I. Course Description:
This course describes the major factors and conditions which are related to successful human adaptations including adult-child relations, personality defense mechanisms, developmental stages and abnormal behavior in addition to theories of personality. Social and cultural foundations of personality development will also be covered.

II. Rationale
The role of this course is to provide a graduate survey of research and theories applied to personality and personality development across the life course. This course is designed to fulfill LPC licensure requirements, which require graduate counseling students be exposed to typical and atypical developmental issues that impact personality adjustment and general psychosocial functioning.

III. Counselor Proficiencies
A. School Counselor (State Adopted Proficiencies)
   1. Learner Centered Knowledge
   2. Equity in excellence for all learners

B. Professional Counselor (Academic Competencies required by Texas State Board of Professional Counselors)
   1. Normal human growth & development
   2. Abnormal human behavior
   3. Counseling theories
   4. Social, cultural, and family issues

C. Marriage and Family Therapist (academic course areas required by the Texas State Board of Examiners of Marriage and Family Therapists)
   1. Human development
   2. Social/cultural/family studies
3. Sexuality

IV. TExEs Competencies

A. Competency 001 Human Development
B. Competency 002 Student Diversity
C. Competency 003 Factors Affecting Students
D. Competency 006 Effectively Counseling Students

V. Course Objectives/Learning Outcomes

CACREP Standards

This course is designed to meet CACREP standards and enable students to achieve competencies in the following areas:

II-G-3-a: Theories of individual and family development and transitions across the lifespan
II-G-3-b: Theories of learning and personality development including current understandings about neurobiological behavior
II-G-3-c: Effects of crises, disasters, and other trauma-causing events on persons of all ages
II-G-3-d: Theories and models of individual, cultural, couple, family, and community resilience
II-G-3-e: A general framework for understanding exceptional abilities and strategies for differentiated interventions
II-G-3-f: Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior
II-G-3-h: Theories for facilitating optimal development and wellness over the life span.

II-G-4-d: Interrelationships among and between work, family, and other life roles and factors including the role of multicultural issues in career development
II. G. 5. a. Demonstrates an orientation to wellness and prevention as desired counseling goals

CaCREP Standards for Clinical Mental Health Program

G-1. Knows the principles and models of assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.
G-2 Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviewing, mental status examinations, symptom inventories and psycho educational and personality assessments.

**CACREP Standards for The Marriage, Couple, & Family Program**

A-6: Understands family development and life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence and related family concerns.

**CACREP Standards for The School Counseling Program**

A-2: Understands ethical and legal considerations specifically related to the practice of school counseling.

A-6 Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues and (f) factors of resiliency on student learning and development.

C-1: Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.

C-3: Knows strategies for helping students identify strengths and cope with environment and developmental problems

E-4: Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family socioeconomic status, gender and sexual identity and their effects on student achievement.

G-1: Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social and academic functioning of students.

M-1: Understands the ways in which student development, well-being, and learning are enhanced by family, school, community, collaboration.

**Student Learning Outcomes**

- Students will have the knowledge and understanding of theories of individual and family development and transitions across the lifespan.

- Students will demonstrate the knowledge and understanding of human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

- Students will demonstrate the knowledge and understanding of theories of learning and personality development including current understandings about neurobiological behavior.
• Students will demonstrate the knowledge and understanding of theories for facilitating optimal development and wellness over the life span. Including information about processes of effective counseling and wellness programs for individual students and groups of students.

• Students will demonstrate the knowledge and understanding of the effects of crises, disasters, and other trauma-causing events on persons of all ages.

• Students will demonstrate the knowledge and understanding of theories and models of individual, cultural, couple, family, and community resilience.

• Students will demonstrate the knowledge and understanding of a general framework for understanding exceptional abilities and strategies for differentiated interventions. This demonstration includes an understanding of how the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues and (f) factors of resiliency on student learning and development.

• Students will have the knowledge and understanding of the interrelationships among and between work, family, and other life roles and factors including the role of multicultural issues in career development.

• Students will demonstrate the knowledge and understanding of an orientation to wellness and prevention as desired counseling goals.

