I. Course Description (3 semester hours)
This provides an overview of the principles of understanding the dysfunction in human behavior and development. Students will learn how dysfunctional behavior manifests and factors that increase one’s vulnerability to abnormal human behavior. This course will also give students the appropriate use of diagnosis during crisis, disaster, or other trauma-causing event. Prerequisites: A minimum of 12 semester hours of core counseling including CNEP 5304, 5308, and 5314 must be completed.

II. Rationale
This course meets a number of accreditation standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for clinical mental health counseling; marital, couple, and family counseling; addictions counseling; and school counseling. In addition, it fulfills specific content requirements set forth by the State of Texas for both the Licensed Professional Counselor and Licensed Marriage and Family Therapist.

III. State Adopted Proficiencies for School Counselors
Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners’ knowledge, skills, motivation, and personal growth.

IV. Licensure Requirements/ TExES 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.

V. Course Objectives/Learning Outcomes
This course is designed to meet CACREP standards addressed as student learning outcomes. Standards shown in bold type will be specifically assessed in this course, and SLOs are provided for each standard.

A. Course Objectives (CACREP 2009 Standards)
1. CACREP standard G3a: theories of individual and family development and transitions across the lifespan;
2. CACREP standard G3b: theories of learning and personality development, including current understandings about neurobiological behavior;
3. CACREP standard G2f: counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination
4. CACREP standard G3f: human behavior, including the understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior:
5. CACREP standard G8f: ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies. In addition to the objectives listed above, students will satisfy the following objectives in accordance with appropriate program emphasis:

Addictions Counseling
1. CACREP standard A6: Knows the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others.
2. CACREP standard A7: Recognizes the potential for addictive disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to coexist with addiction and substance abuse.

Clinical Mental Health Counseling
1. CACREP standard A6: Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.
2. CACREP standard C7: Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

Marriage, Couple, and Family Counseling
1. CACREP Standard A6: Understands family development and the 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
1. CACREP Standard A6: 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.

B. Student Learning Outcomes
1. Students will demonstrate knowledge of abnormal human development and
abnormal behaviors. Students will demonstrate knowledge of effective strategies and approaches when working with populations of clients with abnormal human development and behaviors as evidenced by (a) responses to the midterm and final exam which is multiple choice, short answer, and true and false, (b) case studies, and (c) performance on group presentation which is graded through a rubric format.

2. Students will demonstrate understanding of abnormal human development and abnormal behaviors, as well as effective approaches and strategies when working populations of clients with abnormal behavior and development specific to their program of emphasis (addictions, clinical mental health counseling, marriage, couple, and family counseling; and school counseling) as evidenced by a grade of “C” or better in the course.

VI. Course Topics
The major topics to be considered in this course are principles of abnormal behavior development and models of vulnerability-stress.

VII. Instructional Methods and Activities
A. Traditional experiences, including lecture, discussion, on-line activities, and case studies
B. Clinical experiences, including student presentations

VIII. Evaluation and Grade Assignment
1. Examination: There are two examinations, one at mid-term and a final examination. Questions are objective, including multiple-choice, true and false, case scenarios, and definitions of key terms.

2. Crisis Counseling Progrm/Workshop (25 pts): Groups of 2 individuals will design a crisis counseling program/workshop for a particular population that you are interested in (i.e., diverse ethnic groups, college students, young children, etc.). This project must be creative! Group members will be equally responsible for this project. Group members will write the paper and conduct class presentations (15 mins). (Pulled from Career)

3. Groups of 2 individuals will design a disaster counseling program/workshop/program or a particular population that you are interested in (i.e., diverse ethnic groups, college students, young children, etc.). This project must be creative! Group members will be equally responsible for this project. Group members will write the paper and conduct class presentations (15 mins). (pulled from career)

4. Homework/Case Studies: Eleven homework assignments will be given throughout the semester. The homework assignment is designed to illuminate key information in the chapter and will help you study for the midterm and final exam in the course. Case studies will consist of an overview of a client issue and have questions that you will answer in regards to that issue based on your course readings. The case studies are designed to help you apply the information that has been presented in the text chapters. (pulled from
theories)
5. **Participation:** Students will be expected to actively participate in class and on-line discussions.

**Method of Evaluation:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Crisis Program/workshop</td>
<td>25</td>
</tr>
<tr>
<td>Disaster program/workshop</td>
<td>25</td>
</tr>
<tr>
<td>Homework/Case Studies</td>
<td>33</td>
</tr>
<tr>
<td>Group/Class Participation</td>
<td>17</td>
</tr>
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</table>

**Grading Scale:**

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>270 - 300</td>
<td>A</td>
</tr>
<tr>
<td>240 - 269</td>
<td>B</td>
</tr>
<tr>
<td>210 - 239</td>
<td>C</td>
</tr>
<tr>
<td>180 - 209</td>
<td>D</td>
</tr>
<tr>
<td>300 points</td>
<td></td>
</tr>
</tbody>
</table>

