CNEP 5354: DEVELOPMENTAL ISSUES IN PERSONALITY AND BEHAVIOR
Texas A&M University - Corpus Christi
Department of Counseling and Educational Psychology
COURSE SYLLABUS

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OFFICE HOURS: MTW 4:00-6:00 or by appointment

I. Course Description

This course provides an in-depth knowledge base of the major factors and conditions 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. State Adopted Proficiencies for Counselors

A) School Counseling (state-adopted proficiencies)
   • Learner-centered knowledge
   • Equity in excellence for all learners

B) Professional Counseling (academic competencies required by TSBEPIC)
   • Normal human growth and development
   • Abnormal human behavior
   • Counseling theories
   • Social, cultural, and family issues

C) Marriage, Couple, and Family Counseling (academic competencies required by TSBEMFT)
   • Human development
   • Social/cultural/family studies
   • Sexuality
IV. TExES School Counselor Competencies

**Competency 001 (Human Development):** The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meet the needs of all students.

**Competency 003 (Factors Affecting Students):** The school counselor understands factors that may affect students’ development and school achievement and applies this knowledge to promote students’ ability to achieve their potential.

V. Course Objectives and Learning Outcomes

A) Objectives

This course is designed to meet the 2009 CACREP core curriculum and specialty program standards. The following standards will be covered in this course. Standards shown in **bold type** represent the targeted course objectives that will be assessed throughout the semester.

Core Curriculum Standards

- **CACREP Standard II-G-3-a:** Theories of individual and family development and transitions across the lifespan.
- **CACREP Standard II-G-3-b:** Theories of learning and personality development including current understandings about neurobiological behavior.
- **CACREP Standard II-G-3-c:** Effects of crises, disasters, and other trauma-causing events on persons of all ages.
- **CACREP Standard II-G-3-d:** Theories and models of individual, cultural, couple, family, and community resilience.
- **CACREP Standard II-G-3-e:** A general framework for understanding exceptional abilities and strategies for differentiated interventions.
- **CACREP Standard 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.
- **CACREP Standard II-G-3-h:** Theories for facilitating optimal development and wellness over the life span.
- **CACREP Standard 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.
- **CACREP Standard II-G-5-a:** Demonstrates an orientation to wellness and prevention as desired counseling goals.
Clinical Mental Health Counseling Standards

- **CACREP Standard III-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.

- **CACREP Standard III-G-2:** Understands various models and approaches to clinical evaluation and their appropriate.

Marriage, Couple, and Family Counseling Standards

- **CACREP Standard III-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.

School Counseling Standards

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

- **CACREP Standard III-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.

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

- **CACREP Standard III-C-3:** Knows strategies for helping students identify strengths and cope with environment and developmental problems.

- **CACREP Standard III-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.

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

B) Learning Outcomes

This course infuses the CACREP Standard Learning Objectives, the state adopted proficiencies, and the TExES competencies listed above to enable students to demonstrate understanding of the following objectives. Upon completion of the course, students will be able to:

- Demonstrate knowledge and understanding of theories of individual and family development and transitions across the lifespan as evidenced by a score of 80% or higher on the applied research project assignment.
• Demonstrate 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 as evidenced by a score of 80% or higher on the applied research project assignment.

• Demonstrate knowledge and understanding of theories of learning and personality development including current understandings about neurobiological behavior as evidenced by a score of 80% or higher on the knowledge-based quizzes.

• Demonstrate 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 as evidenced by a score of 80% or higher on the homework assignments.

• Demonstrate knowledge and understanding of the effects of crises, disasters, and other trauma-causing events on persons of all ages as evidenced by a score of 80% or higher on the knowledge-based quizzes.

• Demonstrate knowledge and understanding of theories and models of individual, cultural, couple, family, and community resilience as evidenced by a score of 80% or higher on the personal reflection paper.

• Demonstrate knowledge and understanding of a general framework for understanding exceptional abilities and strategies for differentiated interventions that includes, but is not limited to, 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 as evidenced by a score of 80% or higher on the knowledge-based quizzes.

• Demonstrate 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 as evidenced by a score of 80% or higher on the knowledge-based quizzes.

• Demonstrate knowledge and understanding of an orientation to wellness and prevention as desired counseling goals as evidenced by a score of 80% or higher on the homework assignments.

VI. Course Topics

• Personality development
• Human growth and development of effective and abnormal behaviors
• Social interactions
• Intimacy
• Personality theories
• The roles of risk and resilience in human development

VII. Instructional Methods and Activities

This course will be presented using a variety of teaching modalities. Course content will be presented in a traditional lecture format followed by class discussion and experiential learning. Multimedia resources, drills, demonstrations, and guest speakers may be used throughout the semester to supplement class lectures. Students are expected to actively participate in class and work collaboratively with their fellow counselors-in-training in developing a working knowledge of current issues and trends in working with diverse clients across the lifespan. In doing so, students will gain an appreciation for the developmental course of effective and abnormal human behaviors and personality, and how this information can guide their counseling practice.

