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.

Learning Objectives

This course is designed to meet 2016 CACREP entry-level specialty area standards (Section 5) for counseling. The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

- **CACREP Standard 5-II-F-3-a: theories of individual and family development and transitions across the lifespan.** [85% of students will achieve a score of 80% or higher on knowledge based quizzes, discussion questions, personal reflection project, research project, and theory presentation]

- **CACREP Standard 5-II-F-3-b: theories of learning.** [85% of students will achieve a score of 80% or higher on knowledge based quizzes, discussion questions, personal reflection project, research project, and theory presentation]

- **CACREP Standard 5-II-F-3-c: theories of normal and abnormal personality development.** [85% of students will achieve a score of 80% or higher on knowledge based quizzes, discussion questions, personal reflection project, research project, and theory presentation]

- **CACREP Standard 5-II-F-3-e: biological, neurological, and physiological factors that affect human development, functioning, and behavior.** [85% of students will achieve a score of 80% or higher on knowledge based quizzes, discussion questions, personal reflection project, research project, and theory presentation]

- **CACREP Standard 5-II-F-3-f: systemic and environmental factors that affect human development, functioning, and behavior.** [85% of students will achieve a score of 80% or higher on knowledge based quizzes, discussion questions, personal reflection project, research project, and theory presentation]

- **CACREP Standard 5-II-F-3-h: a general framework for understanding differing abilities and strategies for differentiated interventions.** [85% of students will achieve a score of 80% or higher on knowledge based quizzes, discussion questions, personal reflection project, research project, and theory presentation]
• CACREP Standard 5-II-F-3-i: ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. [85% of students will achieve a score of 80% or higher on knowledge based quizzes, discussion questions, personal reflection project, research project, and theory presentation]

• CACREP Standard 5-F-1-d: sociology of the family, family phenomenology, and family of origin theories. [85% of students will achieve a score of 80% or higher on knowledge based quizzes, discussion questions, personal reflection project, research project, and theory presentation]

Major Course Requirements

Classroom and examination activities will add to 150 points. Your final grade will depend upon the number of points you earn from a variety of evaluation activities.

1. **Knowledge Based 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. All three quizzes will include 30 multiple choice questions and will be posted on blackboard.

2. **Discussion Questions.** Students will complete five (5) discussion questions relating to book chapters and engage in small group and classroom discussions. Each discussion questions assignment is worth 6 points. Students can earn a total of 30 points for this assignment.

3. **Personal Reflection Project.** This is a short 3-5 page paper in which students are encouraged to select something about their personality. We will call it a personality entity. It can be something that you like or do not 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 do not 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 three (3) required components of the project shown below. Students can earn a total of 20 points by adequately addressing each of the four criteria below.

   a. **Component I:** 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. (0-5 points)

   b. **Component II:** Choose one traditional orientation we have talked about so far: Freud, Jung, Adler, Horney, Rogers, Maslow, or others; review the general theory; 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? (0-5 points)

c. *Component III: 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? (0-5 points)

d. Appropriate use of APA style. For example: Writing style, citation format, reference list, cover page, table formatting. (0-5 points)

4. **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).

5. **Theory Presentation.** Students will work in groups (3 members) to develop a minimum of 30-minute presentation on a selected model or theory pertaining to human development and personality. Presentations will be provided in class. PowerPoint presentations are required. Creativity is encouraged including but not limited to video clips, case studies, class discussion, quiz, and other interactive activities. Inclusion of additional references beyond the textbook is encouraged. Students can earn **20 points** for this presentation.

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

- Knowledge Based Quizzes: 45 pts
- Discussion Questions: 30 pts
- Personal Reflection Project: 20 pts
- Research Project: 25 pts
- Theory Presentation: 20 pts
- Class Participation: 10 pts

Total: 150 pts

Grade Distribution

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>135-150</td>
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<td>B</td>
<td>120-134</td>
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<td>C</td>
<td>105-119</td>
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<tr>
<td>D</td>
<td>90-104</td>
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<tr>
<td>F</td>
<td>Below 90</td>
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Required or Recommended Readings

**Textbook:**


**Recommended or supplemental readings:**


**State Adopted Proficiencies for School Counselors**

**School Counselor Standard I: Learner-Centered Knowledge**
The professional school counselor must have a broad knowledge base.

**School Counselor Standard II: Learner-Centered Skills**
The professional school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

**School Counselor Standard III: Learner-Centered Process**
The professional 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.

