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 scenarios, 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 is a final exam. Questions are objective, including multiple-choice, true and false, case scenarios, and definitions of key terms.

2. Quizzes: five quizzes will be given throughout the semester. The quizzes are designed to illuminate key information in the chapters and will help you study for the midterm and final exams. The quizzes are grouped by theme (Depression, Substance Use, etc). The quizzes are designed to help you apply the information that has been presented in the text chapters.

3. Case Illustrations: Students will be provided 4 case illustrations that they will need to address using the rubric (found at the end of this syllabus).

4. Group Presentation/Project: Students will work in groups to cover course topics (Depression, Anxiety, Substance Use, Eating Disorders, Schizophrenia). Each group will present a 20-30 minute Power Point covering the topic. The presentation should include real world examples. In addition, the group will write a case for the class so that the information in the presentation can be applied to a real world scenario.

Method of Evaluation:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Comprehensive Exam</td>
<td>100</td>
</tr>
<tr>
<td>Crisis Program/Disaster Workshop</td>
<td>25</td>
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<tr>
<td>Crisis Program/Disaster Workshop</td>
<td>25</td>
</tr>
<tr>
<td>Quizzes (5 @ 10 points each)</td>
<td>50</td>
</tr>
</tbody>
</table>
Case Illustrations (4 @ 50 each) 200 points
Group Presentations 100 points

Grading Scale:
A = 500-400
B= 399-300
C= 299-200
D= 199-100
F= 99 and below

IX. Course Schedule and Policies
A. Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1 (T)</td>
<td>*Syllabus Introduction *Understanding Psychopathology: The role of vulnerability *The Nature of Child &amp; Adolescent vulnerability</td>
<td>Ch. 1-2</td>
</tr>
<tr>
<td>05/30/17</td>
<td>*The nature of Adult vulnerability *Crisis Counseling with Children &amp; Families SAMHSA</td>
<td>Ch. 3 Quiz 1 Due Crisis Training Due Online</td>
</tr>
<tr>
<td>Class 2 (TH)</td>
<td>*Developmental Pathways to Personality Disorders *Case Illustration Practice (in-class)</td>
<td>Ch. 4 Quiz 2 Due</td>
</tr>
<tr>
<td>06/01/17</td>
<td>*Vulnerability to Substance Use Disorders in childhood/adulthood  *Vulnerability to Substance Use Across the Lifespan</td>
<td>Quiz 3 Due Ch. 5, 6, &amp; 7 *Case Illustration 1 Due</td>
</tr>
<tr>
<td>Class 3 (T)</td>
<td>*Vulnerability to Depression in childhood/adulthood  *Vulnerability to Depression across the lifespan *Group Presentations (Topics: Substance Abuse &amp; Depression)</td>
<td>Quiz 4 Due Ch. 8, 9, &amp; 10 *Case Illustration 2 Due *Group Presentations (Topics: Substance Abuse &amp; Depression)</td>
</tr>
<tr>
<td>06/06/17</td>
<td>*Vulnerability to Schizophrenia in childhood/adulthood  *Vulnerability to Schizophrenia across the lifespan</td>
<td>Quiz 5 Ch. 14, 15, &amp; 16 *Case Illustration 3 Due</td>
</tr>
<tr>
<td>Class 5 (T)</td>
<td>*Vulnerability to eating disorders in childhood/adulthood  *Vulnerability to eating disorders across the lifespan</td>
<td>Ch. 17, 18, &amp; 19 Group Presentations (Topics: Schizophrenia &amp; Eating Disorders) *Case Illustration 4 Due</td>
</tr>
<tr>
<td>06/13/17</td>
<td>*Disaster Counseling and Outreach SAMHSA</td>
<td>Disaster Counseling Program/Workshop</td>
</tr>
<tr>
<td>Class 6 (TH)</td>
<td>*Disaster Counseling and Outreach SAMHSA</td>
<td>Disaster Counseling Program/Workshop</td>
</tr>
<tr>
<td>06/15/17</td>
<td>Final Exam Review</td>
<td>Final Exam</td>
</tr>
<tr>
<td>Class 7 (T)</td>
<td>Final Exam</td>
<td>Final Exam</td>
</tr>
<tr>
<td>06/20/17</td>
<td>Final Exam</td>
<td>Final Exam</td>
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<tr>
<td>Class 8 (TH)</td>
<td>Final Exam</td>
<td>Final Exam</td>
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<tr>
<td>06/22/17</td>
<td>Final Exam</td>
<td>Final Exam</td>
</tr>
<tr>
<td>Class 9 (T)</td>
<td>Final Exam</td>
<td>Final Exam</td>
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</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 Listserve: http://listserv.tamucc.edu/mailman/listinfo/counsel-list
ISLANDE R 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
American School Counseling Association

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.tamu.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
Case Illustration 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:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________