



## **ACE Psychology (3 Semester Credits) - Course Syllabus**

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### **Description:**

*Psychology* is designed to meet scope and sequence requirements for the single-semester introduction to psychology course. The book offers a comprehensive treatment of core concepts, grounded in both classic studies and current and emerging research. The text also includes coverage of the DSM-5 in examinations of psychological disorders. *Psychology* incorporates discussions that reflect the diversity within the discipline, as well as the diversity of cultures and communities across the globe.

**Textbook:** *Psychology* – Open Stax – Spielman, et al., ISBN-10: 1-938168-35-6, (This text is provided to students as part of their enrollment.)

**Prerequisites:** No prerequisites

### **Course objectives:**

Throughout the course, you will meet the following goals:

- Demonstrate critical thinking skills as applied to psychological topics.
- Distinguish between scientific and non-scientific methods of understanding and analysis.
- Demonstrate knowledge and understanding of the nine general domains of Psychology.
- Explain and compare major theoretical perspectives of psychology.
- Describe and demonstrate an understanding of applied areas of psychology.
- Understand the impact of diversity on psychological research, theory, and application.
- Apply psychological principles to personal experience and social settings.

### **Course Evaluation Criteria**

A passing percentage is **70%** or higher.

### **Grading Scale**

A = 95-100%

B = 88-94.9%

C = 80-87.9%

D = 70-79.9%

F = below 70%

### **ACE Course Retake Policy**

2 (two) attempts are allowed on every quiz, and 2 (two) attempts are allowed on every final exam.

### **Proctorio – Video Proctoring**

All Final Exams are video proctored with Proctorio. ([www.proctorio.com](http://www.proctorio.com))

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## ADA Policy

Excel Education Systems is committed to maintaining an inclusive and accessible environment to all students, across all of its schools, in accordance with the 1990 Federal Americans with Disabilities Act (ADA).

There is a **total of 290 points** in this course:

### Grade Weighting

Chapter Quizzes	70%
Final Exam	30%
	100%

Assessment	Points Available	Percentage of Final Grade
Chapter 1 Quiz	15	4.4%
Chapter 2 Quiz	15	4.4%
Chapter 3 Quiz	15	4.4%
Chapter 4 Quiz	15	4.4%
Chapter 5 Quiz	15	4.4%
Chapter 6 Quiz	15	4.4%
Chapter 7 Quiz	15	4.4%
Chapter 8 Quiz	15	4.4%
Chapter 9 Quiz	15	4.4%
Chapter 10 Quiz	15	4.4%
Chapter 11 Quiz	15	4.4%
Chapter 12 Quiz	15	4.4%
Chapter 13 Quiz	15	4.4%
Chapter 14 Quiz	15	4.4%
Chapter 15 Quiz	15	4.4%
Chapter 16 Quiz	15	4.4%
Final Exam	50	30.0%
<b>Total</b>	<b>290</b>	<b>100%</b>

## Course Contents and Objectives

Chapter 1 – Introduction to Psychology	
<b>Lessons</b>	1.1 What Is Psychology? 1.2 History of Psychology 1.3 Contemporary Psychology 1.4 Careers in Psychology
<b>Objectives</b>	<ul style="list-style-type: none"><li>• Understand the etymology of the word “psychology”</li><li>• Define psychology</li><li>• Understand the merits of an education in psychology</li></ul>

	<ul style="list-style-type: none"> <li>• Understand the importance of Wundt and James in the development of psychology</li> <li>• Appreciate Freud’s influence on psychology</li> <li>• Understand the basic tenets of Gestalt psychology</li> <li>• Appreciate the important role that behaviorism played in psychology’s history</li> <li>• Understand basic tenets of humanism</li> <li>• Understand how the cognitive revolution shifted psychology’s focus back to the mind</li> <li>• Appreciate the diversity of interests and foci within psychology</li> <li>• Understand basic interests and applications in each of the described areas of psychology</li> <li>• Demonstrate familiarity with some of the major concepts or important figures in each of the described areas of psychology</li> <li>• Understand educational requirements for careers in academic settings</li> <li>• Understand the demands of a career in an academic setting</li> <li>• Understand career options outside of academic settings</li> </ul>
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<b>Chapter 2 – Psychological Research</b>	
<b>Lessons</b>	2.1 Why Is Research Important? 2.2 Approaches to Research 2.3 Analyzing Findings 2.4 Ethics
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Explain how scientific research addresses questions about behavior</li> <li>• Discuss how scientific research guides public policy</li> <li>• Appreciate how scientific research can be important in making personal decisions</li> <li>• Describe the different research methods used by psychologists</li> <li>• Discuss the strengths and weaknesses of case studies, naturalistic observation, surveys, and archival research</li> <li>• Compare longitudinal and cross-sectional approaches to research</li> <li>• Explain what a correlation coefficient tells us about the relationship between variables</li> <li>• Recognize that correlation does not indicate a cause-and-effect relationship between variables</li> <li>• Discuss our tendency to look for relationships between variables that do not really exist</li> <li>• Explain random sampling and assignment of participants into experimental and control groups</li> </ul>