IX. **Course Schedule and Policies**

A. **Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Understanding Psychopathology: The role of vulnerability/ The Nature of Child &amp; Adolescent vulnerability</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>The nature of Adult vulnerability</td>
<td></td>
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<tr>
<td>Week 3</td>
<td>Developmental Pathways to Personality Disorders</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Vulnerability to Substance Use Disorders in childhood/adulthood and across the lifespan</td>
<td></td>
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<tr>
<td>Week 5</td>
<td>Vulnerability to Depression in childhood/adulthood and Vulnerability to Depression across the lifespan</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Crisis Counseling with Children &amp; Families SAMHSA</td>
<td>Crisis Counseling Group/Workshop</td>
</tr>
<tr>
<td>Week 7</td>
<td>Crisis Counseling with Cultural Competence SAMHSA</td>
<td>Crisis Counseling Program/Workshop</td>
</tr>
<tr>
<td>Week 8</td>
<td>Mid-term exam</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Vulnerability to Anxiety Disorders in childhood/adulthood and Vulnerability to Anxiety Disorders across the lifespan</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Vulnerability to Schizophrenia in childhood/adulthood</td>
<td></td>
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<tr>
<td>Week 11</td>
<td>Vulnerability to Schizophrenia across the lifespan</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Disaster Counseling and Outreach SAMHSA</td>
<td>Disaster Counseling Program/Workshop</td>
</tr>
<tr>
<td>Week 13</td>
<td>Vulnerability to eating disorders in childhood/adulthood</td>
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<tr>
<td>Week 14</td>
<td>Vulnerability to eating disorders across the lifespan</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
C. Policies

X. Textbook

The textbook required for this course is:

Optional Online Resources:
http://store.samhsa.gov/facet/Treatment-Prevention-Recovery/term/Counseling
- Psychosocial Issues for Children and Adolescents in Disasters
  ADM86-1070R
- Developing Cultural Competence in Disaster Mental Health Programs
  Guiding Principles and Recommendations
  SMA03-3828
- A guide to managing stress in crisis response professions – SAMHSA
  http://store.samhsa.gov/shin/content//SMA05-4113/SMA05-4113.pdf

Web resources for this course include but are not limited to:
Texas Administrative Code, section 239.15 [available from

Texas LPC Board Rules, 22 TAC §681 [available from
http://www.dhhs.state.tx.us/counselor/lpc_rules.doc]

Class Notes and Assignments: http://www.tamucc.edu
Current Students SAIL / Blackboard
Counseling Listserv: http://listserv.tamucc.edu/mailman/listinfo/counsel-list
ISLANDER e-mail account (First, go to S.A.I.L. for your new ID #, Next, go to http://newuser.tamucc.edu for your new e-mail account)

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 Rule13.02.99.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 Corpus Christi Hall. 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 Contingencies Plan
In the event of a campus evacuation I will make every effort to continue teaching your course. Should such an event occur, I would 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.

XV. Academic Integrity/Plagiarism
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, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failing grade.

XVI. Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in
your being dropped from the class. (     ) is the last day to drop a class with an automatic grade of “W” this term.

XVII. Classroom/professional behavior**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

XVIII. Statement of Civility (can be in place of classroom/professional behavior)**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

XIX. Rubrics
Groups of 2 individuals will design a crisis counseling program/workshop for a particular population that you are interested in (i.e., diverse ethnic groups, college students, young children, etc.). This project must be creative! Group members will be equally responsible for this project. Group members will write the paper and conduct class presentations (15 mins).

_____ (a) provided appropriate introduction to the special topic and population (0-5 pts.)

_____ (b) provided rationale and purpose of the project (0-5 pts.)

_____ (c) provided description of the program (structure of the project, role of a counselor, etc.) (0-5 pts.)

_____ (d) discussed special considerations for implementing this project. (0-5 pts.)

_____ completed and submitted peer evaluation (0-2 pts.)

_____ prepared and submitted a written proposal outlining the project (0-3 pts.)
TOTAL SCORE: _______

Topics, regardless of their creativity, should draw from the professional literature.

The paper will be written in APA format. Please consult the Publication Manual of the American Psychological Association (6th ed.) Guidelines. The paper is to be typed using Times New Roman, 12 point font, double-spaced, and is required to be between 3-5 pages in length with one inch margins. A cover page and bibliography are also required.

Each group member needs to submit an evaluation of other team members. The evaluation is based on your own perceptions of the contribution of each member.

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_____ (d) discussed special considerations for implementing this project. (0-5 pts.)

_____ completed and submitted peer evaluation (0-2pts.)

_____ prepared and submitted a written proposal outlining the project (0-3pts.)

TOTAL SCORE: _______

Topics, regardless of their creativity, should draw from the professional literature.

The paper will be written in APA format. Please consult the Publication Manual of the American Psychological Association (6th ed.) Guidelines. The paper is to be typed using Times New Roman, 12 point font, double-spaced, and is required to be between 3-5 pages in length with one inch margins. A cover page and bibliography are also required.

Each group member needs to submit an evaluation of other team members. The evaluation
is based on your own perceptions of the contribution of each member.

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**Homework/Case Study Rubric**

Name:______________________________________ Date:________________________

Chapter Topic:______________________________________________________________

Basic Assumptions of Vulnerability:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Important considerations with children/adults impacted by this psychopathology:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Important lifespan considerations impacted by this psychopathology:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Techniques and Approaches used in counseling:
________________________________________________________________________
________________________________________________________________________
Research that has been done on this population regarding this psychopathology:

What do you think are the major issue(s) with this case?:

How might you conceptualize what is going on with this client using your knowledge about this psychopathology?:

List the questions you would like to ask this specific client using information read about this psychopathology:

Homework Grade: 3 points for each homework sheet assigned
Rubric for Credit: Completed all questions as assigned.