



COUN 545: DEVELOPMENTAL ISSUES & STRATEGIES IN COUNSELING

Course Syllabus: Summer II 2026

July 6, 2026 to August 6, 2026

ASYNCHRONOUS ONLINE

INSTRUCTOR INFORMATION

Instructor: Michael K. Schmit, PhD, LPC-S (TX) & LPC (MS & LA)

Office Location: Henderson 323J (Commerce) & Office 2060 (Dallas)

Zoom link: <https://tamuc.zoom.us/j/7666822944>

Office Hours: By appointment only on Mondays from 1:00-3:00 pm, virtual only; and on Fridays from 2:00-3:30 pm, both virtual and in-person

University Email: Michael.Schmit@etamu.edu

Preferred Form of Communication: Email

Communication Response Time: 24-48 hours, Monday-Friday; emails sent on Friday after 4:00 pm Central Time will be answered the following workday

COURSE INFORMATION

Materials, Textbooks, Readings, Supplementary Readings

Required Textbooks

Broderick, P. C., & Blewitt, P. (2025). *The lifespan: Human development for helping professionals* (6th ed.). Pearson.

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

Ivey, A., Ivey, M., Myers, J., & Sweeney, T. (2004). *Developmental counseling and therapy: Promoting wellness over the lifespan*. Houghton Mifflin.

*This course uses D2L Brightspace as its Learning Management System

Required Supplemental Readings

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

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. <https://doi.org/10.15241/ab.6.4.360>

Borders, L. D. (2019). Science of learning: Evidence-based teaching in the clinical supervision

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classroom. *Counselor Education & Supervision*, 58, 64-79.
<https://doi.org/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.
<https://doi.org/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.

<https://doi.org/10.1002/ceas.12065>.

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

Other Helpful Scholarly Sources:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

Catalog Description of the Course

COURSE 545: DEVELOPMENTAL ISSUES & STRATEGIES IN COUNSELING

Three semester hours.

This course provides an overview of the theory and research on human growth and development across 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, designed to enhance the growth and development of clients who seek counseling services. Students will also engage in experiential activities designed to enhance their own growth and development.

Prerequisites: None

General Course Information

This course is an “open course” without prerequisites and is required for all COUN master’s degrees. Additionally, this course includes studies that provide an understanding of the nature and needs of individuals at all developmental levels. Building on this understanding, the course includes strategies counselors can use to facilitate optimal human development and to assess development across the lifespan. Activities to enhance student self-awareness are also incorporated.

Key Performance Indicator (KPI) in COUN 545:

1. CMHC KPI 3: Students Will Apply Various Aspects of Developmental Theory Within the Counseling Process (Knowledge)
2. CMHC KPI 9: Students Will Comprehend the Impact of Trauma on Mental Health (Knowledge)

2024 CACREP Standards addressed in COUN 545

CACREP Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
3.C.1. <i>Theories of individual and family development across the lifespan</i>	Reading: Broderick & Blewitt (2025); Greenspan & Shanker (2004); Greenspan (1993). Foster &	CACREP 2024 KPI: Autobiographical Development Paper	CACREP 2024 KPI: Autobiographical Development Paper Rubric	≥ 80% of students will obtain an average rubric score that either meets (2, ≥ 80%) or

