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. TExEs Competencies

A. Competency 001  Human Development
B. Competency 001  Environmental Influences
C. Competency 003  Diversity

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

D-3: Applies optimum human development, wellness, and mental health through prevention, education and advocacy activities
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 psychoeducational 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 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 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, 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.

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. Each quiz will include 30 multiple choice and 5 short answer/essay items. Students will earn 1 point for each correct response of multiple-choice questions. Quizzes 1 and 2 will be posted on blackboard. Final Quiz will be in class.

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 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 1: 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).

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).

c. **Component III: Review the general theory AND apply it specifically to your chosen personality entity (0-4 points).**

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).

e. Appropriate use of APA style. For example: Writing style, citation format, reference list, cover page, table formatting. (0-4 points)

3. **Research Project.** You will be asked to write a short research paper (minimum 5 maximum 8 pages, not including references) on the topic of your choosing, which reflects a contemporary issue in developmental theory as applied to this course. If you have any doubts I can approve your topic. A paper must be written in an APA format (6th ed.) and include at least 5 cited bibliographic references (published in the last 5 years). Students can earn **25 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 (2 points)
- Page length Requirements (1 point)
- Appropriate Citation Format (2 points)

*Academic Literature:* Appropriate use and integration of relevant academic literature. Citing at least 5 contemporary relevant scholarly sources (5 Points)

*Overall Quality of Writing:* Include clarity presentation and soundness of argument (10 points).

4. **Class Participation.** Students are required to **attend and actively participate in class discussion and activities.** Students can earn **10 points** for class participation.

<table>
<thead>
<tr>
<th>Method of Evaluation</th>
<th>Grading Scale</th>
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</thead>
<tbody>
<tr>
<td>Knowledge Based Quizzes</td>
<td>45 pts</td>
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<tr>
<td>Personal Reflection Project</td>
<td>20 pts</td>
</tr>
<tr>
<td>Research Project</td>
<td>25 pts</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10 pts</td>
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<tr>
<td></td>
<td>100 pts</td>
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</tbody>
</table>

**Grading Scale:**
- 90 – 100 pts. = A
- 80 – 89 pts. = B
- 70 – 79 pts. = C
- 60 – 69 pts. = D
IX. Course Schedule and Course Policies

A. Tentative Schedule (Schedule might be altered at the instructor's discretion)

<table>
<thead>
<tr>
<th>Date</th>
<th>Scheduled Topic</th>
<th>Reading/Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Part I: Developmental Themes and Theoretical Frameworks</td>
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<tr>
<td></td>
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<tr>
<td>Session 1</td>
<td>Introduction/Overview.</td>
<td>Cloninger: Chapter 1</td>
</tr>
<tr>
<td>1/20</td>
<td>Introduction to Personality Theory.</td>
<td>Crain: chapter 1</td>
</tr>
<tr>
<td></td>
<td>Early Theories.</td>
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<tr>
<td>Session 2</td>
<td>Maturation Theory.</td>
<td>Crain: Chapters 2, 3</td>
</tr>
<tr>
<td>1/27</td>
<td>Ethological Theories.</td>
<td></td>
</tr>
<tr>
<td>Session 3</td>
<td>Educational Philosophy.</td>
<td>Cloninger: Chapter 10</td>
</tr>
<tr>
<td>2/3</td>
<td>Learning Theory.</td>
<td>Crain: Chapters 4, 8</td>
</tr>
<tr>
<td>Session 4</td>
<td>Cognitive-Development Theory.</td>
<td>Crain: Chapters 6, 7</td>
</tr>
<tr>
<td>2/10</td>
<td>Stages of Moral Development.</td>
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<tr>
<td>Session 5</td>
<td>Social-Historical Theory of Cognitive Development.</td>
<td>Crain: Chapters 10, 17</td>
</tr>
<tr>
<td>2/17</td>
<td>Theory of Language Development.</td>
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<tr>
<td>Session 6</td>
<td>QUIZ I (Blackboard)</td>
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<td>2/24</td>
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<tr>
<td></td>
<td></td>
<td>Part II Theoretical Approaches to Personality</td>
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<tr>
<td>Session 7</td>
<td>Classical Psychoanalysis.</td>
<td>Cloninger: Chapters 2, 3, 4</td>
</tr>
<tr>
<td>3/2</td>
<td>Analytical Psychology</td>
<td>Crain: Chapters 11, 16</td>
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<tr>
<td></td>
<td>Individual Psychology</td>
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<tr>
<td>Session 8</td>
<td>Psychosocial Development.</td>
<td>Cloninger: Chapters 5, 6</td>
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<tr>
<td>3/9</td>
<td>Interpersonal Psychoanalytic Theory.</td>
<td>Crain: Chapter 12</td>
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<td></td>
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<td>SPRING BREAK</td>
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<tr>
<td>Session 9</td>
<td>Person-Centered Theory.</td>
<td>Cloninger: Chapters 14, 15</td>
</tr>
<tr>
<td>3/23</td>
<td>Need Hierarchy Theory and Positive Psychology.</td>
<td>Crain: Chapter 18</td>
</tr>
<tr>
<td>Session 10</td>
<td>QUIZ II (Blackboard)</td>
<td>Personal Reflection Paper Due</td>
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<tr>
<td>3/30</td>
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<td></td>
<td></td>
<td>Part III: Modern Approaches to Personality</td>
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<tr>
<td>Session 11</td>
<td>Personological Trait Theory.</td>
<td>Cloninger: Chapters 7, 8</td>
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<tr>
<td>4/6</td>
<td>Two Factor Analytic Trait Theories.</td>
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<tr>
<td>Session 12</td>
<td>Biological Theories.</td>
<td>Cloninger: Chapters 9, 11</td>
</tr>
<tr>
<td>4/13</td>
<td>Personal Construct Theory.</td>
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<tr>
<td>Session 14</td>
<td>Buddhist Psychology.</td>
<td>Cloninger: Chapters 16, 17</td>
</tr>
<tr>
<td>4/27</td>
<td>Conclusion.</td>
<td>Research Project Due</td>
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<tr>
<td>Session 15</td>
<td>Quiz III (In Class)</td>
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<tr>
<td>5/4</td>
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</tbody>
</table>
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. Late work will result in 10% deduction of points 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. Unnecessary use of electronic devices will result in being asked to leave class. Participation points will be lost for that class period. Please limit in-class use of your computer to note taking.

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](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.

XV. Statement of 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.