

COUN 545: Developmental Issues and Strategies in Counseling

Course Syllabus: Spring 2026
Online

INSTRUCTOR INFORMATION

Instructor: Quinessa Johnson, PhD, LPC

University Email Address:

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Preferred Form of Communication: E-mail

Communication Response Time: 24 hours, Mon-Fri

Main Office Location: Virtual

Office Hours: Virtual

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbooks

Broderick, P. C., & Blewitt, P. (2024). *The lifespan: Human development for helping professionals* (5th ed.). New York: Pearson.

Ferguson, S., (2010). What parents need to know about children. United States: CreateSpace Independent Publishing Platform.

Greenspan, S. I. (1993). *Playground politics: Understanding the emotional life of your school-age child*. Cambridge, MA: Da Capo Press.

Greenspan, S. I., & Shanker, S. G. (2004). *The first idea: How symbols, language, and intelligence evolved from our primate ancestors to modern humans*. Cambridge, MA: Da Capo Press.

Perry, B., & Szalavitz, M. (2017). *The boy who was raised as a dog: And other stories from a child psychiatrist's notebook-What traumatized children can teach us about loss, love, and healing*. New York: Basic Books.

Ray, D. (2016). *A therapist's guide to child development: The extraordinarily normal years*. New York: Routledge.

Note: This course will use D2L as its Learning Management System

**Other readings as assigned

Required Supplemental Readings (accessible in D2L)

The syllabus/schedule are subject to change.

Armstrong, S. A., Brown, T., & Foster, R. D. (2015). Humanistic sandtray therapy with preadolescents. *Journal of Child and Adolescent Counseling*, 1(1), 17-26. DOI: 10.1080/23727810.2015.1023167

Barrett, J., & Fleming, A. S. (2011). Annual research review: All mothers are not created equal: neural and psychobiological perspectives on mothering and the importance of individual differences. *Journal of Child Psychology and Psychiatry*, 52(4), 368-397. DOI: 10.1111/j.1469-7610.2010.02306.x

Blount, A. J., Taylor, D. D., Lambie, G. W., & Anwell, A. N. (2016). Clinical supervisor's perceptions of wellness: A phenomenological view on supervisee wellness. *The Professional Counselor*, 6(4), 360-374. DOI: 10.15241/ab.6.4.360

Borders, L. D. (2019). Science of learning: Evidence-based teaching in the clinical supervision classroom. *Counselor Education & Supervision*, 58, 64-79. DOI: 10.1002/ceas.12124.

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The adverse childhood experiences (ACE) Study. *American Journal of Preventive Medicine*, 14(4), 245-258.

Foster, R. D., & Armstrong, S. A. (2017). On the intersection of spiritual and social –emotional development in children and adolescents. *Journal of Child and Adolescent Counseling* 3, 1-14.

Garza, Y., & Bratton, S. C. (2005). School-based child-centered play therapy with Hispanic children: Outcomes and cultural considerations. *International Journal of Play Therapy*, 14(1), 51-79.

Myers, J. E., & Harper, M. C. (2004). Evidence-based effective practices with older adults. *Journal of Counseling & Development*, 82, 207-218.

Myers, J. E., & Williard, K. (2003). Integrating spirituality into counselor preparation: A developmental wellness approach. *Counseling and Values*, 47, 142-155.

Ojiambo, D., & Bratton, S. C. (2014). Effects of group activity play therapy on problem behaviors of preadolescent Ugandan orphans. *Journal of Counseling & Development*, 92, 355-365. DOI: 10.1002/j.1556-6676.2014.00163.x

Perry, B. (2001). Bonding and attachment in maltreated children. *The Child Trauma Academy*, 1-18.

Ray, D. C., Armstrong, S. A., Balkin, R. S., & Jayne, K. M. (2015). Child centered play therapy in the schools: Review and meta-analysis. *Psychology in the Schools*, 52(2), 107- 123.

