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>Component</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>30</td>
</tr>
<tr>
<td>Quizzes</td>
<td>60</td>
</tr>
<tr>
<td>Group Presentations</td>
<td>100</td>
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</tbody>
</table>

Grading Scale:

- A = 290-261
- B = 260-232
- C = 231-203
- D = 202-174
IX. Course Schedule and Policies

A. Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Understanding Psychopathology: The role of vulnerability/ The Nature</td>
<td></td>
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<tr>
<td>08/27/18</td>
<td>of Child &amp; Adolescent vulnerability; The nature of Adult vulnerability</td>
<td>Ch.1-3</td>
</tr>
<tr>
<td>Week 2</td>
<td>No Class – Holiday</td>
<td>Quiz 1 Due</td>
</tr>
<tr>
<td>09/03/18</td>
<td>Crisis Counseling with Children &amp; Families</td>
<td>Read On-line materials BB9</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>
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<tr>
<td>09/17/18</td>
<td>Vulnerability to Substance Use Across the Lifespan</td>
<td>Presentation</td>
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<tr>
<td>Week 5</td>
<td>Vulnerability to Depression in childhood/adulthood</td>
<td>Quiz 2 Due</td>
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<tr>
<td>09/24/18</td>
<td>Vulnerability to Depression across the lifespan</td>
<td>Presentation</td>
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<tr>
<td>Week 6</td>
<td>Vulnerability to Schizophrenia in childhood/adulthood</td>
<td>Quiz 3 Due</td>
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<tr>
<td>10/01/18</td>
<td>Vulnerability to Schizophrenia across the lifespan</td>
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<tr>
<td>Week 7</td>
<td>Vulnerability to eating disorders in childhood/adulthood</td>
<td>Quiz 4 Due</td>
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<tr>
<td>10/08/18</td>
<td>Vulnerability to eating disorders across the lifespan</td>
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<tr>
<td>Week 8</td>
<td>Vulnerability to anxiety disorders in childhood/adulthood and across</td>
<td>Quiz 5 Due</td>
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<tr>
<td>10/15/18</td>
<td>the lifespan</td>
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<td>Week 9</td>
<td>Developmental Pathways to Personality Disorders**</td>
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<tr>
<td>10/22/18</td>
<td>Begin Final Exam</td>
<td>Final Exam Due</td>
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<tr>
<td>Week 10</td>
<td></td>
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<td>10/29/18</td>
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<td>Week 11</td>
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<td>11/05/18</td>
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<td>Week 12</td>
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<td>11/12/18</td>
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<td>Week 13</td>
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<td>11/19/18</td>
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<td>Week 14</td>
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<tr>
<td>11/26/18</td>
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<tr>
<td>12/03/18</td>
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C. Policies

X. Textbook

The textbook required for this course is:

Optional Online Resources:
Web resources for this course include but are not limited to:
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
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 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. Attendance Policy
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 outside of class) in a cooperative manner, complete
assignments in a timely fashion, as well as remain receptive to feedback.
Cell phones should be off or on silent during class sessions.

XX. Rubrics (available on BB9)