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	Armstrong (2017); Perry (2001) Video: Tronick Attachment video (week 3)			exceeds (3, ≥ 90%) expectation
3.C.2. Theories of cultural identity development	Reading: Broderick & Blewitt (2025); Greenspan & Shanker (2004); Greenspan (1993). Foster & Armstrong (2017); Perry (2001)	CACREP 2024 KPI: Autobiographical Development Paper	CACREP 2024 KPI: Autobiographical Development Paper Rubric	≥ 80% of students will obtain an average rubric score that either meets (2, ≥ 80%) or exceeds (3, ≥ 90%) expectation
3.C.3. Theories of learning	Readings: Broderick & Blewitt (2025) Chapters 3 & 9; Borders (2019); Tangen & Borders (2017)	CACREP 2024 KPI: Autobiographical Development Paper	CACREP 2024 KPI: Autobiographical Development Paper Rubric	≥ 80% of students will obtain an average rubric score that either meets (2, ≥ 80%) or exceeds (3, ≥ 90%) expectation
3.C.4. Theories of personality and psychological development	Readings: Broderick & Blewitt (2025) Chapter 2; Greenspan (1993) Chapters 1 & 2; Perry & Szalavitz (2017) ch.6.; Felitti et al., (1998)	CACREP KPI: ACE Assignment Paper	CACREP 2024 KPI: ACE Assignment Paper Rubric	≥ 80% of students will obtain an average rubric score that either meets (2, ≥ 80%) or exceeds (3, ≥ 90%) expectation
3.C.7. Models of resilience, optimal development, and wellness in individuals and families across the lifespan	TBD	CACREP 2024 KPI: Autobiographical Development Paper	CACREP 2024 KPI: Autobiographical Development Paper Rubric	≥ 80% of students will obtain an average rubric score that either meets (2, ≥ 80%) or exceeds (3, ≥ 90%) expectation
3.C.8. Models of psychosocial adjustment and adaptation to illness and disability	Readings: Broderick & Blewitt (2025); Greenspan (1993); Armstrong et al., (2015); Shokouhi et al., (2014); Ray et al., (2015); Van Velsor, (2004).	CACREP 2024 KPI: Autobiographical Development Paper	CACREP 2024 KPI: Autobiographical Development Paper Rubric	≥ 80% of students will obtain an average rubric score that either meets (2, ≥ 80%) or exceeds (3, ≥ 90%) expectation

3.C.9. <i>The role of sexual development and sexuality related to overall wellness</i>	Readings: Broderick & Blewitt (2025) Chapter 3; Greenspan (1993); Greenspan & Shanker (2004) Chapter 1 & 2; Perry & Szalavitz (2017) Chapter 6	CACREP 2024 KPI: Autobiographical Development Paper	CACREP 2024 KPI: Autobiographical Development Paper Rubric	≥ 80% of students will obtain an average rubric score that either meets (2, ≥ 80%) or exceeds (3, ≥ 90%) expectation
3.C.10. <i>Biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness</i>	Readings: Broderick & Blewitt (2025) Chapter 3; Greenspan (1993); Greenspan & Shanker (2004) Chapter 1 & 2; Perry & Szalavitz (2017) Chapter 6	CACREP KPI: ACE Assignment Paper	CACREP 2024 KPI: ACE Assignment Paper Rubric	≥ 80% of students will obtain an average rubric score that either meets (2, ≥ 80%) or exceeds (3, ≥ 90%) expectation
3.C.11. <i>Systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness</i>	Readings: Broderick & Blewitt (2025) Chapter 1; Greenspan (1993); Perry & Szalavitz (2017) Chapter 6	CACREP KPI: ACE Assignment Paper	CACREP 2024 KPI: ACE Assignment Paper Rubric	≥ 80% of students will obtain an average rubric score that either meets (2, ≥ 80%) or exceeds (3, ≥ 90%) expectation
3.C.12. <i>The influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan</i>	Readings: Perry & Szalavitz (2017) Ch.6.; Felitti et al. (1998); Ojiambo & Bratton (2014)	CACREP KPI: ACE Assignment Paper	CACREP 2024 KPI: ACE Assignment Paper Rubric	≥ 80% of students will obtain an average rubric score that either meets (2, ≥ 80%) or exceeds (3, ≥ 90%) expectation

CONTENT AREAS WITH CACREP 2024 STANDARD ALIGNMENT

Content Areas include, but are not limited to, the following:

TBD

INSTRUCTIONAL METHODS

Asynchronous instruction. Students are required to log into D2L regularly to complete assigned modules. Each module contains readings, resources, videos, and assignments.

STUDENT RESPONSIBILITIES

Students are responsible for the active learning process. Expectations of students in this course

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include the following:

1. Maintain a professional, ethical disposition that reflects you, the university, and the counseling profession. Take time to adequately prepare for classes.
2. Please complete all assignments by the deadline.
3. Adhere to the university student code of conduct.
4. Actively engage! During face-to-face classes, you are expected to participate in all activities and discussions. In the online format, you are expected to participate in all discussions/activities with your camera on. This is crucial to your learning.
5. All writing assignments must be done according to the guidelines provided by the APA 7th edition handbook.
6. Regularly check your University email (i.e., at least daily).
7. Keep up with the reading to actively participate in discussions and class activities in a meaningful way.
8. Complete work ahead of the deadline.
9. Be open to the process. *This degree takes time, work, effort, and growth.*

ASSIGNMENTS / ASSESSMENT

*Assignments must be submitted to D2L.

