I. **Course Description:**
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 the personality and behavior class is to provide a graduate survey of research and theories applied to personality and personality development across the life course. This course is therefore designed to fulfill LPC licensure requirements that 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

**Standards for School Counseling programs**

(CACREP School C-4) principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnosis and appropriate counseling plans.

(CACREP School A-8) knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development.

IV. **TEExEs Competencies**
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
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 environmental 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.

**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 cycle. 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, and intimacy and personality theories. The development concepts of risk and resilience will also be included.

VII. Instructional Methods
The course will employ both lecture and seminar format. Students will be expected to participate actively in their own learning via 1) leading a discussion, 2) participating in the discussion and 3) completing the assigned 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. Knowledge Base Quizzes. You will be responsible for completing three quizzes on material covered in class and in your required readings. Each of these quizzes will be worth 15 points. Students will have the opportunity to earn a total of 45 points by demonstrating their knowledge of material from reading and/or lecture.

2. Personal Reflection Project. This is a short 3-5 page paper in which students are encouraged to “Select something about your personality. We’ll call it a personality entity. It can be something that you like or don’t like. It can be something that you have known for a while or just known recently or maybe you are discovering it just during this exercise or maybe you hear others labeling you with it but don’t believe it yourself. Try to be honest. You will not be required to share these with others, but may if you wish. While this is truly a personal reflection paper, each project will be scored according to the accuracy and adequacy in which you address each of the four (4) required components of the project shown below. Students can earn a total of 20 points by adequately addressing each of the five 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. (0-4 points available).

b. Component II: Choose one traditional orientation we have talked about so far: Jung, Freud, Adler, Horney, Rogers, Maslow, or others and provide a context for the interpretation of your chosen personality entity. What would they say about how you developed/inherited this? What would they say about the adaptability of it? Will it always be a part of you? Why or why not? (0-4 points available).
c. *Component III:* Review the general theory from above AND apply it specifically to your chosen Entity (0-4 points available).

d. *Component IV:* Reflect on why you chose this particular theorist? Do you generally agree with his/her position on personality? On 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? (0-4 points available).

e. Appropriate use of APA style (0-4)

3. **Homework Assignments.** Complete homework/study worksheets. Students will earn 5 points for completing each of two homework assignments at the time they are due. There will be no credit given for late or incomplete homework assignments.

4. **Present an applied research project** involving 1) a short power point presentation and 2) 5-8 page APA write up which addresses a contemporary issue in developmental theory as applied in the coursework (approved by instructor). The paper may be presented as a conceptual piece, position paper, research proposal. All papers must include at least 5 cited bibliographic references which situate the topic in an empirical context. Each student will present their project paper using PowerPoint and lead a post presentation short discussion (5-10) minutes structured around at least 4 discussion questions related to issues addressed in the report and presentation. **APA write-up (0-15 points); Presentation and discussion (0-15 points).** 30 points total.

**IX. Course Schedule and Course Policies**

**A. Tentative Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Scheduled Topic</th>
<th>Reading/Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part I: Developmental Themes and Theoretical Frameworks</strong></td>
<td></td>
<td>Cloninger 1</td>
</tr>
<tr>
<td>Session 1 1/22</td>
<td>Introduction/Overview: Defining Developmental Issues</td>
<td>Crain 1; TBA</td>
</tr>
<tr>
<td>Session 2 1/29</td>
<td>Developmental Themes I: Models of Life Course Risk, Resiliency &amp; Wellness</td>
<td>Models of life Course Stabilities and Transitions; Role of Biological, Neurological and Sociocultural Factors; Change/Crisis and Adjustment Patrick ch. 5 Bio-Psycho social Models (on BB); Werner &amp; Smith readings (ON BB)</td>
</tr>
<tr>
<td>Session 3 2/5</td>
<td>Developmental Themes II Exploring The developmental Paradigm</td>
<td>Crain 3; Procheska &amp; Di Clemente TBA; Transtheoretical models of Self as viewed in the context of academic and social functioning</td>
</tr>
<tr>
<td>Session 4</td>
<td>Early Roots of Personality and</td>
<td>Emotional Development in the</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
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<tr>
<td>2/12</td>
<td>Social Attachment</td>
<td>early years ch. 4 (ON BB)l</td>
</tr>
</tbody>
</table>
| Session 5  
2/19 | Developmental Paradigms & Theories: Cognitive, Behavioral, Sociocultural, Biological, and Integrated perspectives | Crain: 6, 7, 8, 10, 17;  
*Homework Assignment I:*  
Students will be expected to demonstrate understanding of the core concepts from discussion and Reading by completing a review sheet involving objective items and short answer/essay questions. |
| Session 6  
2/26 | **QUIZ I**                                  |                          |                                            |
| **Part II Theoretical Approaches to Personality** | |                          |                                            |
| Session 7  
3/5   | Traditional approaches I:  
Psychodynamic approaches:  
Freud, Jung and Adler | Cloniger 2-4; TBA; Crain: 11, 16  
| Spring Break  
3/12 | |                          |                                            |
| Session 8  
3/19 | Traditional Approaches II:  
Erickson and the Neo-Freudians | Cloninger 5,6; Crain 12 |                                            |
| Session 9  
3/26 | Traditional Approaches III:  
Humanistic: Rogers and Maslow | Crain: 18; Cloninger 14, 15; |                                            |
| **Homework II: Take Home & Reflection Paper Assigned** | |                          |                                            |
| **Part III: Modern Approaches to Personality & Life Span Perspectives** | |                          |                                            |
| Session 10  
4/2 | Measurement Issues:  
Traits and Unifying theories  
Role of Self construct in coping and Adaptation | Cloninger 7-13; TBA  
Self Determination theory TBA  
Big 5 reading TBA  
*Homework II due* |                                            |
| Session 11  
4/9 | Focus on ‘the Self’ and Identity Components of The Self  
Role of Self construct in coping and Adaptation. | Cloninger TBA;  
Self Regulation  
Crain: 9; |                                            |
| Session 12  
4/16 | Developmental Counseling Theory (DCT) approaches to understanding and developing case conceptualizations of mental disorders and promoting Holistic wellness  
Student Presentations | Ivey Ch. 3 (69-88 ;(on BB)  
*REFLECTION PAPER DUE* |                                            |
B. Class Policies

Attendance/tardiness
Attendance during class periods is necessary for an optimal learning experience for oneself and peers. Absences for university-approved reasons will be accepted and considered when arranging for make-up credit. Unexcused absences will have a direct impact on grades as normally these absences result in the forfeiture of points available for earning on the day of absence. Students will be responsible for make-up of all the missed work on days of their absence. Experiential exercises are an important component of the class some of which will require an alternate assignment to substitute for experiences missed. The alternative assignment will involve an activity/assignment commensurate in time and learning objectives to the one missed. All make ups must be arranged individually with the instructor.

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.

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.

XIV. Emergency Contingency Plan
In the event of a campus evacuation I will make every effort to continue teaching your course. Should such an event occur, I will continue to interact with you by using the Blackboard Announcement, Bb Messages, Email, Collaboration, Discussions, Blogs, Journals, and/or Wikis tools. If you have access to the Internet, you will be able to continue your coursework by posting assignments and interacting with me as well as each other online. You will also be able to take your tests online using the Assessments tool and see your grades on assignments, quizzes, and tests using the My Grades tool.