	<ul style="list-style-type: none"> <li>• Discuss how experimenter or participant bias could affect the results of an experiment</li> <li>• Identify independent and dependent variables</li> <li>• Discuss how research involving human subjects is regulated</li> <li>• Summarize the processes of informed consent and debriefing</li> <li>• Explain how research involving animal subjects is regulated</li> </ul>
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<b>Chapter 3 – Biopsychology</b>	
<b>Lessons</b>	3.1 Human Genetics 3.2 Cells of the Nervous System 3.3 Parts of the Nervous System 3.4 The Brain and Spinal Cord 3.5 The Endocrine System
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Explain the basic principles of the theory of evolution by natural selection</li> <li>• Describe the differences between genotype and phenotype</li> <li>• Discuss how gene-environment interactions are critical for expression of physical and psychological characteristics</li> <li>• Identify the basic parts of a neuron</li> <li>• Describe how neurons communicate with each other</li> <li>• Explain how drugs act as agonists or antagonists for a given neurotransmitter system</li> <li>• Describe the difference between the central and peripheral nervous systems</li> <li>• Explain the difference between the somatic and autonomic nervous systems</li> <li>• Differentiate between the sympathetic and parasympathetic divisions of the autonomic nervous system</li> <li>• Explain the functions of the spinal cord</li> <li>• Identify the hemispheres and lobes of the brain</li> <li>• Describe the types of techniques available to clinicians and researchers to image or scan the brain</li> <li>• Identify the major glands of the endocrine system</li> <li>• Identify the hormones secreted by each gland</li> <li>• Describe each hormone's role in regulating bodily functions</li> </ul>

<b>Chapter 4 – States of Consciousness</b>	
<b>Lessons</b>	4.1 What Is Consciousness? 4.2 Sleep and Why We Sleep 4.3 Stages of Sleep 4.4 Sleep Problems and Disorders 4.5 Substance Use and Abuse

	<b>4.6 Other States of Consciousness</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Understand what is meant by consciousness</li> <li>• Explain how circadian rhythms are involved in regulating the sleep-wake cycle, and how circadian cycles can be disrupted</li> <li>• Discuss the concept of sleep debt</li> <li>• Describe areas of the brain involved in sleep</li> <li>• Understand hormone secretions associated with sleep</li> <li>• Describe several theories aimed at explaining the function of sleep</li> <li>• Differentiate between REM and non-REM sleep</li> <li>• Describe the differences between the four stages of non-REM sleep</li> <li>• Understand the role that REM and non-REM sleep play in learning and memory</li> <li>• Describe the symptoms and treatments of insomnia</li> <li>• Recognize the symptoms of several parasomnias</li> <li>• Describe the symptoms and treatments for sleep apnea</li> <li>• Recognize risk factors associated with sudden infant death syndrome (SIDS) and steps to prevent it</li> <li>• Describe the symptoms and treatments for narcolepsy</li> <li>• Describe the diagnostic criteria for substance use disorders</li> <li>• Identify the neurotransmitter systems impacted by various categories of drugs</li> <li>• Describe how different categories of drugs affect behavior and experience</li> <li>• Define hypnosis and meditation</li> <li>• Understand the similarities and differences of hypnosis and meditation</li> </ul>

<b>Chapter 5 – Sensation and Perception</b>	
<b>Lessons</b>	5.1 Sensation versus Perception 5.2 Waves and Wavelengths 5.3 Vision 5.4 Hearing 5.5 The Other Senses 5.6 Gestalt Principles of Perception
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Distinguish between sensation and perception</li> <li>• Describe the concepts of absolute threshold and difference threshold</li> <li>• Discuss the roles attention, motivation, and sensory adaptation play in perception</li> <li>• Describe important physical features of wave forms</li> <li>• Show how physical properties of light waves are associated with perceptual experience</li> </ul>