Shen, Y., & Armstrong, S. A. (2008). Impact of group sandtray therapy on the self-esteem of young adolescent girls. *Journal for Specialists in Group Work*, 33, 118-137.

Shokouhi, A., Limberg, D., & Armstrong, S. A. (2014). Counseling preadolescents: Utilizing developmental cues to guide therapeutic approaches. *International Journal of Play Therapy*, 23(4), 217-230.

Tangen, J. L., & Borders, L. D. (2017). Applying information processing theory to supervision: An initial exploration. *Counselor Education & Supervision*, 56, 98-111. DOI: 10.1002/ceas.12065.

Van Velsor, P. (2004). Revisiting basic counseling skills with children. *Journal of Counseling & Development*, 82, 313-318.

Recommended Textbook

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: Author.

COURSE DESCRIPTION

Catalogue Description of the Course

545. *Developmental Issues/Strategies for Counseling*. Three semester hours.

This course provides an overview of theory and research related to human growth and development over the lifespan. In addition to meeting the core curricula objectives required for accreditation, the course provides specific developmentally appropriate interventions and culturally sensitive developmental assessments supported by research that are designed to enhance the growth and development of clients who seek counseling services. Students also will engage in experiential activities designed to enhance their own growth and development.

General Course Information

This course includes studies that provide an understanding of the nature and needs of individuals at all developmental levels. Building upon this understanding, the course includes strategies that counselors can use to facilitate optimal human development and assess development across the lifespan. Activities to enhance student self-awareness are also incorporated.

Student Learning Outcomes

2016 CACREP Standards Addressed in COUN 545

Core Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
2.F.3.a. Theories of individual and family development across the life span	Discuss how attachment affects all subsequent relationships in week 3; Discuss Erikson's	1. Autobiographical Development Paper 2. Discussion	1. Autobio. Developmental Rubric 2. Discussion	1. ≥ 80% of average rubric scores will either meet (2) or exceed

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	psychosocial stages in week 4; Broderick, P. C., & Blewitt, P. (2018); Ray, D. (2016); Greenspan & Shanker (2004); Greenspan, S. I. (1993). Foster & Armstrong (2017); Tronick Attachment video in week 3; Perry article (2001)		rubric	(3) expectation 2. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
2.F.3.b. Theories of learning	Lecture, discussion, in class information processing activity Week 10 Readings Chapters 3 & 9 in Broderick & Blewitt (2018); Borders, L. D. (2019); Tangen, J. L., & Borders, L. D. (2017)	1.Quiz 1 & 2	n/a	$\geq 80\%$ will score $\geq 80\%$ on Quiz 1 $\geq 80\%$ will score $\geq 80\%$ on Quiz 2
2.F.3.c. Theories of normal and abnormal personality development	Lecture, Discuss impact of attachment on all subsequent relationships in week 3; Readings Chapter 2 in Broderick, P. C., & Blewitt, P. (2018); Ray, D. (2016); Chapters 1 & 2 in Greenspan, S. I. (1993); Perry, B., & Szalavitz, M. (2017) ch.6.; Felitti, V. J. et al., (1998)	1.Attachment assignment 2.ACE assignment 3.Autobiographical Development Paper	1.Attachment assignment Rubric 2.ACE assignment rubric 3.Autobiography Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation 2. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation 3. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
2.F.3.d. Theories and etiology of addictions and addictive behaviors	Pamela Peeke Addiction Presentation on YouTube in week 13, Lecture, Readings, Discussion Chapter 2 in Broderick, P. C., & Blewitt, P. (2018); Ray, D. (2016); Chapter 6 in Perry, B., & Szalavitz, M. (2017)	1.Quiz 2 2.ACE assignment	n/a ACE assignment rubric	1. $\geq 80\%$ will score $\geq 80\%$ on Quiz 2 2. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
2.F.3.e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior	Discuss attachment; Perry article (2001); Broderick, P. C., & Blewitt, P. (2018); Ray, D. (2016); Greenspan, S. I. (1993) Chapter 1 & 2 in Greenspan & Shanker (2004); Chapter 6 in Perry, B., & Szalavitz, M. (2017)	1.Attachment assignment; 2. Attachment discussion 3.ACE Assignment; 4.Developmental Assessment Assignment	1.Attachment rubric; 2.ACE Rubric; 3.Developmental Assessment Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) 1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3)