In addition to meeting all course objectives laid out in this syllabus, students are required to become familiar with Blackboard as it will serve as the primary repository for the information and files to be used throughout this course. Students can access the Blackboard homepage for this course at: https://bb9.tamucc.edu/ using their TAMUCC login.

VIII. Evaluation and Grade Assignment

A) Major Course Assignments

Knowledge-Based Quizzes (40 points)

You will be required to complete four (4) knowledge-based quizzes during the semester. These knowledge-based quizzes will include a combination of objective (i.e., multiple-choice) and short-answer items and will cover the material presented in class as well as in all assigned course readings (textbook and other). Each knowledge-based quiz will assess your knowledge of prescribed content, and is worth 10 points. Tentative administration dates for the knowledge-based quizzes are included in the course schedule.

Personal Reflection Paper (20 points)

You are being asked to choose an aspect of your personality you would like to write about. This aspect can be something you either like or dislike about yourself. It can be an aspect that you have been aware of for some time, an aspect you recently became aware of, or an aspect you just discovered as part of this exercise. Perhaps, others label you as having this aspect even though you do not agree with their assessment. Try to be honest with yourself as you choose the aspect you will write on. You will not be required to share these aspects with others, but may choose to do so on your own. While this is truly a personal reflection paper, each submission will be scored according to the accuracy and adequacy in which you address each of four (4) project components described below in a paper 4-5 pages in length. You can earn a total of 20 points by adequately addressing each of the criteria listed below.
Component 1: Identify the aspect of your personality- Define what this aspect is to you. How do you feel about it? How or why do you think it is part of your personality? In your response you also might choose to describe how it influences your thoughts, beliefs and/or actions. In addition, describe when, where or how you know about it. (0-4 points)

Component II: Choose one traditional orientation we have talked about so far: Jung, Freud, Adler, Horney, Rogers, or Maslow and provide a context for the interpretation of the aspect of your personality you have chosen. What would these theorists say about how you might have developed/inherited this aspect? What would they say about the adaptability of this personality aspect? Will it always be a part of you? Why or why not? (0-4 points)

Component III: You will need to review the general theory AND apply it specifically to your chosen personality aspect. (0-4 points)

Component IV: Reflect on why you chose this particular theorist? Do you generally agree with his/her position on personality? On your specific personality aspect? Does this theorist’s view of personality fit with your strategy of understanding others around you? (0-4 points)

Appropriate use APA style and free from all grammatical and spelling errors. (0-4 points)

Applied Research Project (30 points)

You will be asked to present an applied research project involving 1) a short PowerPoint presentation and 2) a 5-8 page, APA-formatted paper that addresses a contemporary issue in developmental theory as applied in the coursework (approved by instructor). The paper you submit may be presented as a conceptual piece, position paper, or research proposal. All papers are to include at least 5 cited references (from the professional literature) which situate the topic in an empirical context. Each student will present their project using a PowerPoint presentation and lead a short (5-10 minute) post-presentation discussion session structured around a minimum of four (4) discussion questions related to salient issues addressed in the presentation.

Homework Assignments (10 points)

Students will need to complete two (2) homework study worksheet assignments. Due dates for these assignments are listed in the course schedule. Each assignment is worth a possible 5 points, with no credit being awarded for late or incomplete submissions.

B) Point Allocation

Knowledge-based quizzes (4 @ 10 points each) 40 points
Personal reflection paper 20 points
Applied research project (paper & presentation) 30 points
Homework assignments (2 @ 5pts. each) 10 points

TOTAL 100 points
C) Grade Distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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IX. Course Schedule and Policies

A) Course Schedule

See schedule for the current academic semester included at the end of this syllabus.

B) Course Policies

Attendance

Students are expected to attend each scheduled class session. While I believe class attendance to be important, I also realize that as adult learners, students have lives and responsibilities outside the classroom. When unexpected events or emergencies such as personal illnesses, family crises, or a death in the family arise, I ask that you communicate with me as soon as possible so that I am aware of the situation and we can work together to devise a mutually agreeable course of action. Under these circumstances, absences will be considered “excused” upon receipt of appropriate documentation (doctor’s note, court paperwork, obituary, etc.) and written approval from your instructor. Additional excused absences will be granted for participation in a religious holy day as outlined in the University catalog.