	<ul style="list-style-type: none"> <li>• Show how physical properties of sound waves are associated with perceptual experience</li> <li>• Describe the basic anatomy of the visual system</li> <li>• Discuss how rods and cones contribute to different aspects of vision</li> <li>• Describe how monocular and binocular cues are used in the perception of depth</li> <li>• Describe the basic anatomy and function of the auditory system</li> <li>• Explain how we encode and perceive pitch</li> <li>• Discuss how we localize sound</li> <li>• Describe the basic functions of the chemical senses</li> <li>• Explain the basic functions of the somatosensory, nociceptive, and thermoceptive sensory systems</li> <li>• Describe the basic functions of the vestibular, proprioceptive, and kinesthetic sensory systems</li> <li>• Explain the figure-ground relationship</li> <li>• Define Gestalt principles of grouping</li> <li>• Describe how perceptual set is influenced by an individual's characteristics and mental state</li> </ul>
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<b>Chapter 6 – Learning</b>	
<b>Lessons</b>	6.1 What Is Learning? 6.2 Classical Conditioning 6.3 Operant Conditioning 6.4 Observational Learning (Modeling)
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Explain how learned behaviors are different from instincts and reflexes</li> <li>• Define learning</li> <li>• Recognize and define three basic forms of learning—classical conditioning, operant conditioning, and observational learning</li> <li>• Explain how classical conditioning occurs</li> <li>• Summarize the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination</li> <li>• Define operant conditioning</li> <li>• Explain the difference between reinforcement and punishment</li> <li>• Distinguish between reinforcement schedules</li> <li>• Define observational learning</li> <li>• Discuss the steps in the modeling process</li> <li>• Explain the prosocial and antisocial effects of observational learning</li> </ul>

<b>Chapter 7 – Thinking and Intelligence</b>	
<b>Lessons</b>	7.1 What Is Cognition?

	<p>7.2 Language</p> <p>7.3 Problem Solving</p> <p>7.4 What Are Intelligence and Creativity?</p> <p>7.5 Measures of Intelligence</p> <p>7.6 The Source of Intelligence</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Describe cognition</li> <li>• Distinguish concepts and prototypes</li> <li>• Explain the difference between natural and artificial concepts</li> <li>• Define language and demonstrate familiarity with the components of language</li> <li>• Understand how the use of language develops</li> <li>• Explain the relationship between language and thinking</li> <li>• Describe problem solving strategies</li> <li>• Define algorithm and heuristic</li> <li>• Explain some common roadblocks to effective problem solving</li> <li>• Define intelligence</li> <li>• Explain the triarchic theory of intelligence</li> <li>• Identify the difference between intelligence theories</li> <li>• Explain emotional intelligence</li> <li>• Explain how intelligence tests are developed</li> <li>• Describe the history of the use of IQ tests</li> <li>• Describe the purposes and benefits of intelligence testing</li> <li>• Describe how genetics and environment affect intelligence</li> <li>• Explain the relationship between IQ scores and socioeconomic status</li> <li>• Describe the difference between a learning disability and a developmental disorder</li> </ul>

<b>Chapter 8 – Memory</b>	
<b>Lessons</b>	<p>8.1 How Memory Functions</p> <p>8.2 Parts of the Brain Involved with Memory</p> <p>8.3 Problems with Memory</p> <p>8.4 Ways to Enhance Memory</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Discuss the three basic functions of memory</li> <li>• Describe the three stages of memory storage</li> <li>• Describe and distinguish between procedural and declarative memory and semantic and episodic memory</li> <li>• Explain the brain functions involved in memory</li> <li>• Recognize the roles of the hippocampus, amygdala, and cerebellum</li> <li>• Compare and contrast the two types of amnesia</li> <li>• Discuss the unreliability of eyewitness testimony</li> <li>• Discuss encoding failure</li> <li>• Discuss the various memory errors</li> </ul>