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				1.≥ 80% of average rubric scores will either meet (2) or exceed (3)
2.F.3.f. systemic and environmental factors that affect human development, functioning, and behavior	Lecture, Readings, Discussion of Bronfenbrenner's Bioecological Theory in Week 4 Chapter 1 in Broderick, P. C., & Blewitt, P. (2018); Ray, D. (2016); Greenspan, S. I. (1993); Chapter 6 in Perry, B., & Szalavitz, M. (2017)	1.Quiz 1 2. ACE paper; 3.Developmental Assessment Assignment; 4.Autobiographical Development Paper	1.n/a 2.ACE Rubric; 3.Develop. Assess. Rubric; 4.Autobiography Rubric	1.≥ 80% will score ≥ 80% on Quiz 1 2.≥ 80% of average rubric scores will either meet (2) or exceed (3) 3.≥ 80% of average rubric scores will either meet (2) or exceed (3) 4.≥ 80% of average rubric scores will either meet (2) or exceed (3)
2.F.3.g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan	Lecture, Readings, In class discussion about traumatized boy in Perry book week 6 ; Perry, B., & Szalavitz, M. (2017) ch.6.; Felitti, V. J. et al., (1998); Ojiambo, D., & Bratton, S. C. (2014)	1.ACE assignment; 2.Developmental Assessment Assignment; 3.Autobiographical Development Paper	1.ACE Rubric; 2.Developmental Assessment Rubric; 3.Autobiography Developmental Paper Rubric	1.≥ 80% of average rubric scores will either meet (2) or exceed (3) 2.≥ 80% of average rubric scores will either meet (2) or exceed (3) 3.≥ 80% of average rubric scores will either meet (2) or exceed (3)
2.F.3.h. a general framework for understanding differing abilities and strategies for differentiated interventions	Lecture, Readings, Show play therapy video with child week 7; Show video of expressive arts therapy with child week 8; Broderick, P. C., & Blewitt, P. (2018); Ray, D. (2016) all chapters; Greenspan, S. I. (1993); Armstrong et al., (2015); Shokouhi et al., (2014); Ray et. al., (2015); Van Velsor, (2004).	1.Developmental Assessment; 2.Autobiographical Development Paper	1.Developmental Assessment Rubric; 2.Autobiography Developmental Paper Rubric	1.≥ 80% of average rubric scores will either meet (2) or exceed (3) 2.≥ 80% of average rubric scores will either meet (2) or exceed (3)
	Lecture, Readings,	1.Quiz 2	1.n/a	1.≥ 80% will

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2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Discuss personal wellness assessment in week 2. Discuss group activity therapy (Ojiambo) done in Africa and group sandtray (Shen) in which Asian therapist worked with African American preadolescents in week 9; Broderick, P. C., & Blewitt, P. (2018); Ray, D. (2016); Greenspan, S. I. (1993); Myers, J. E., & Williard, K. (2003); Armstrong et al., (2015); Ray et. al., (2015); Garza, Y., & Bratton, S. C. (2005); Ojiambo, D., & Bratton, S. C. (2014)	1.Autobiographical Development Paper;	2.Autobiography Rubric	score \geq 80% on quiz 2 2. \geq 80% of average rubric scores will either meet (2) or exceed (3) expectation
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Content Areas include, but are not limited to, the following:

- I. Importance of research
- II. Research in the Counseling Profession
 - A. Opportunities
 - B. Difficulties
- III. Research methods
 - A. Qualitative
 - B. Quantitative
 - C. Single-case designs
 - D. Action research
 - E. Outcome-based research
- IV. Technological competence and computer literacy
 - A. General computer literacy
 - B. Use in conducting research
 - C. Use in program evaluation
- V. Program modification
 - A. Needs assessment
 - B. Program Evaluation
 - C. Using research results to effect program modifications
- VI. Using research results to improve counseling effectiveness
- VII. Ethical and legal considerations related to research and program evaluation.