**School Counselor Standard IV: Learner-Centered Equity and Excellence for All Learners**
The professional school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

**School Counselor Standard V: Learner-Centered Communications**
The professional school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

**School Counselor Standard VI: Learner-Centered Professional Development**
The professional school counselor pursues continuous professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

**TExES Competencies (COE)**

**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 meets the needs of all students.

**Competency 002 (Student Diversity):** The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

**Competency 003 (Factors Affecting Students):** The school counselor understands factors that may affect students’ development and school achievement and applies this knowledge to promote
students' ability to achieve their potential.

**Competency 004 (Program Management):** The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, which promotes all students' success.

**Competency 005 (Developmental Guidance Program):** The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

**Competency 006 (Counseling):** The school counselor understands how to provide effective counseling services to individuals and small groups.

**Competency 007 (Assessment):** The school counselor understands principles of assessment and can use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

**Competency 008 (Collaboration with Families):** The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

**Competency 009 (Collaboration with Others in the School and Community):** The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

**Competency 010 (Professionalism):** The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

**Course Policies**

**Attendance**

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.

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.
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 I 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 a response to their questions from me within 48 hours (excluding weekends & university-recognized holidays).

Late Submissions of Student 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.

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.

Extra Credit

As a 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.

Academic Integrity and Plagiarism

TAMUCC Graduate Catalogue (please refer to current version)

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, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

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. Simply discontinuing your attendance and participation WILL NOT automatically result in you being dropped from the class. April 5th is the last day to drop a course with an automatic grade of “W” this term.

Classroom/Professional Behavior

Texas A&M University-Corpus Christi, as an academic community, requires everyone to 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. Since this is an online course, please practice proper netiquette and respect the experience of all students enrolled in the course.

**Statement of Civility**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**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. Documents are accessible through the University Rules Web site at [http://www.tamu-cc.edu/provost/university_rules/index.html](http://www.tamu-cc.edu/provost/university_rules/index.html). For assistance 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 Disability Services for assistance at (361) 825-5816.
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 using Blackboard and/or e-mail. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., e-mails, 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.
# Tentative Course Schedule (Spring 2019)

<table>
<thead>
<tr>
<th>Date</th>
<th>Scheduled Topic</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td><strong>Part I: Developmental Themes and Theoretical Frameworks</strong></td>
<td></td>
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<tr>
<td>Session 1</td>
<td>1/16</td>
<td>Introduction/Overview. Early Theories.</td>
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<tr>
<td>Session 2</td>
<td>1/23</td>
<td>Ethological Theories.</td>
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<tr>
<td>Session 3</td>
<td>1/30</td>
<td>Gesell’s Maturation Theory. Montessori’s Educational Philosophy.</td>
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<td>Session 4</td>
<td>2/6</td>
<td>Piaget’s Cognitive-Developmental Theory.</td>
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<td>Session 5</td>
<td>2/13</td>
<td>Kohlberg’s Stages of Moral Development. Vygotsky’s Social-Historical Theory of Cognitive Development.</td>
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<tr>
<td>Session 6</td>
<td>2/20</td>
<td>QUIZ I (Blackboard)</td>
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<tr>
<td><strong>Part II: Psychoanalytic and Trait Perspectives</strong></td>
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| Session 7 | 2/27 | Freud’s Classical Psychoanalysis. Jung’s Analytical Psychology. | Cloninger: Chapters 2, 3  
Crain: Chapters 11, 16  
**Group 2: Theory Presentation** |
| Session 8 | 3/6 | Adler’s Individual Psychology. Erikson’s Psychosocial Development. | Cloninger: Chapters 4, 5  
Crain: Chapter 12  
**Discussion Questions 3 Due**  
**Group 3: Theory Presentation** |
| Session 9 | 3/20 | Horney’s Interpersonal Psychoanalytic Theory. | Cloninger: Chapter 6 |
| Session 10 | 3/27 | Allport’s Personological Trait Theory. Cattell’s Two Factor Analytic Trait Theories. | Cloninger: Chapters 7, 8  
**Group 4: Theory Presentation** |
| Session 11 | 4/3 | Biological Theories. | Cloninger: Chapter 9  
**Discussion Questions 4 Due** |
| Session 12 | 4/10 | QUIZ II (Blackboard) | **Personal Reflection Paper Due** |
| **Part III: Behavioral and Humanistic Perspectives** |
| Session 13 | 4/17 | Learning Theory. | Cloninger: Chapter 10  
Crain: Chapter 8 |
Crain: Chapter 9  
**Group 5: Theory Presentation** |
| Session 15 | 5/1 | Rogers’s Person-Centered Theory  
Maslow’s Need Hierarchy Theory and Positive Psychology. | Cloninger: Chapters 14, 15  
Crain: Chapter 18  
**Discussion Questions 5 Due**  
**Research Project Due**  
**Group 6: Theory Presentation** |
| Session 16 | 5/8 | QUIZ III (Blackboard) | **Group 6: Theory Presentation** |