

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<b>Social Work</b> <hr/>
<b>COURSE RUBRIC AND NUMBER</b>	<b>SCWK 2331</b> <hr/>
<b>COURSE TITLE</b>	<b>Abnormal Behavior</b> <hr/>
<b>COURSE CREDIT HOURS</b>	<b>3            3            :    0</b> <hr/> Credits    Lec            Lab

**I. Catalog Description**

Provides an exploration and identification of maladaptive behavior including characteristics, classification, diagnosis, and treatment modalities. Topics include factors associated with defining and identifying abnormal behavior. Examines the most common psychiatric disorders of adulthood, including mood disorders, anxiety disorders, schizophrenia, etc. **(3:0)**.

**II. Course Objectives**

Upon satisfactory completion of the course, the student will be able to:

**A. Unit I. Introduction to the Study of Abnormal Behavior**

1. Define the majority of the mental health terms.
2. Identify the major models of psychopathology in DSM-5 past and present use.
3. List the members of the mental health team in professional practice.
4. Describe the effects of culture and socioeconomic status on the diagnosis of mental disorders.
5. Identify and list the differences between the DSM 5, DSM IV–TR, DSM III-R, DSM-III, and the DSM-II.
6. Describe the major components of the psychiatric assessment.
7. List the advantages and disadvantages of diagnosing mental disorders.
8. Define the multidimensional integrative approach to viewing the causes of psychopathology

**B. Unit II. Anxiety, Somatoform, and Dissociative Disorders**

1. List the essential features of the anxiety disorders.
2. Explain the concept of the anxiety disorders as used in the DSM-5.
3. Explain thoroughly the concept of anxiety in both normal and abnormal manifestations.
4. List the different types of disorders, including psychosomatic, somatoform, and dissociative disorders.
5. Describe the etiology and treatment of anxiety disorders.

**C. Unit III. Mood Disorders**

1. Identify the major features of mood disorder
2. Describe the history of concepts regarding etiology, treatment, and diagnosis of mood disorders.
3. List the types of mood disorders as stated in the DSM -5 and their particular symptoms.
4. List the etiological factors currently considered to be significant in the development of mood disorders.
5. List the primary symptoms of mood disorders.
6. List the different types of depression as stated in the DSM- 5.
7. Describe the treatment methods for mood disorders

**D. Unit IV. Schizophrenia and Other Psychotic Disorders**

1. List the essential features of the schizophrenic disorders.
2. List and describe the different types of schizophrenia.
3. Describe the etiology and treatment of schizophrenic disorders.
4. Describe the diagnosis and treatment of other psychotic disorders related to schizophrenia.
5. List treatment methods for psychotic disorders.

**E. Unit V. Other Psychiatric Disorders**

1. List and describe the categories of personality disorders in the DSM-5.
2. Explain treatment methods for the personality disorders. 4.7
3. Describe the diagnosis of substance use disorders.
4. Describe the symptoms of the substance use disorders.
5. Describe the symptoms of the various personality disorders

**III. THECB Learning Outcomes (WECM)**

1. Utilize the universal diagnostic classification code to identify abnormal behavior(s).
2. Develop cultural diversity awareness as it relates to the determination of "normal" versus "abnormal" behavior.
3. Compare and contrast treatment modalities.

**IV. Evaluation**

The course may be taught using a combination of lecture, class discussion, in-class group exercises, videos, and guest speakers. The Instructor may place articles on reserve at the Library for students to read. Additional handouts and materials will be provided by the instructor.

**Activities**

Evaluation activities will be established by each individual teaching a course in the Social Work Program. Instructors will choose those evaluation methods she/he determines as most appropriate for the particular course she/he is teaching. Evaluation methods may include, but are not limited to: written exams, individual or group projects, demonstrations, oral presentations, a written journal, quizzes, or written assignments

**Grading Scale**

- A = 90 - 100
- B = 80 - 89
- C = 70 - 79
- D = 60 - 69\*
- F = 59 and below\*

\*If these grades are earned, the student is encouraged to seek consultation with the instructor.

**V. Disability Statement (Americans with Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

**VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to

see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.