	<ul style="list-style-type: none"> <li>• Compare and contrast the two types of interference</li> <li>• Recognize and apply memory-enhancing strategies</li> <li>• Recognize and apply effective study techniques</li> </ul>
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<b>Chapter 9 – Lifespan Development</b>	
<b>Lessons</b>	9.1 What Is Lifespan Development? 9.2 Lifespan Theories 9.3 Stages of Development 9.4 Death and Dying
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Define and distinguish between the three domains of development: physical, cognitive and psychosocial</li> <li>• Discuss the normative approach to development</li> <li>• Understand the three major issues in development: continuity and discontinuity, one common course of development or many unique courses of development, and nature versus nurture</li> <li>• Discuss Freud’s theory of psychosexual development</li> <li>• Describe the major tasks of child and adult psychosocial development according to Erikson</li> <li>• Discuss Piaget’s view of cognitive development and apply the stages to understanding childhood cognition</li> <li>• Describe Kohlberg’s theory of moral development</li> <li>• Describe the stages of prenatal development and recognize the importance of prenatal care</li> <li>• Discuss physical, cognitive, and emotional development that occurs from infancy through childhood</li> <li>• Discuss physical, cognitive, and emotional development that occurs during adolescence</li> <li>• Discuss physical, cognitive, and emotional development that occurs in adulthood</li> <li>• Discuss hospice care</li> <li>• Describe the five stages of grief</li> <li>• Define living will and DNR</li> </ul>

<b>Chapter 10 – Emotion and Motivation</b>	
<b>Lessons</b>	10.1 Motivation 10.2 Hunger and Eating 10.3 Sexual Behavior 10.4 Emotion
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Define intrinsic and extrinsic motivation</li> <li>• Understand that instincts, drive reduction, self-efficacy, and social motives have all been proposed as theories of motivation</li> <li>• Explain the basic concepts associated with Maslow’s hierarchy of needs</li> <li>• Describe how hunger and eating are regulated</li> </ul>



	<ul style="list-style-type: none"> <li>• Differentiate between levels of overweight and obesity and the associated health consequences</li> <li>• Explain the health consequences resulting from anorexia and bulimia nervosa</li> <li>• Understand basic biological mechanisms regulating sexual behavior and motivation</li> <li>• Appreciate the importance of Alfred Kinsey’s research on human sexuality</li> <li>• Recognize the contributions that William Masters and Virginia Johnson’s research made to our understanding of the sexual response cycle</li> <li>• Define sexual orientation and gender identity</li> <li>• Explain the major theories of emotion</li> <li>• Describe the role that limbic structures play in emotional processing</li> <li>• Understand the ubiquitous nature of producing and recognizing emotional expression</li> </ul>
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<b>Chapter 11 – Personality</b>	
<b>Lessons</b>	11.1 What Is Personality? 11.2 Freud and the Psychodynamic Perspective 11.3 Neo-Freudians: Adler, Erikson, Jung, and Horney 11.4 Learning Approaches 11.5 Humanistic Approaches 11.6 Biological Approaches 11.7 Trait Theorists 11.8 Cultural Understandings of Personality 11.9 Personality Assessment
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Define personality</li> <li>• Describe early theories about personality development</li> <li>• Describe the assumptions of the psychodynamic perspective on personality development</li> <li>• Define and describe the nature and function of the id, ego, and superego</li> <li>• Define and describe the defense mechanisms</li> <li>• Define and describe the psychosexual stages of personality development</li> <li>• Discuss the concept of the inferiority complex</li> <li>• Discuss the core differences between Erikson’s and Freud’s views on personality</li> <li>• Discuss Jung’s ideas of the collective unconscious and archetypes</li> <li>• Discuss the work of Karen Horney, including her revision of Freud’s “penis envy”</li> <li>• Describe the behaviorist perspective on personality</li> <li>• Describe the cognitive perspective on personality</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe the social cognitive perspective on personality</li> <li>• Discuss the contributions of Abraham Maslow and Carl Rogers to personality development</li> <li>• Discuss the findings of the Minnesota Study of Twins Reared Apart as they relate to personality and genetics</li> <li>• Discuss temperament and describe the three infant temperaments identified by Thomas and Chess</li> <li>• Discuss the evolutionary perspective on personality development</li> <li>• Discuss early trait theories of Cattell and Eysenck</li> <li>• Discuss the Big Five factors and describe someone who is high and low on each of the five traits</li> <li>• Discuss personality differences of people from collectivist and individualist cultures</li> <li>• Discuss the three approaches to studying personality in a cultural context</li> <li>• Discuss the Minnesota Multiphasic Personality Inventory</li> <li>• Recognize and describe common projective tests used in personality assessment</li> </ul>
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<b>Chapter 12 – Social Psychology</b>	
<b>Lessons</b>	12.1 What Is Social Psychology? 12.2 Self-presentation 12.3 Attitudes and Persuasion 12.4 Conformity, Compliance, and Obedience 12.5 Prejudice and Discrimination 12.6 Aggression 12.7 Prosocial Behavior
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Define social psychology</li> <li>• Describe situational versus dispositional influences on behavior</li> <li>• Describe the fundamental attribution error</li> <li>• Describe social roles and how they influence behavior</li> <li>• Explain what social norms are and how they influence behavior</li> <li>• Define script</li> <li>• Describe the findings of Zimbardo’s Stanford prison experiment</li> <li>• Define attitude</li> <li>• Describe how people’s attitudes are internally changed through cognitive dissonance</li> <li>• Explain how people’s attitudes are externally changed through persuasion</li> <li>• Describe the peripheral and central routes to persuasion</li> <li>• Explain the Asch effect</li> <li>• Define conformity and types of social influence</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe Stanley Milgram’s experiment and its implications</li> <li>• Define groupthink, social facilitation, and social loafing</li> <li>• Define and distinguish among prejudice, stereotypes, and discrimination</li> <li>• Provide examples of prejudice, stereotypes, and discrimination</li> <li>• Explain why prejudice and discrimination exist</li> <li>• Define aggression</li> <li>• Define cyberbullying</li> <li>• Describe the bystander effect</li> <li>• Describe altruism</li> <li>• Describe conditions that influence the formation of relationships</li> <li>• Identify what attracts people to each other</li> <li>• Describe the triangular theory of love</li> <li>• Explain social exchange theory in relationships</li> </ul>
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<b>Chapter 13 – Industrial-Organizational Psychology</b>	
<b>Lessons</b>	13.1 What Is Industrial and Organizational Psychology? 13.2 Industrial Psychology: Selecting and Evaluating Employees 13.3 Organizational Psychology: The Social Dimension of Work 13.4 Human Factors Psychology and Workplace Design
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Understand the scope of study in the field of industrial and organizational psychology</li> <li>• Describe the history of industrial and organizational psychology</li> <li>• Explain the aspects of employee selection</li> <li>• Describe the kinds of job training</li> <li>• Describe the approaches to and issues surrounding performance assessment</li> <li>• Define organizational psychology</li> <li>• Explain the measurement and determinants of job satisfaction</li> <li>• Describe key elements of management and leadership</li> <li>• Explain the significance of organizational culture</li> <li>• Describe the field of human factors psychology</li> <li>• Explain the role of human factors psychology in safety, productivity, and job satisfaction</li> </ul>

<b>Chapter 14 – Stress, Lifestyle, and Health</b>	
<b>Lessons</b>	14.1 What Is Stress? 14.2 Stressors 14.3 Stress and Illness 14.4 Regulation of Stress 14.5 The Pursuit of Happiness

<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Differentiate between stimulus-based and response-based definitions of stress</li> <li>• Define stress as a process</li> <li>• Differentiate between good stress and bad stress</li> <li>• Describe the early contributions of Walter Cannon and Hans Selye to the stress research field</li> <li>• Understand the physiological basis of stress and describe the general adaptation syndrome</li> <li>• Describe different types of possible stressors</li> <li>• Explain the importance of life changes as potential stressors</li> <li>• Describe the Social Readjustment Rating Scale</li> <li>• Understand the concepts of job strain and job burnout</li> <li>• Explain the nature of psychophysiological disorders</li> <li>• Describe the immune system and how stress impacts its functioning</li> <li>• Describe how stress and emotional factors can lead to the development and exacerbation of cardiovascular disorders, asthma, and tension headaches</li> <li>• Define coping and differentiate between problem-focused and emotion-focused coping</li> <li>• Describe the importance of perceived control in our reactions to stress</li> <li>• Explain how social support is vital in health and longevity</li> <li>• Define and discuss happiness, including its determinants</li> <li>• Describe the field of positive psychology and identify the kinds of problems it addresses</li> <li>• Explain the meaning of positive affect and discuss its importance in health outcomes</li> <li>• Describe the concept of flow and its relationship to happiness and fulfillment</li> </ul>
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<b>Chapter 15 – Psychological Disorders</b>	
<b>Lessons</b>	<p>15.1 What Are Psychological Disorders?  15.2 Diagnosing and Classifying Psychological Disorders  15.3 Perspectives on Psychological Disorders  15.4 Anxiety Disorders  15.5 Obsessive-Compulsive and Related Disorders  15.6 Posttraumatic Stress Disorder  15.7 Mood Disorders  15.8 Schizophrenia  15.9 Dissociative Disorders  15.10 Personality Disorders  15.11 Disorders in Childhood</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Understand the problems inherent in defining the concept of psychological disorder</li> </ul>