COURSE REQUIREMENTS

The syllabus/schedule are subject to change.

Minimal Technical Skills Needed

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods

This course consists of lecture and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning and practical application. When we are not meeting face to face, you will be expected to participate and complete all online tasks via D2L. In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 6th edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. **Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can, do so. No late assignments will be accepted for quizzes and discussion questions. All other assignments will receive a 10% deduction for each day the assignment is late.**
10. Be open to the process. This degree takes time, work, effort, and growth.

Assignments/Assessments

1. **Online discussions (10 points for each online discussion in D2L).** You will be expected to give a thorough and thoughtful response to each prompt. In addition to the initial discussion, you will also respond to a minimum of three of your classmate's discussion posts. The goal of discussions is to facilitate interaction with your fellow students, stimulate conversation surrounding human development, challenge any preconceived notions relevant to development and the counseling profession, and expand your understanding of developmental models. The rubric for the discussions is below. There will be ten discussions. Your post due Thursdays and response post to 3 peers due by Sunday. Please note that no late postings will be accepted.

Online Discussion Rubric

<i>3 – Exceeds Expectations (9-10 points)</i>	Post presents all elements of the question(s) discussed thoroughly and clearly. Responses demonstrated a clear understanding of subject matter. Provided thoughtful and respectful feedback to peer.
<i>2 – Meets Expectations (8-8.9 points)</i>	Post presents most elements of the question OR all elements discussed in a brief manner. Provided respectful feedback to peer.
<i>1 – Does Not Meet Expectations (0-7.9 points)</i>	Post is not complete, not written in a clear manner OR post is missing critical components of the question. Either failed to respond to peers or the quality of feedback was below average.

2. **Personal wellness assessment (30 points)**

This assignment will be the first topic covered in this course. You will find a pdf file of a wellness assessment developed by Myers and Sweeney. According to the authors, one of the “best ways to become acquainted with the components of wellness is through a personal assessment.” Follow the instructions on the pdf and use my wellness assessment as a guide. You will rate yourself on each of the 17 components and write a 5-7 page paper on your self-assessment. This assignment will be discussed in depth in class. See Appendix B for more details about this assignment.

<i>3 – Exceeds Expectations (36-40 points)</i>	Student had an insightful understanding of the wellness components and was willing to explore and assess his/her own wellness. Personal reaction indicated a clear understanding of the importance of most areas of wellness and a high level of self-awareness.
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<i>2 – Meets Expectations (32- 35.9 points)</i>	Student had adequate understanding of secure and insecure attachment and was somewhat willing to explore and assess his/her own wellness. Personal reaction indicated an adequate understanding of wellness and level of awareness.
<i>1 – Does Not Meet Expectations (0-31.9</i>	Student did not appear to understand the wellness assessment. Personal reaction indicated a lack of awareness and an

points)

unwillingness to explore personal wellness.

3. Developmental Assessment Assignment (30 points)

In order to complete this assignment you will watch a second YouTube video and read part of a chapter in *Playground Politics* (1993).

Video: This video (on D2L) shows Stanley Greenspan talking about emotional development in babies, doing a developmental assessment on a baby and recommending an intervention to the mother of the baby.

After watching the video, answer the following questions.

- What were Greenspan's findings about this baby boy?
- What made it harder for this baby to calm down?
- What intervention did Greenspan recommend to the mother?
- How did the intervention change the relationship between mother and child?

Playground Politics Reading: Chapter 2, Joey's Story

The reading also is from Greenspan and describes his assessment of a 9 year-old boy who is extremely aggressive at school. After you complete the reading, respond to the following questions.

