dependency, addiction, and withdrawal |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Life Span Development and Individual Differences (12%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows major themes in development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes continuity versus stages, stability versus change, and critical periods |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.Understands that development (e.g., social, cognitive, physical) occurs at every stage of life, including prenatal, childhood, adolescence, early adulthood, middle adulthood, and late adulthood |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows the basic principles and theories of physical, sensory, and perceptual development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands the principles and theories of cognitive and linguistic development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes and applies concepts associated with major theories of cognitive development (e.g., Piaget, Vygotsky) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Describes the major stages and theories of language development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Understands the principles and theories of emotional, social, and moral development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes attachment theory and the strange situation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Lists the order of development of emotions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Describes and applies Kohlberg and Gilligan’s theories of moral development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Describes and applies Erikson’s psychosocial stages |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows heritable and environmental factors that interact in the process of development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Individual Differences** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with historical and contemporary theories of intelligence (e.g., Binet, Gardner, Spearman, Sternberg) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Is familiar with common intelligence tests (e.g., WISC, WAIS, Stanford-Binet) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows the limitations of intelligence testing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains how cultural bias affects test scores |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Recognizes that common intelligence tests focus on verbal skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **IV. Learning, Memory, and Cognition (16%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Learning** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands basic principles of learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes the concepts of contingency and timing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Describes and applies the principles of stimulus generalization and stimulus discrimination |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Describes acquisition processes and influences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Describes and applies the principles of extinction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the principles of classical conditioning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains and applies the concepts of unconditioned stimulus, unconditioned response, conditioned stimulus, and conditioned response |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the principles of operant conditioning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows the characteristics of reinforcement and punishment and can apply them |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Describes and applies the various schedules of reinforcement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Explains the process of shaping |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Is familiar with the roles of cognition and culture in learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes the process of social learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies basic environmental and cultural influences that affect learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Memory** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the basic processes of memory |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes the processes of encoding, storage, and retrieval |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the characteristics of memory |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes sensory memory (e.g., iconic, echoic) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Explains working or short-term memory |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Recognizes long-term memory systems (e.g., declarative, procedural) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Describes the process of consolidation from short-term to long-term memory |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Is familiar with the biological bases of memory (e.g., hippocampus, cortex) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Is familiar with methods for improving memory |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies various mnemonic devices and describes their use |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Describes elaborative rehearsal and levels of processing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Recognizes the effect of context-dependency on memory |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Is familiar with the concept of constructive memory |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Cognition** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how concepts are formed and knowledge is represented |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes and differentiates concepts and prototypes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Discusses the concept of schema |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the processes and limitations of problem solving and decision making |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Recognizes the concepts of mental set, functional fixedness, and algorithm |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Recognizes the impact of availability, anchoring, and representativeness heuristics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Explains confirmation and hindsight biases |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **V. Personality, Social Psychology, Motivation and Emotion, and Stress (23%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Personality** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands personality approaches and theories |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains the major similarities and differences between trait, psychoanalytic, humanistic, and social-cognitive approaches |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Describes the major theories of personality (e.g., Freud, Eysenck, Maslow, Rogers, Bandura, Adler, Horney) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Is familiar with common personality assessment tools and their purposes (e.g., MMPI, TAT, Rorschach) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Social Psychology and Culture** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the basis of attributions and attitudes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains the process of attribution and theories of attitude development (e.g., fundamental attribution error, cognitive dissonance, just-world hypothesis) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Describes the relationships among stereotypes, prejudice, and discrimination |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands group and interpersonal influences on thought and behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains and applies the concepts of group dynamics (e.g., groupthink, conformity, deindividuation, diffusion of responsibility) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Explains and applies methods of persuasion (e.g., foot in the door, door in the face) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Understands the relationships among authority, roles, and obedience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands factors that influence the development and maintenance of interpersonal relationships (e.g., proximity, similarity, attraction) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows major social categories (e.g., gender, ethnicity, race, socioeconomic status, sexual orientation) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Is familiar with the major components of culture (e.g., language, norms, technology) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Motivation and Emotion** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands basic motivational concepts and theories of motivation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains extrinsic versus intrinsic motivation and their applications |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Explains Maslow’s hierarchy of needs and its application |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Explains drive-reduction and incentive theories and their applications |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows about the influence of biology, learning, and cultural factors on motivation and emotion |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes the process of homeostasis |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Explains the key biological and environmental mechanisms in hunger, thirst, and sex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Recognizes social motives for behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows about the interaction of the physiological, affective, cognitive, and behavioral aspects of emotions (e.g., physiological bases for emotions, affective interpretation of emotions) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes the major theories of emotion and their applications (e.g., James-Lange, Schachter two-factor, Cannon-Bard, facial feedback) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Recognizes the roles of the amygdala and limbic system in emotions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Recognizes universal facial expressions of emotion |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Stress and Coping** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with sources of stress |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies health problems that cause stress |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Recognizes how environmental factors can affect stress levels (e.g., role conflict, socioeconomic status, caregiver burden) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands physiological reactions to stress |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes the fight-or-flight response |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Discusses Selye’s general adaptation syndrome |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Recognizes the effect of stress on the immune system and cardiovascular health |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands psychological reactions to stress |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Recognizes the relation of stress to psychological disorders (e.g., anxiety disorders, depression) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Recognizes the relationship between stress and performance (e.g., cognitive, behavioral) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Is familiar with appropriate cognitive and behavioral strategies for dealing with stress and promoting health |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Recognizes the benefit of perceived control |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies multiple coping skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **VI. Psychological Disorders and Treatment (16%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Psychological Disorders** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with the characteristics of psychological disorders and the factors that contribute to their development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Recognizes common symptoms and the diagnoses associated with them |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Recognizes how genetic, biological, and environmental factors affect mental health |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows major categories of psychological disorders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines and recognizes the differences between various disorders, including anxiety, dissociative, developmental, mood, personality, schizophrenic, and somatoform |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Recognizes the appropriate uses of the current version of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Treatment of Psychological Disorders** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands common methods used to treat individuals with disorders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains the basic principles of the behavioral, cognitive, psychodynamic, humanistic, and biological approaches to treatment and applies them to case examples |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Recognizes common therapeutic drugs, such as antidepressants, antipsychotics, and antianxiety medication, and their effects |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. familiar with evidence based practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Is familiar with the types of practitioners who implement treatment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Recognizes the defining characteristics of various mental health professions (e.g., counselors, psychiatrists, psychologists, social workers) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Is familiar with legal and ethical issues associated with the treatment of psychological disorders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes the concepts of confidentiality and duty to warn |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |