I. Course Description (3 semester hours)
This course is designed to provide an overview of principles of understanding dysfunction in human behavior and development, including the impact of disaster, crises, and other trauma-causing events on developmental processes. The primary topics of this course include theories of normal and abnormal personality development and the effects of crisis, disasters, and other trauma on diverse individuals across the lifespan. Students will be expected to demonstrate understanding of abnormal personality development as well as the impact of trauma-causing events on personality development via successful completion of tasks in various assignments which may include case studies, presentations, and examinations. Prerequisites for this course are CNEP 5304

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)
Human Growth and Development:
II-F-3-c: theories of normal and abnormal personality development
II-F-3-g: effects of crisis, disasters, and trauma on diverse individuals across the lifespan
Counseling and Helping Relationships:
II-F-5-m: crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

B.) Student Learning Outcomes
Student will demonstrate the knowledge and understanding of the theories regarding normal and abnormal human development, and personality development. (measured by a score of 80% or above on in class examinations covering the above topics. Measured by a rating of 20 or above on the assessment rubric utilized for the final examination).

Student will demonstrate the knowledge and understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan (measured by a score of 80% or above on in class examinations covering the above topics. Measured by a rating of 20 or above on the assessment rubric utilized for the final examination).

Student will demonstrate the knowledge and understanding of the crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid. (measured by a score of 80% or above on in class examinations covering the above topics. Measured by a rating of 20 or above on the assessment rubric utilized for the final examination).

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

VII. Instrumental Methods and Activities
Lecture, cooperative/interactive learning, video, on-line activities, assignments, case studies, and examinations are used in this course. Remember, blended courses do not require less work than those which require you to attend lecture weekly.

VIII. Evaluation and Grade Assignment
A.) Major Course Assignments

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

Quizzes
Eight 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 final exam. The quizzes are designed to help you apply the information that has been presented in
the text chapters. The quizzes will be available through Blackboard and due by 5:59pm prior to the beginning of class time. Quiz questions will be presented in multiple choice and true/false format. The use of notes and textbooks is allowed; however, students must work alone and not seek outside help from fellow classmates or other individuals. There will be eight quizzes available for students to take throughout the semester, with each quiz being worth 10-30 points each. **Quizzes account for a total of 100 points are possible toward your final course grade.**

**Case Illustrations**
Students will be provided 5 case illustrations that they will need to address using the rubric (found at the end of this syllabus). It would behoove students to work on the case illustration assignments as they read the chapters. Case Illustrations will also be worked on in class, and due by 11:59pm the Friday following class (See Blackboard for due dates. **Students should complete the Theory Topic Outline portion of the Case Illustration assignment on their own prior to class, be prepared to discuss the theory in class, and be prepared to work on the Case Study Portion with peers in class. Students will need to review the literature (i.e., peer-reviewed articles), and select at least two counseling related articles to utilize to complete this assignment.**

**Crisis Training**
Students will complete two crisis trainings. More detailed information about these assignments is available under the “Content” tab within the “Crisis Training” folder.

**Group Presentation/Project**
Students will work in groups to cover course topics (Depression, Anxiety, Substance Use, Eating Disorders, Schizophrenia). **Students will need to review the literature (i.e., peer-reviewed articles), and select at least two counseling related articles to utilize to complete this assignment.** Each group will present a 20-30 minute PowerPoint and presentation covering the topic, including:

1. The definition, and criteria of the psychopathology, must be provided based on DSM-IV-R and DSM-V (with the comparison explained).
2. The prevalence among children, adolescents, and adults based on current research (within the last five years) must be explained.
3. Effective treatment modalities identified in the current literature (i.e., peer-reviewed articles published within the last five years) must be described.
4. A creative demonstration (e.g., video, role-play, etc.) must be provided.
5. A real-world example of the psychopathology should be provided.
6. The group will write a case illustration for the class so that the information in the presentation can be applied to a real-world scenario.
7. References are provided, which include at least two-peer-reviewed articles (counseling related) that are utilized and cited according to APA format.

*It is strongly recommended that students review the APA Publication Manual prior to and throughout the writing process.*
**B.) Method of Evaluation:**

- Comprehensive Exam: 100 points
- Crisis Training (2 @ 50 points each): 100 points
- Quizzes (8 @ 10-30 points each): 100 points
- Case Illustrations (5 @ 100 each): 500 points
- Group Presentations: 200 points

**C.) Grading Scale:**

- A = 1000-900
- B = 899-800
- C = 799-700
- D = 699-600
- F = 599 and below

**IX. Course Schedule and Policies**

**A.) Summer 2017 Course Schedule:**
(Tentative—may change based upon students’ learning and material needed to be added)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Class 1 (T) 05/29 Online | *Syllabus Introduction  
*Understanding Psychopathology: The role of vulnerability  | Ch. 1  
*Quiz 1 (Due 5/31/17 by 11:59pm)* |
| Class 2 (TH) 05/31 In Class | *The Nature of Child & Adolescent vulnerability  
*The Nature of Adult vulnerability  
*Case Illustration Practice (in-class)  
*Groups Assigned  | Ch. 2 & 3  
*Quiz 2 Due (by 5:59pm)* |
| Class 3 (T) 06/05 Online | *Developmental Pathways to Personality Disorders  | Ch. 4  
*Quiz 3 Due (by 5:59pm)* |
| Class 4 (TH) 06/07 In Class | *Vulnerability to Substance Use Disorders in childhood/adulthood  
*Vulnerability to Substance Use Across the Lifespan  | Ch. 5, 6, & 7  
*Quiz 4 Due (by 5:59pm)  
*Case Illustration 1 Due (Friday, 6-9-17 at 11:59pm.)* |
| Class 5 (T) 06/12 Online | *Vulnerability to Depression in childhood/adulthood  
*Vulnerability to Depression across the lifespan  | Ch. 8, 9, & 10  
*Quiz 5 Due (by 5:59pm)* |
| Class 6 (TH) 06/14 In Class | *Vulnerability to Anxiety Disorders in childhood/adulthood  
*Vulnerability to Anxiety Disorders across the lifespan  
*Group Presentations (Topics: Anxiety & Depression)  | Ch. 11, 12, & 13  
*Quiz 6 Due (by 5:59pm)  
*Group Presentations Due  
*Case Illustration 2 Due (Friday, 6-16-17 at 11:59pm.)*  
*Case Illustration 3 Due (Friday, 6-16-17 at 11:59pm.)* |
| Class 7 (T) 06/19 Online | *Vulnerability to Schizophrenia in childhood/adulthood  
*Vulnerability to Schizophrenia across the lifespan  | Ch. 14, 15, & 16  
*Quiz 7 Due (by 5:59pm)* |
B.) Course Policies

**Attendance & Participation**

Students will attend ALL scheduled classes, more than two absences will deduct one letter grade; missing more than 30 minutes of an in class meeting will be considered an absence. Students will participate in course activities (both in and out of class) in a cooperative manner, complete homework assignments in a timely fashion, as well as remain receptive to feedback provided by the instructor and teaching assistant. **Cell Phones:** Turn your cell phones off or on silent during class meetings. If you need to have this device on for a relevant reason, please consult with instructor prior to class.

**Online Course Guidelines**

As this is a blended course and 50% of your instruction will occur online, it is **vital** that you understand and follow these guidelines and demonstrate respect and responsibility as part of an online learning community. Some things you can do to exhibit an attitude of respect and responsibility include:

- Post assignments on time. Early is even better. Remember that you must respond to your peers in addition to monitoring your own Discussion Board postings – you need sufficient time to do this, as do your peers.
- Work extra hard to get to know other classmates.
- Reach out through email Blackboard Messages, Discussions, and Wikis to support each other. If you have good info/tips on what is working for you/resource ideas, please share with the group so we can help each other out.
- Respect other classmates by watching what you say.
- Add your opinions to/participate in the discussions.
- Check the assignments every week. Don’t wait until the last minute.
- Be helpful to other students.
- Don't get behind. If you get behind in an online course it is harder to get back on track than it is in a traditional course. Even though this course is blended, these guidelines still apply.
- Stay focused and stay connected.
Keep up with your assignments and your grades. It is not the teacher's responsibility to tell you what you have or haven't turned in. Your grades will be available in Blackboard so all you have to do is regularly check to make sure you have grades posted for all work.

Grade Appeals
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

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 116.

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.

Emergency Contingencies Plan/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.

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 disciplinary action. 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**
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. (See TAMUCC summer 2017 deadlines) is the last day to drop a class with an automatic grade of “W” this term.

**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.

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 in a face-to-face class include: talking in class, not paying attention, criticizing others’ thoughts and beliefs, falling asleep, or texting/talking on a phone. These same behaviors can be found in online classes as well, especially when participating in class discussion boards. 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 should always be acknowledged. Good advice would be to reread your posts before uploading them, to see if they may be disrespectful or hurtful to others.

**Statement of Civility**

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.

**Late Submissions of Student Work**

One added challenge to attending graduate school coursework is that many students have families, work part or full-time jobs, and have to negotiate a number of responsibilities outside of the classroom. As a faculty member I acknowledge that it is understandable that life circumstances may take precedence to your school work and encourage you to plan, when possible, the turning in of your assignments and completion of course activities in the event that you should have to miss class. As a policy, all assignments are to be turned in at the beginning of class on the due date. Any work turned in will be subjected to a letter grade deduction for each day that the assignment is late with no assignments being accepted after the second day late.

**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.
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 form their instructor within 48 hours (excluding weekends and university-recognized holidays).

Syllabus Disclaimer:
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.

X. Textbook and Additional Resources
The textbook required for this course is:

Online Resources:

DSM-IV Link:
https://allpsych.com/disorders/dsm/

Psychological Issues for Children and Adolescents in Disasters

Psychological First Aid for First Responders
https://www.store.samhsa.gov/product/Psychological-First-Aid-for-First-Responders/NMH05-0210

Recommended Texts:


Recommended Online Resources:
http://store.samhsa.gov/facet/Treatment-Prevention-Recovery/term/Counseling

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.

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)

DSM-V and ICD Implementation
https://www.counseling.org/knowledge-center/dsm-5


XI. Bibliography


XII. Rubrics
Case Illustration Rubric  
(worth 100 total points)

Name:______________________________________ Date:________________________

Chapter Topic:_________________________________________________________________

Instructions: Students should complete the Theory Topic Outline Portion on their own prior to class, be prepared to discuss the theory in class, and be prepared to work on the Case Study Portion with peers in class.

Theory Topic Outline Portion:

Basic Assumptions of Vulnerability (10 pts):
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Important considerations with children/adults impacted by this psychopathology (10 pts):
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Important lifespan considerations impacted by this psychopathology (10 pts):
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Techniques and Approaches used in counseling (20 pts):
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
Research that has been done on this population regarding this psychopathology - *Students will need to review the literature (i.e., peer-reviewed articles), and select at least two counseling related articles to utilize and cite.* (20 pts):

---

**Case Study Portion:**

What do you think are the major issue(s) with this case? (10 pts):

---

How might you conceptualize what is going on with this client using your knowledge about this psychopathology? (10 pts):

---

List the questions you would like to ask this specific client using information read about this psychopathology (10 pts):

---
Abnormal Human Development and Behavior

Group Presentation Rubric

Group Member Names: __________________________________________________________

Topic Presented ________________________________________________________________

<table>
<thead>
<tr>
<th>Content:</th>
<th>Novice (0-15 points)</th>
<th>Sufficient (16-31 points)</th>
<th>Proficient (32-40 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition and Criteria of the psychopathology is provided based on DSM-IV-R and DSM-V (with the comparison explained).</td>
<td>40 pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prevalence among children, adolescents, and adults based on current research (within the last five years) is provided.</td>
<td>40 pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective treatment modalities identified in the current literature (i.e., peer-reviewed articles published within the last five years) are described.</td>
<td>40 pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A creative demonstration (e.g., video, role-play, etc.) is provided.</td>
<td>40 pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>References: At least two-peer-reviewed articles (counseling related) must be utilized and cited according to APA format.</td>
<td>40 pts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>