VI. Course Topics
The major topics to be considered are personality development, human growth and development of effective and abnormal behaviors, social interactions, intimacy, and personality theories.

VII. Instructional Methods and Activities
The course will employ both lecture and seminar format. Students will be expected to participate actively in their own learning by 1) leading a discussion, 2) participating in the discussion and 3) completing the reading.

VIII. Evaluation and Grade Assignment
Classroom and examination activities will add to 100 points. Your final grade will depend upon the number of points you earn from a variety of evaluation activities.
90-100 points > A
80-89 points > B
70-79 points > C
1. Examinations. You will be responsible for completing two examinations on material covered in class and in your required readings. Each examination will be worth 20 points. Students will have the opportunity to earn a total of 40 points by demonstrating their knowledge of material from reading and/or lecture. Each exam will include 20 multiple choice and/or short answer/essay items. Students will earn 1 point for each correct response.

2. Personal Reflection Project. This is a short 3-5 page paper in which students are encouraged to select something about your personality—called a personality entity. It can be something that you like or don’t like, that you have recently discovered or known for a while, perhaps you are just discovering it during this exercise, or maybe you hear others labeling you with it. Try to be honest and search with intention. You will not be required to share these with others, but may if you wish to earn extra credit. While this is truly a personal reflection paper, each project will be scored according to the accuracy and adequacy in which they address each of four (4) required components of the project shown below. Students can earn a total of 20 points by adequately addressing each of the criteria below.

   a. Component I: Identify your personality entity - Define what you mean. How you feel about it. And how or why you think it is part of your personality. You might describe how it influences your thoughts, beliefs and/or actions. You might describe when, where or how you know about it. (0-5 points available).

   b. Component II: Choose one of the traditional theories - Provide a context for the interpretation of your chosen personality entity. What would this theorist say about how you developed/inherited this? What would they say about the adaptability of your personality entity? Will it always be a part of you? Why or why not? (0-5 points available).

   c. Component III: You will need to review the general theory AND apply it specifically to your chosen entity (0-5 points available).

   d. Component IV: Reflect on why you chose this particular theorist? Do you generally agree with this theorist’s position on personality regarding your specific personality entity? Does this theorist’s view of personality fit with your general strategy for understanding others around you? Why or why not? (0-5 points available).

3. Presentation of Interest. Complete a presentation on the chapters not addressed within the course. Students can present alone or within groups on the following
chapters (Crain- 1, 4, 8, 11, 12, 14, 15, 18 or Bem- 2, 4, 7, 9, 10, 14, 18). Students will earn **10 points** at the time they are due.

4. **Research Paper.** You will be asked to write a short research paper (minimum 8 pages to maximum 12 pages) on the topic of your choosing, which reflects the content of this course. Prior to beginning your work, approval of your topic should be first granted. I will ask you to use APA format and document your opinions with at least 5 citations from journals or books. Students can earn **30 total points** for this project. The projects will be evaluated based on the following criteria:

   - **Topic Appropriateness:** Students earn 5 points for addressing developmental issues within their paper. Topics that only tangentially or fail to address developmental issues will receive 0 points.

   - **Writing Style/ Structure**
     - Students will earn credit for the style and structure of the written presentation of their projects:
       - Overall APA formatting (5 points- however, more points can be deducted for those students who clearly did not attempt to implement APA guidelines.)
       - Page length Requirements (2 points)
       - Appropriate Citation Format (3 points)

   - **Appropriate use of and integration relevant Academic literature**
     - Citing at least 5 contemporary relevant scholarly sources (5 Points)

   - **Overall quality of writing including clarity presentation and soundness of Argument (10 points).**