CACREP 2024 KPI: ADVERSE CHILDHOOD EXPERIENCE (ACE) ASSIGNMENT (100 POINTS)

CACREP Standards: 3.C.4., 3.C.10., 3.C.11., & 3.C.12.

Due Date: 11:59 pm on Sunday, June 28, 2026

ASSIGNMENT OVERVIEW:

*This assignment contains four parts.

Adverse Childhood Experiences (ACEs) are potentially traumatic events that occur during childhood (ages 0–17) and can have lasting effects on health, behavior, and overall well-being. In this assignment, you will develop an insightful understanding of ACEs and demonstrate your ability to communicate the importance of how adverse childhood experiences impact development through the lens of trauma. You will also engage in personal reflection that illustrates a clear understanding of why ACEs matter and why trauma, when left unaddressed, may have a profound impact on a person's development across the lifespan.

PART 1: WATCH TED TALK AND READ ACEs ARTICLE (CACREP 3.C.4., 3.C.10., & 3.C.12)

Watch Video: Please take your time watching and listening to Dr. Burke Harris's TED Talk, "How Childhood Trauma Affects Health Across a Lifetime." In addition to explaining how ACEs affect long-term mental health, she helps us understand how ACEs impact physical health. Also, she focuses on neuroscience (including the limbic system) and how abuse and other ACEs affect brain development.

Read Article: To learn more about the impact of ACEs on health in adults, read the article by Felitti et al. (1998) titled, “Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The adverse childhood experiences (ACE) Study.”

Pro Tip: Use ETAMU’s Waters Library (<https://www.etamu.edu/library/>) online search function. Below is the full reference to the article:

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.

PART 2: SELF-ASSESSMENT USING THE ACE TEST (CACREP 3.C.10. & 3.C.11.)

Complete the Adverse Childhood Experience Questionnaire for Adults, located in D2L. Make note of your overall score and any item(s) that caused a cognitive, emotional, and/or behavioral reaction.

PART 3: REFLECTION PAPER

After watching Dr. Burke Harris’s TED talk, completing a self-assessment using the ACE test, and reading Felitti et al.’s article, you will be prepared to write a reflection paper on what you have learned/discovered, how the information relates to counseling, and any personal reactions you may have uncovered in response to the materials. This paper is not a formal APA-style paper, so there is no requirement for an abstract, title page, or reference list. However, the writing must be coherent and of graduate quality. In 3-5 pages (5 page max), please address the following prompts:

- Provide a two-paragraph summary of the impact of ACEs according to Dr. Burke Harris in the video.
 - Provide your authentic personal reaction to her talk (1-2 paragraphs)
- Provide your ACE score (overall scores), identify which items were concerning to you (or items you got a zero “0”), and your authentic reaction to your own ACE score (2-3 paragraphs)
 - Please discuss anything you want to share about your family of origin related to stress, trauma, and concerns/fears that may contextualize your ACE score (1-2 paragraphs)
- Your personal and professional thoughts about the article (include interesting findings, questions, and your own thoughts in response to specific statements in the article; 2-3 paragraphs)
- Lastly, as a result of completing this assignment, what did you learn about yourself and your own development, and how would you use childhood development in your own clinical practice? **Hint: There are no incorrect responses.**



PART 4: KPI DATA COLLECTION IN QUALTRICS

Once your assignment has been graded in D2L, students are required to enter the rubric score (i.e., 1, 2, or 3) after completing the demographic portion in Qualtrics using the link here:

https://qualtrics.etamu.edu/jfe/form/SV_6A1GyaebF7ylvnM

Use the information below when answering the demographic portion of the Qualtrics survey.

Semester: Summer II

Year: 2026

Instructor's First Name: Michael

Instructor's Last Name: Schmit

CRN for the Course: 50445

Course Prefix and Number: COUN 545

Name/Title of the Course: Developmental Issues & Strategies in Counseling

Section Number of the Course: 01W

*An example of this assignment will be made available in D2L. Please keep in mind that this is just an example and should be treated as such.