For absences that are not excused, the follow attendance policies are in place:

- Students are permitted only one unexcused absence without penalty during the semester. Upon a second unexcused absence, students will incur a 10% reduction in their final grade.
- Following a third unexcused absence, students will either receive a failing grade for the course or be administratively dropped from the course.
- Arriving late or leaving early to class is discouraged. Two such instances will count as an unexcused absence.
- Students sleeping or acting unprofessionally in class will be asked to leave. Should a dismissal result in the student missing more than 50% of the class period, an unexcused absence will be issued.

Professionalism

By enrolling in a graduate program you have begun your professional career. As such, the expectation is that you will conduct yourself as a professional. A significant part of being a professional is being respectful to your peers and instructor at all times. Examples of disrespectful, and unprofessional, behavior include: talking in class, not paying attention, criticizing others’ thoughts and beliefs, falling asleep, or texting/talking on a phone. While it is understandable that there may be times when you are not in total agreement with your peers or
instructor, respect for the academic environment and the professional degree being pursued should **always** be acknowledged.

**Statement of Civility**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Late Submissions of Student Work**

All assignments are to be submitted online to the course Blackboard page prior to the beginning of class on the due date specified in the course calendar (see end of syllabus). Assignments not received prior to the beginning of class will be considered late. A letter grade deduction will be applied to all late submissions that were not discussed with your instructor in advance. Assignments not turned in 30 days after the due date will no longer be accepted and students will receive a zero for that particular assignment.

**Extra Credit**

As a general rule, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

**Academic Integrity and Plagiarism**

*TAMUCC (2009) Graduate Catalogue (2009-2010), pp. 28-29*

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

**Dropping a Class**

My hope is that you never find it necessary to drop this or any other class during your program of study. With that being said, I realize events sometimes occur that make dropping a course a necessary and wise decision. If you ever find yourself in a situation like this, I ask that you consult with me before you decide to drop the course to be sure it is your best option. Should dropping the course prove to be the best action for you to take, it is your responsibility to initiate the drop process by going to the Student Services Center and filling out a course drop form. Simply discontinuing your attendance and participation WILL NOT automatically result in your being dropped from the class, and a final grade will be issued.

**Communication**

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which your instructor will communicate with you throughout the semester. At the beginning of the course, students should make sure they have
activated their account and make plans to check the account regularly. Students can expect to receive a response to their queries from their instructor within 48 hours (excluding weekends and university-recognized holidays).

X. Textbooks


Optional Texts (recommended but NOT required):


XI. Bibliography

*The following sample citations represent the knowledge base supporting course content.*


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 website 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. Disability 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 at (361) 825-5816.

XIV. Academic Continuity

In the event of an unforeseen adverse event such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

XV. Course Assignment Evaluation Rubrics

(See course Blackboard page for rubrics and additional information on assignments and projects)
# Tentative Course Schedule (Summer 2015)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assigned Readings</th>
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| July 6    | Defining developmental issues and models of life course  
            Early roots of personality and social attachment                                                                                       |
| July 8    | Developmental theories and paradigms (part I)  
            [Theories of Werner, Piaget, and Kohlberg]  
            **Read Crain chapters 5-7**                                                                                                              |
| July 13   | Developmental theories and paradigms (part II)  
            [Theories of Pavlov, Watson, Skinner, Bandura, and Vygotsky]  
            **Read Crain chapters 8-10**  
            **Knowledge-Based Quiz #1**                                                                                                               |
| July 15   | Developmental theories and paradigms (part III)  
            [Theories of Freud, Erikson, and Mahler]  
            **Read Crain chapters 11-13**  
            **Homework Assignment #1 Due (submit to Blackboard)**                                                                                   |
| July 20   | Theories of Personality (part I)  
            [The psychoanalytic and psychoanalytic-social perspectives]  
            **Read Cloninger chapters 2-6**  
            **Knowledge-Based Quiz #2**                                                                                                               |
| July 22   | Theories of Personality (part II)  
            [The trait perspective]  
            **Read Cloninger chapters 7-9**  
            **Personal Reflection Paper Due (submit to Blackboard)**                                                                                   |
| July 27   | Theories of Personality (part III)  
            [The behavioral perspective]  
            **Read Cloninger chapters 10-13**  
            **Knowledge-Based Quiz #3**                                                                                                               |
| July 29   | Theories of Personality (part IV)  
            [The humanistic perspective]  
            **Read Cloninger chapters 14-16**  
            **Homework Assignment #2 Due (submit to Blackboard)**                                                                                   |
| August 3  | Developmental counseling theory (DCT)  
            Holistic wellness  
            **Applied Research Project Papers Due (submit to Blackboard)**                                                                            |
| August 5  | **In-Class Presentations (Applied Research Projects)**  
            **Knowledge-Based Quiz #4**                                                                                                               |