**IX. Course Schedule and Course Policies**

**A. Tentative Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Scheduled Topic/Assignments</th>
<th>Reading/Discussion</th>
</tr>
</thead>
</table>
| Prior to Class Beginning | Introduction of Personality Gesell’s Maturational Theory | Bem: Chapter 1  
Crain: Chapter 2 |
| June 5, 2012       | Review of Course Syllabus  
**Bem:** Introduction to Theory Development of Personality  
**Crain:** Gesell’s Maturational Theory | **Bem:** Chapter 1  
Crain Chapter 2 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Bem: Moving toward, away from, and against Others: Karen Horney</th>
<th>Bem: Chapter 5</th>
<th>Crain: Ethological Theories</th>
<th>Crain: Chapter 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 7, 2012</td>
<td><strong>Bem:</strong> Personality from the Interpersonal Perspective: Harry Stack Sullivan <strong>Crain:</strong> Werner’s Organismic and Comparative Theory</td>
<td><strong>Bem:</strong> Chapter 6</td>
<td>Crain: Chapter 5</td>
<td></td>
</tr>
<tr>
<td>June 12, 2012</td>
<td><strong>Bem:</strong> The Sociopsychological Approach to Personality: Erich Fromm <strong>Crain:</strong> Piaget’s Cognitive-Developmental Theory</td>
<td><strong>Bem:</strong> Chapter 8</td>
<td>Crain: Chapter 6</td>
<td></td>
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<tr>
<td>June 14, 2012</td>
<td><strong>Bem:</strong> Marching to a Different Drummer: George Kelly <strong>Crain:</strong> Kohlberg’s stages of Moral Development</td>
<td><strong>Bem:</strong> Chapter 11</td>
<td>Crain: Chapter 7</td>
<td></td>
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<tr>
<td>June 19, 2012</td>
<td><strong>Bem:</strong> The Social-Cognitive Approach to Personality: Walter Mischel and Julian Rotter <strong>Crain:</strong> Vygotsky’s Social-Historical Theory of Cognitive Development</td>
<td><strong>Bem:</strong> Chapter 12</td>
<td>Crain: Chapter 10</td>
<td></td>
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<tr>
<td>June 21, 2012</td>
<td><strong>Bem:</strong> Thinking Ahead and Learning Mastery of One’s Circumstances: Albert Bandura <strong>Crain:</strong> Bandura’s Social Learning Theory</td>
<td><strong>Bem:</strong> Chapter 13</td>
<td>Crain: Chapter 9</td>
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</tr>
<tr>
<td>June 26, 2012</td>
<td><strong>Bem:</strong> Human Needs and Environmental Press: Henry A. Murray <strong>Crain:</strong> Mahler’s Separation/Individuation Theory</td>
<td><strong>Bem:</strong> Chapter 15</td>
<td>Crain: Chapter 13</td>
<td></td>
</tr>
<tr>
<td>June 28, 2012</td>
<td><strong>Bem:</strong> The Trait Approach to Personality: Raymond Cattell and Hans Eysenck <strong>Crain:</strong> Jung’s Theory of Adulthood</td>
<td><strong>Bem:</strong> Chapter 16</td>
<td>Crain: Chapter 16</td>
<td></td>
</tr>
<tr>
<td>July 3, 2012</td>
<td><strong>Bem:</strong> Personality Development and Prejudice: Gordon Allport <strong>Crain:</strong> Chomsky’s Theory of Language Development</td>
<td><strong>Bem:</strong> Chapter 17</td>
<td>Crain: Chapter 17</td>
<td></td>
</tr>
<tr>
<td>July 5, 2012</td>
<td><strong>Bem:</strong> Moving toward, away from, and against Others: Karen Horney <strong>Crain:</strong> Ethological Theories</td>
<td><strong>Bem:</strong> Chapter 5</td>
<td>Crain: Ethological Theories</td>
<td></td>
</tr>
</tbody>
</table>
B. Class Policies

Attendance/Participation/Professionalism (Late Arrivals, Early Departures, Absences)

Attendance during each class period is necessary for an optimal learning experience. Use of electronic devices during class, late arrivals, or early departures will be reflected in your participation grade. Unexcused absences will have an impact on your grade, as participation provides a percentage of the points earned in this course. It is expected that each person will make an effort to come to class prepared to participate. Since much of the learning in this course occurs in the context of discussion, demonstration and experiential activities, students are expected to be on time for all classes. Students with more than 1 day of an absence (for any reason) will have their final grade dropped one letter grade for the semester. Each additional absence will lower your grade by 10 points.