CACREP 2024 KPI: ADVERSE CHILDHOOD EXPERIENCE (ACE) ASSIGNMENT RUBRIC

<p>3 – <i>Exceeds Expectations</i> (90-100 points)</p>	<p>Student demonstrates a sophisticated and nuanced understanding of Adverse Childhood Experiences (ACEs), articulating with depth and precision how ACEs disrupt healthy development across biological, psychological, and social domains. The student clearly explains how untreated trauma can produce lasting developmental consequences, including impacts on attachment, cognitive functioning, emotional regulation, and physical health. The personal reflection goes beyond surface-level reaction, demonstrating critical self-awareness, empathy, and an ability to connect ACE research to real-world counseling implications. Writing is well-organized, specific, and graduate-level quality.</p>
<p>2 – <i>Meets Expectations</i> (80-89 points)</p>	<p>Student demonstrates an adequate understanding of Adverse Childhood Experiences (ACEs) and competently explains how ACEs negatively affect development. The student addresses the role of trauma in shaping developmental outcomes, though analysis may lack depth or specificity in some areas. The personal reflection shows genuine engagement with the material and conveys an understanding of why ACEs are clinically significant but may not fully</p>

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	explore broader counseling implications. Writing is well-organized, specific, and graduate-level quality.
1 – Does Not Meet Expectations (0-79 points)	Student demonstrates a limited or inaccurate understanding of Adverse Childhood Experiences (ACEs) and does not sufficiently explain how ACEs affect development. Key concepts related to trauma and its developmental impact are absent, underdeveloped, or misrepresented. The personal reflection lacks meaningful engagement, critical insight, or connection to the presented content, suggesting the student has not yet grasped the clinical and developmental significance of ACEs. Writing is disorganized, lacks specifics, and not graduate-level quality.

CACREP 2024 KPI: AUTOBIOGRAPHICAL DEVELOPMENTAL PAPER (100 POINTS)

CACREP Standards: 3.D.1., 3.D.2., 3.D.3., & 3.D.4.

Due Date: 11:59 pm on Sunday, June 28, 2026

ASSIGNMENT OVERVIEW:

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 developmental growth and progress. 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 style (7th Edition), no more than 10 pages (not including the title page or reference page), and autobiographical (your perceptions and opinions included). A detailed outline is provided below.

*See the APA module in D2L for resources on formatting guidelines according to the APA 7th edition manual.

OUTLINE OF CONTEXT AREA TO BE ADDRESSED:

A. Child Development

1. 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.

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

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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.

- a. Include at least one negative adjective per person.
3. Using a Maslowian model, describe your elementary school years. For example, how safe did you feel? How was your self-esteem?
4. Describe your social life during elementary school years. Use Greenspan's *Playground Politics* as a developmental model. What significant experiences seemed to have an impact on you at this age?

B. Adolescent Development

1. 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?
2. Using Loewinger's ego development model, describe your ego development.
3. Discuss your moral development using either Kohlberg's or Gilligan's models. Give examples of moral choices and dilemmas you have faced. Be as transparent as possible.

C. Adult Development

1. 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?
2. 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.
3. Apply the ten forms of twisted thinking to yourself? Which cognitive distortions do you struggle with? Discuss negative self-talk that you deal with. What self-limiting concepts of yourself do you struggle with today? How do you deal with those?
4. 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?

5. 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?
6. How would you describe your self-awareness today?
7. 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 further than it has been?
8. 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
9. Currently, where do you see yourself on Maslow's hierarchy of needs? Talk about your own self-actualization. How much have you experienced your potential? Is there something that you have dreamed of doing that you won't attempt due to fear?
10. 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?

QUALTRICS: KPI DATA COLLECTION

Once your assignment has been graded in D2L, students are required to enter the rubric score (i.e., 1-3) for each of the five (5) areas evaluated in Qualtrics using the link here:

https://qualtrics.etamu.edu/jfe/form/SV_1zvuCgnZQht2iOi

Use the information below when answering the demographic portion of the Qualtrics survey.

Semester: Summer II

Year: 2026

Instructor's First Name: Michael

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Name/Title of the Course: Developmental Issues & Strategies in Counseling
Section Number of the Course: 01W

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CACREP 2024 KPI: AUTOBIOGRAPHICAL DEVELOPMENTAL PAPER RUBRIC

	1 – Does Not Meet Expectation (0-15.9 points)	2 – Meets Expectation (16-17.9 points)	3 – Exceeds Expectation (18-20 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 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
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CAREER COUNSELING FINAL EXAM (100 POINTS)

CACREP Standards: 3.D.1, 3.D.2, 3.D.3, & 3.D.4

Due Date: 11:59 PM on Thursday, July 2, 2026.