- How would you describe the problems Joey was having?
- How did Greenspan assess Joey's development?
- After doing his assessment, what was Greenspan's conclusion about Joey's aggression and other facets of his development?
- Like he did with the baby in the video, Greenspan recommended an intervention for the mother to use with Joey called floor time (a detailed description of the intervention is in chapter 8). Write a paragraph or two explaining what floor time is.
- How did Joey change in this chapter?

Developmental Assessment Rubric

	1 – Does Not Meet Expectation (0-5.9 points)	2 – Meets Expectation (6-6.7 points)	3 – Exceeds Expectation (6.75-7.5 points)
Infant Assessment (7.5 points)	Inaccurate and/or inadequate explanation of Greenspan assessment of baby	Accurate and/or adequate explanation of Greenspan assessment of baby	Insightful and perceptive explanation of Greenspan assessment and understanding of
			importance of early assessment
Intervention (7.5 points)	Inadequate description of intervention Limited grasp of how intervention impacted mother-baby relationship	Adequate description of intervention Adequate grasp of how intervention impacted mother-baby relationship	Insightful and perceptive explanation of intervention and clear understanding of how intervention impacted relationship
Child Assessment (7.5 points)	Inaccurate and/or inadequate explanation of Greenspan assessment of child	Accurate and/or adequate explanation of Greenspan assessment of child	Insightful and perceptive explanation of Greenspan assessment and understanding of importance of emotional assessment
Child Intervention (7.5 points)	Inadequate description of intervention Limited understanding of floor time	Adequate description of intervention Adequate grasp of how floor time was helpful	Insightful and perceptive explanation of intervention and clear understanding of floor time and the value of the intervention impacted relationship

4. **Adverse Childhood Experiences (ACE) Assignment (30 points):** To complete this
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paper you will need to use the following resources: the ACE video, the ACE test, and the ACE research study.

Part I- Familiarizing yourself with ACE information

I would recommend that you watch the video first.

<https://www.youtube.com/watch?v=95ovlJ3dsNk&t=7s>

Please take your time watching and listening to Dr. Burke Harris. Her TED talk is excellent. In addition to explaining how ACEs affect long-term mental health, she helps us understand how physical health is impacted by ACEs. Also, she focuses on neuroscience (including the limbic system) and how abuse and other ACEs affect brain development.

Next, take the ACE test.

ACE test link <https://acestoohigh.com/got-your-ace-score/>

Part II- Written assignment

After watching the video, taking the test and reading the article, you will be prepared to write the assignment. Your paper is not APA format, so you can put your name on page 1 and start writing. I would guess that your paper will be 3-5 pages. Please do not make it more than 5 (no title or reference pages).

As we have been doing, your paper will be both academic and personal. Please include and address the following in your paper.

- A two-paragraph summary of the impact of ACEs according to Dr. Burke Harris in the video
- Your personal reaction to her talk
- Your ACE score, which items were problematic (or if you got a 0 you won't have any) and your response to your own ACE score
- Anything else you want to share about your family of origin related to stress, trauma and fear
- Your thoughts about the article (including interesting findings, questions, and your own thoughts in response to specific statements in the article)

ACE Paper Rubric

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<i>3 – Exceeds Expectations (36-40 points)</i>	Student had an insightful understanding of adverse childhood experiences and was able to communicate the importance of how adverse childhood experiences impact development. Personal reaction indicated a clear understanding of the importance of ACE.
<i>2 – Meets Expectations (32-35.9 points)</i>	Student had adequate understanding of adverse childhood experiences and was able to communicate the importance of how adverse childhood experiences impact development. Personal reaction indicated an understanding of the material.
<i>1 – Does Not Meet Expectations (0-31..9 points)</i>	Student did not appear to understand the importance of adverse childhood experiences and was able to communicate the importance of how adverse childhood experiences impact development. Explanation was either inaccurate or missed

essential elements. Personal reaction lacked insight.