Students are expected to sign-in on the attendance roster upon arrival to class. This is not the responsibility of the instructor. At 12:00 p.m., the signature line will be highlighted, which serves as an indication of being absent or late. If you are late, you will sign over the highlighted section. This allows quick visibility to your record of attendance.

Students are expected to remain professional at all times, as delineated by the professor of record and in the Masters Student Handbook. The following is an excerpt from the Student Competency Evaluation Document (Appendix B of the Handbook). Students are expected to exhibit an attitude that respects individual uniqueness and potential growth and development of all individuals;

- personal stability as well as professional and ethical behaviors according to the ACA Code of Ethics and Texas law;
- an awareness of, knowledge about, and skills in working with diverse populations in a pluralistic society;
- a productive and cooperative working relationships that display motivation, independence, maturity, adaptability, and respect for others;
- a commitment to continuing personal and professional growth characterized both by participation in experiential and diverse learning opportunities and professional organizations that promote counselor identity

Other forms of professionalism may include students checking blackboard/TAMUCC email often. There may be weekly announcements available for you to review. You are also responsible for reading the chapters from your book and any additional assigned readings. The expectation is for all students to complete all assignments. Clear and elaborate evidence of your having read and understood each week’s assignment is expected to appear throughout your papers and to be clearly articulated during group & class discussions.

Note: Students registered to this course will benefit from presentations given by their classmates.
Students who are absent on the day they are scheduled to present will receive an automatic “0” for that assignment.

**Late work and Make-up Exams**
Assignments are due during the periods designated for the course to meet. Overdue work will be deducted the equivalent of one letter grade each day tardy. No late work will be accepted beyond the last class day for the semester. Make-up exams must be scheduled within one week unless exceptional and verified circumstances apply.

**Cell Phone/Electronic Device Usage**
Cell phones and electronic paging devices are to be silenced during class times. Students serving on emergency call are to notify the instructor.

**Academic Integrity**
University students are expected to conduct themselves in accordance with the highest standards of academic integrity. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. Students should familiarize themselves with University policy concerning academic integrity and academic misconduct by reading the Student Handbook. In this class, any academic misconduct will result in a grade of 0 on the assignment and a report submitted to Student Affairs. In addition, a grade of 0 in the course or departmental action may be initiated.

**Required method of scholarly citations**
Other than informal journal writing or similar assignments, all written work is to be typed and comply with the APA (6th Edition) writing and publication guidelines. Failure to follow APA guidelines may result in significant point reduction. Work will be evaluated for style, content, grammar, spelling, and syntax.

**Classroom/professional behavior**
The ability to work in small groups is an integral aspect of this course. Consistent participation, shared assumption of responsibility, and cooperative presentation of the group assignment are expected.

**Staggered Submission**
The purpose of staggered submission is to provide the professor of record the opportunity to provide thorough feedback on each assignment, with particular observation on students’ writing in APA style. The meaning should infer that not all students have the same submission date for their assignments and is individualized based on a first-come, first-served basis. Staggered submission helps you plan out assignment due dates that may best accommodate your schedule. If your submission date needs to change due to an emergency or unforeseen circumstance, it is the responsibility of the student to obtain the sign-up sheet and to make contact with the other student for a possible change in schedule. Under no circumstance should any student feel pressure to make adjustments to his or her schedule, but should be understanding and perhaps
even willing, based on the circumstances presented by their classmate.

**Request for Resubmission**

At the discretion of the professor of record, a request for resubmission may be made on an assignment due to obtaining an unsatisfactory grade of a C, D, F, or NC) on an assignment. A resubmission is beneficial to improving your academic (writing) and practice skills and students should take full advantage of this opportunity. This means that all recommendations/suggestions must be made and changed within one week of receiving the professor’s feedback. Failure to return a requested resubmission is your acceptance of the current grade as it stands.

X. **Textbook**

There are two required texts.


XI. **Bibliography**


XII. **Grade Appeals***
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. **Disabilities Accommodations***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.