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 2016 Standards)**
1. CACREP standard II-F-3-c: theories of normal and abnormal personality development
2. CACREP standard II-F-3-g: effects of crisis, disasters, and trauma on diverse individuals across the lifespan
3. CACREP standard II-F-5-m: crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

In addition to the objectives listed above, students will satisfy the following objectives in accordance with appropriate program emphasis:

**Addictions Counseling**
1. CACREP standard A-1-e: neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others.
2. CACREP standard A-2-b: potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders.

**Clinical Mental Health Counseling**
1. CACREP standard C-2-e: potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
2. CACREP standard C-2-g: impact of biological and neurological mechanisms on mental health

**Marriage, Couple, and Family Counseling**
1. CACREP Standard F-2-g: impact of crisis and trauma on marriages, couples, and families

**School Counseling**
1. CACREP Standard G-2-G: characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.

**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 are two exams (mid-term and final). Questions are objective, including multiple-choice, true and false, case scenarios, and definitions of key terms.
2. Crisis Counseling Program/Workshop: Students will complete a crisis intervention training workshop that details theories and strategies of crisis intervention and disaster counseling approaches. The workshop will be didactic, experiential, and evaluative in nature.
3. Quizzes: Six 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.
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 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></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Exam</td>
<td>100</td>
</tr>
<tr>
<td>Crisis Program/Disaster Workshop</td>
<td>30</td>
</tr>
<tr>
<td>Quizzes</td>
<td>60</td>
</tr>
<tr>
<td>Group Presentations</td>
<td>100</td>
</tr>
</tbody>
</table>

Grading Scale:

A = 290-261
B= 260-232
C= 231-203
D= 202-174  
F= 173 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>Week 1</td>
<td>Understanding Psychopathology: The role of vulnerability/ The Nature of Child &amp; Adolescent vulnerability; The nature of Adult vulnerability</td>
<td>Ch.1-3</td>
</tr>
<tr>
<td>08/28/17</td>
<td></td>
<td></td>
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<tr>
<td>Week 2</td>
<td>No Class – Holiday</td>
<td></td>
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<tr>
<td>09/04/17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>In Class Group Planning &amp; Preparation for Presentations</td>
<td>Quiz 1 Due</td>
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<tr>
<td>09/11/17</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Vulnerability to Substance Use Disorders in childhood/adulthood</td>
<td>Ch. 5, 6, &amp; 7</td>
</tr>
<tr>
<td>09/18/17</td>
<td></td>
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<tr>
<td>Week 5</td>
<td>Vulnerability to Substance Use Across the Lifespan</td>
<td>Substance Use Presentation Quiz 2 Due</td>
</tr>
<tr>
<td>09/25/17</td>
<td></td>
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<tr>
<td>Week 6</td>
<td>Vulnerability to Depression in childhood/adulthood</td>
<td>Ch. 8, 9, &amp; 10</td>
</tr>
<tr>
<td>10/02/17</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>Vulnerability to Depression across the lifespan</td>
<td>Depression Presentation Quiz 3 Due</td>
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<tr>
<td>10/09/17</td>
<td></td>
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<tr>
<td>Week 8</td>
<td>Crisis Counseling with Children &amp; Families SAMHSA</td>
<td>Read On-line materials BB9 Crisis Counseling Group/Program/Workshop</td>
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<tr>
<td>10/16/17</td>
<td></td>
<td></td>
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<tr>
<td>Week 9</td>
<td>Vulnerability to Schizophrenia in childhood/adulthood</td>
<td>Ch. 14, 15, &amp; 16</td>
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<tr>
<td>10/23/17</td>
<td></td>
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<tr>
<td>Week 10</td>
<td>Vulnerability to Schizophrenia across the lifespan</td>
<td>Schizophrenia Presentation Quiz 4 Due</td>
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<tr>
<td>10/30/17</td>
<td></td>
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<tr>
<td>Week 11</td>
<td>Vulnerability to eating disorders in childhood/adulthood</td>
<td>Ch. 17, 18, 19</td>
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<tr>
<td>11/06/17</td>
<td></td>
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<tr>
<td>Week 12</td>
<td>Vulnerability to eating disorders across the lifespan</td>
<td>Eating Disorders Presentation Quiz 6 Due</td>
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<tr>
<td>11/13/17</td>
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<tr>
<td>Week 13</td>
<td>Developmental Pathways to Personality Disorders**</td>
<td>Ch. 4 Quiz 5 Due</td>
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<tr>
<td>11/20/17</td>
<td></td>
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<tr>
<td>Week 14</td>
<td>Vulnerability to Anxiety Disorders in childhood/adulthood</td>
<td>Ch. 11 &amp; 12 Quiz 6 Due</td>
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<tr>
<td>11/28/17</td>
<td></td>
<td></td>
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<tr>
<td>12/04/17</td>
<td>Vulnerability to Anxiety Disorders across the Lifespan</td>
<td>Ch. 13 Anxiety Presentation</td>
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<tr>
<td>12/11/17</td>
<td></td>
<td>Final Exam Due 12/11/17</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 Listserve: 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
American Counseling Association (2005). American Counseling Association
American School Counseling Association
American Counseling Association. (2005b). Public awareness ideas and
  strategies for professional counselor. Alexandria, VA: Author

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, StudentGrade Appeal Procedures. These
documents are accessible through the University RulesWeb 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
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:
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________