5. **Three quizzes (30 points):** Each quiz will consist of 10 objective questions. The goal of each quiz is to test your knowledge on developmental models, assessments, strategies and other significant concepts covered in this course.

6. **Autobiographical Developmental Paper (80 points):**

This assignment assesses your understanding of developmental models and your ability to apply the models to a person: you. Beginning in your early childhood, you will assess your own development and describe your growth and progress developmentally. You will write an extensive autobiographical paper that applies developmental theories to your life. You will be expected to write an honest, in-depth account of your own development. The paper will be in APA format (7th ed.), but also autobiographical. Appendix A provides detailed instructions sheet that will list all of the issues that you will need to address in this paper.

Autobiographical Developmental Paper Rubric

	1 – Does Not Meet Expectation (0-12.7 points)	2 – Meets Expectation (12.8-14.3 points)	3 – Exceeds Expectation (14.4-16 points)
Understands typical and atypical development (20 points)	Was unable to provide clear examples of developmental milestones and factors in personal life. Lacked understanding of typical and atypical development	Able to provide adequate examples and descriptions of developmental factors in personal life. Showed adequate understanding of typical and atypical development	Able to provide clear examples and descriptions of developmental factors in personal life. Showed insight and clear understanding of typical and atypical development
Understands multiple factors that affect functioning (20 points)	Unable to provide examples and descriptions of developmental factors that affected functioning	Able to provide adequate examples and descriptions of factors that affect functioning	Able to provide detailed and clear examples and descriptions of factors that affect functioning
Understands barriers that impede development (20 points)	Unable to specify obstacles to development	Able to explain and describe barriers and hindrances to own development	Able to provide detailed and insightful descriptions of

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			barriers and hindrances to own development
Applies models to self-development (20 points)	Unable to apply developmental models to self	Able to adequately apply multiple developmental models to self	Able to apply multiple developmental models and provide clear and insightful explanation of how models described personal growth and developmental
Understands how relationships impact development (20 points)	Failed to understand the impact of relationships on personal development	Able to adequately understand the impact of relationships on personal development	Demonstrated clear and insightful understanding of the impact of relationships on personal development

GRADING

Final grades in this course will be based on the following scale:

270-300 points = 90%-100%	A
240-269 points = 80%-89%	B
210-239 points = 70%-79%	C
180-209 points = 60%-69%	D
< 180 points =	F

GRADING

Assignment/Assessment	Point Value
Discussions	100
Wellness assessment	30
Developmental assessment	30
ACE Paper	30
Quizzes	30
<u>Autobiographical Development paper</u>	80
Total	300

Your Final Grade is determined by adding the point values earned from each assignment and then dividing by 300. The resulting value is multiplied by 100 to yield a percentage. For example: $(270 \text{ [points earned]}/300) \times 100 = 90\%$

Assignments are due on the day noted in the syllabus. Late assignments will have 10% deduction per day late from the final score. **I will not accept late discussion/response postings.**

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TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	<p>The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.</p> <p>Chrome: Latest version for the iOS browser.</p>
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site <http://www.java.com/en/download/manual.jsp>

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- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader <https://get.adobe.com/reader/>
 - Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/>
 - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
 - Apple Quick Time <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

The syllabus/schedule are subject to change.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

The syllabus/schedule are subject to change.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

The syllabus/schedule are subject to change.

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



The syllabus/schedule are subject to change.