- Describe what is meant by harmful dysfunction
- Identify the formal criteria that thoughts, feelings, and behaviors must meet to be considered abnormal and, thus, symptomatic of a psychological disorder
- Explain why classification systems are necessary in the study of psychopathology
- Describe the basic features of the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5)
- Discuss changes in the DSM over time, including criticisms of the current edition
- Identify which disorders are generally the most common
- Discuss supernatural perspectives on the origin of psychological disorders, in their historical context
- Describe modern biological and psychological perspectives on the origin of psychological disorders
- Identify which disorders generally show the highest degree of heritability
- Describe the diathesis-stress model and its importance to the study of psychopathology
- Distinguish normal anxiety from pathological anxiety
- List and describe the major anxiety disorders, including their main features and prevalence
- Describe basic psychological and biological factors that are suspected to be important in the etiology of anxiety disorder
- Describe the main features and prevalence of obsessive-compulsive disorder, body dysmorphic disorder, and hoarding disorder
- Understand some of the factors in the development of obsessive-compulsive disorder
- Describe the nature and symptoms of posttraumatic stress disorder
- Identify the risk factors associated with this disorder
- Understand the role of learning and cognitive factors in its development
- Distinguish normal states of sadness and euphoria from states of depression and mania
- Describe the symptoms of major depressive disorder and bipolar disorder
- Understand the differences between major depressive disorder and persistent depressive disorder, and identify two subtypes of depression
- Define the criteria for a manic episode
- Understand genetic, biological, and psychological explanations of major depressive disorder

	<ul style="list-style-type: none"> <li>• Discuss the relationship between mood disorders and suicidal ideation, as well as factors associated with suicide</li> <li>• Recognize the essential nature of schizophrenia, avoiding the misconception that it involves a split personality</li> <li>• Categorize and describe the major symptoms of schizophrenia</li> <li>• Understand the interplay between genetic, biological, and environmental factors that are associated with the development of schizophrenia</li> <li>• Discuss the importance of research examining prodromal symptoms of schizophrenia</li> <li>• Describe the essential nature of dissociative disorders</li> <li>• Identify and differentiate the symptoms of dissociative amnesia, depersonalization/ derealization disorder, and dissociative identity disorder</li> <li>• Discuss the potential role of both social and psychological factors in dissociative identity disorder</li> <li>• Describe the nature of personality disorders and how they differ from other disorders</li> <li>• List and distinguish between the three clusters of personality disorders</li> <li>• Identify the basic features of borderline personality disorder and antisocial personality disorder, and the factors that are important in the etiology of both</li> <li>• Describe the nature and symptoms of attention deficit/hyperactivity disorder and autism spectrum disorder</li> <li>• Discuss the prevalence and factors that contribute to the development of these disorders</li> </ul>
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<b>Chapter 16 – Therapy and Treatment</b>	
<b>Lessons</b>	16.1 Mental Health Treatment: Past and Present 16.2 Types of Treatment 16.3 Treatment Modalities 16.4 Substance-Related and Addictive Disorders: A Special Case 16.5 The Sociocultural Model and Therapy Utilization
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Explain how people with psychological disorders have been treated throughout the ages</li> <li>• Discuss deinstitutionalization</li> <li>• Discuss the ways in which mental health services are delivered today</li> <li>• Distinguish between voluntary and involuntary treatment</li> <li>• Distinguish between psychotherapy and biomedical therapy</li> <li>• Recognize various orientations to psychotherapy</li> <li>• Discuss psychotropic medications and recognize which medications are used to treat specific psychological disorders</li> </ul>

	<ul style="list-style-type: none"><li>• Distinguish between the various modalities of treatment</li><li>• Discuss benefits of group therapy</li><li>• Recognize the goal of substance-related and addictive disorders treatment</li><li>• Discuss what makes for effective treatment</li><li>• Describe how comorbid disorders are treated</li><li>• Explain how the sociocultural model is used in therapy</li><li>• Discuss barriers to mental health services among ethnic minorities</li></ul>
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**ACE Psychology (3 Semester Credits)**