COURSE OUTLINE / CALENDAR

Date	Topic	CACREP Standard	Readings	Assignments
Week 1	Syllabus, Discuss Autobiographical Developmental Paper Overview of Development, Wellness overview, brain development, epigenesis		Chapter 1 in Broderick & Blewitt (2024); Chapter 1 in Ray	Introduction Discussion Due
Week 2	Wellness Personal wellness assessment	2.F.3.i.	Excerpt from Ivey, A., Ivey, M., Myers, J., & Sweeney, T. (2004), provided by instructor in D21. Blount, A. J., Taylor, D. D., Lambie, G. W., & Anwell, A. N. (2016)	Wellness assessment Due
Week 3	Attachment, secure and insecure attachments, trust and mistrust, emotional development and regulation Watch Tronick attachment video; Discuss how attachment affects all subsequent relationships	2.F.3.a 2.F.3.c.	Perry (2001); Chapter 1 in Ray (2016); Chapter 1 & 2 in Greenspan & Shanker (2004); Chapter 4 in Broderick & Blewitt (2024); Barrett & Fleming, (2011)	Attachment Discussion Due
Week 4	Erikson's psychosocial stages (including a trajectory of cumulative task failure) Brain development, Bronfenbrenner's Bioecological Theory	2.F.3.a 2.F.3.f.	Chapter 1 & 2 in Broderick & Blewitt (2024); Chapters 1 & 4-13 in Ray (2016);	Emotional Regulation Discussion Due Prepare for quiz
Week 5	Cognitive development, ego development, learning theory, information processing	2.F.3.b.	Chapter 3 in Broderick & Blewitt (2024); Borders, L. D. (2019); Tangen, J. L., & Borders, L. D. (2017)	Quiz 1 due Erikson Discussion Due
Week 6	Adverse Childhood Experiences, abuse and brain development, trauma Discuss Justin from Perry book	2.F.3.c. 2.F.3.d. 2.F.3.e. 2.F.3.g.	Chapter 3 in Broderick & Blewitt (2024); Felitti, V. J. et al. (1998); Perry, B., & Szalavitz, M. (2017); Ojiambo, D., & Bratton, S. C. (2014)	Discussion Due
	SPRING BREAK!!! ENJOY!			
Week 8	Developmental assessment Developmentally appropriate strategies with children 3-9	2.F.3.h.	Greenspan, S. I. (1993); Ray, D. C., Armstrong, S. A., Balkin, R. S., & Jayne, K. M. (2015); Van Velsor, P. (2004)	Discussion Due

The *syllabus/schedule* are subject to change.

Week 9	Preadolescent/early adolescent development. Group activity therapy and group sandtray therapy; Culturally relevant developmentally appropriate strategies	2.F.3.i.	Chapters 7 & 8 in Broderick & Blewitt (2024); Shokouhi, A., Limberg, D., & Armstrong, S. A. (2014) Armstrong, S. A., Brown, T., & Foster, R. D. (2015); Garza, Y., & Bratton, S. C. (2005); Ojiambo, D., & Bratton, S. C. (2014)	Prepare for quiz Discussion Due
Week 10	In class information processing activity Adolescent development: Physical, cognitive and identity development		Chapters 9 in Broderick & Blewitt (2024); Borders, L. D. (2019); Tangen, J. L., & Borders, L. D. (2017)	Discussion Due Quiz 2 Due
Week 11	Adolescent development: Social world		Chapters 10 in Broderick & Blewitt (2024);	Developmental Assessment Due
Week 12	Adolescent/adult Information processing Adult development, Addiction-Pamela Peeke Addiction Presentation on YouTube	2.F.3.b. 2.F.3.d.	Borders, L. D. (2019); Tangen, J. L., & Borders, L. D. (2017)	Discussion Due ACE Assignment Due Prepare for Quiz
Week 13	Couples and families Aging- working with older adults		Gottman Handouts Myers, J. E., & Harper, M. C. (2004)	Discussion Due Quiz 3 Due
Week 14	Final Paper Due			Autobiographical developmental paper Due May 6th by 11:59pm

The *syllabus/schedule* are subject to change.

Appendix A

Self-development Paper

Take an honest look at yourself without judging yourself. You will apply several developmental theories to your own life. This paper will be in APA (7th Edition) style, 12 point Times New Roman font, double-spaced, but it obviously involves your opinion. You will support your opinions with various developmental theories and concepts that we have covered in class. Be extremely honest with yourself. Try to be really honest with me as well. The paper will be from 12-15 pages of text (not including the title page or reference page). I will expect you to cite books that have been used in the course.

Child development

Discuss your development in childhood. Please include the following:

A description of the attachment between you and your mother (You may need to interview other people who knew her then.) Describe how you think your mother was during your first two years of life. Use the attachment handout for categories such as affectionate, available, distracted, etc. You may want to use Perry's model to discuss attachment and Piaget and Greenspan's models to discuss early development.

Describe how you progressed through Erikson's first four psychosocial stages.

Use five adjectives to describe your mother and father as you think they were during your elementary school years. Please elaborate and explain the adjectives. Discuss the impact they had on you. Specifically, describe the relationship and level of trust you had with your parents. Include at least one negative adjective per person.

Describe your social life during elementary school years. Use Greenspan's *Playground Politics* (chapter 1) as a developmental model. What significant experiences seemed to have an impact on you at this age?

How did adverse childhood experiences affect you as an elementary school child?

Adolescent development

Using the Havighurst developmental tasks of adolescence model, discuss how you handled each task. What significant experiences seemed to have an impact on you at this age? What kinds of messages about sex did you get from your parents? How did these messages affect you?

How did adverse childhood experiences affect you as an adolescent?

Adult development

The syllabus/schedule are subject to change.

What impact have adults had on your development? How have adults facilitated your growth and development? How have they hindered it? What messages did you get that may have helped or hindered you?

Describe the quality of your current relationships. How much support do you receive? Are you in a position where you give far more than you receive? If so, talk about what that's like for you.

In your relationships, how do you handle anger? When people cross the line do you keep it to yourself, get even with them without talking about it, withdraw, tell them about it, etc? Similarly, when you get hurt in relationships, what do you tend to do? Do you withdraw? Attack? Can you talk about it?

How much does fear limit the choices that you make? Do you feel the need to keep things controlled? Are you willing to take risks that could enrich your life?

How would you describe your self-awareness today?

Use ten adjectives to describe yourself now including several adjectives that suggest areas of growth. Elaborate on the adjectives. Honestly discuss your strengths. What do you like best about yourself? What potential in you could be developed much more than it has?

How cautious are you? How open to growth and change? How open are you to change? Specifically, how open are you to:

- Changing patterns in relationships
- Receiving feedback from others
- Change in general

Movement vs. stagnation

Where are you stuck in your life? Relationships? Job? What is something that needs to change in your life that has persisted for too long? Development is a dynamic process.

What challenges do you see ahead for you in the next ten years? How optimistic or pessimistic are you about the future? Why?

Appendix B

Wellness Assessment Instructions

Complete all of the 17 overall wellness scales. Be honest. This is of no value if you kid yourself. I won't be more impressed with someone who has high scores. What I am looking for is an honest appraisal of your habits and patterns as they relate to wellness. I tried to be as honest as possible in my assessment (which is on our D2L website on Week 1).

After you complete all of the scales and read the authors comments about each area, spend some time reflecting. What does this assessment say about you?

The first part of your wellness assessment paper should look like my wellness assessment. You will evaluate yourself in all 17 areas. Add brief comments like I did.

The second part of your wellness assessment paper will be in a paragraph format. First, discuss your general impressions of yourself. You might want to include how you felt when you completed it. Hopefully, the assessment broadened your awareness of your own wellness. Share some of your general impressions in a paragraph or two.

Next, list three strengths that you noticed in your assessment. Discuss these strengths (one or two paragraphs). Then, notice three areas of growth. How are you hindering yourself? We all have self-defeating habits. What are yours? I like to say that we all tend to get in our own way (one or two paragraphs).

Here is the assignment in brief bullets.

- Complete all scales honestly. Reflect on them.
- Structure the first part of your paper to be just like my wellness assessment.
- Structure the second part of your paper in paragraph format.
- Write about your general impressions of your wellness based on your appraisal.
- Focus on 3 strengths and 3 areas of growth and write about both.
- Put all of this into a coherent narrative that is honest, thoughtful, and well written. (5-7 pgs.)