The final exam covers major concepts from across the semester and is designed to help prepare you for the CPCE/NCE. The exam is open-book and open-notes but must be completed independently — no collaboration with other students or use of AI tools is permitted. Review materials and additional preparation resources are available on D2L. The exam opens on D2L on June 29, 2026, at 12:01 AM Central Time and is due by 11:59 PM Central Time on July 2, 2026.

*No late exams will be administered after 11:59 PM Central Time on 7/2/2026 since it is the last possible moment of the Summer I 2026 semester. Please plan your calendar accordingly.

EVALUATION PERFORMANCE CRITERIA AND PROCEDURES

Course Assignments

Developmental Assessment	100 points
CACREP 2024 KPI: ACE Assignment Paper	100 points
CACREP 2024 KPI: Autobiographical Development Paper	100 points
Total	300 points

Total points and percentages corresponding to the final letter grades

A = 90%-100% = 270-300 points

B = 80%-89% = 240-269 points

C = 70%-79% = 210-239 points

D = 60%-69% = 180-209 points

F = < 59% = < 179 points

Note: Written assignments are due on the day noted in the syllabus. All assignments are due on/before the deadline. Late assignments will have 10% of the grade deducted per day late from the final score. After one (1) week late, the assignment will be recorded as a zero (0).

Grade Appeals

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If a student disagrees with a course grade, it is encouraged that they discuss their concerns with the course instructor. If a satisfactory outcome cannot be reached, the student may refer to the appeals policy (13.99.99.R0.05).

Remediation

Students who demonstrate areas of concern, such as failing to meet academic expectations, clinical skill deficiencies, unprofessional behavior, dispositional concerns, challenges in interpersonal effectiveness, and so forth, may be required to complete a remediation plan to support their growth and continued progress in the program. Remediation may include, but is not limited to, additional supervision, repeating a clinical course, seeking personal counseling, completing targeted skill-building assignments, participating in professional development activities, or engaging in a structured improvement plan designed to address identified areas of concern. Additionally, students who exhibit personal limitations that significantly interfere with their professional performance, cause harm to clients, or engage in conduct that violates ethical and professional standards may be dismissed from the program. See the [CMHC Counseling Department Handbook](#) or CES Handbook, or reference East Texas A&M University Procedure 13.33.99.R0.39, Section 4 (Graduate Academic Probation, Retention and Suspension).

Annual Evaluation of Students

The program faculty has a systematic process for using individual student assessment data—KPI and Student Disposition data—in relation to retention, remediation, and dismissal. The systematic process involves program faculty annually reviewing CMHC students across the 10 KPIs and CES students across the 6 KPIs. Note that KPI 10 for the CMHC program and KPI 6 for the CES program directly measure students' professional dispositions using the Professional Dispositions Competency Assessment – Revised (PDCA-R). See CMHC Student Handbook.

TECHNOLOGY REQUIREMENTS

Minimal Technical Skills Needed

Students will utilize D2L, the learning management system, for this course. D2L is used to enhance instructional and learning methods and provides a place for students to submit assignments, participate in online discussions, complete quizzes, receive interactive feedback from the instructor, etc. Students will need to utilize other technologies such as Microsoft Word, Excel, PowerPoint/Canva, etc. The ETAMU IT Helpdesk can assist with technical assistance: HelpDesk@etamu.edu

Zoom Video Conferencing Tool

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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Access and Navigation

Students will need a campus-wide ID (CWID) and password to log into the course. Please contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu for support.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all coursework in a timely and satisfactory manner. Each student needs a backup plan to handle 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, the ETAMU campus open computer lab, and so forth.

Communication and Support

If you have any questions or are having difficulties with the course material, please contact your Instructor using their preferred method of communication listed on p. 1.

COUNSELING DEPARTMENT: Social Media Guidelines

Counselors-in-training and Counselor Educators and Supervisors-in-training must maintain an ethical disposition throughout the program and beyond. The Counseling Department seeks to promote open dialogue on social media sites, subject to professional and ethical guidelines and applicable law. Members of the ETAMU community -- students, staff, and faculty -- are expected to adhere to the ACA (2014) *Code of Ethics* online and offline.

UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus serves as a guide and living document. Circumstances and/or 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.

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.

<https://inside.etamu.edu/admissions/registrar/documents/studentGuidebook.pdf>.

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

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedures 13.99.99.R0.01](#)
<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

The syllabus/schedule are subject to change

Academic Integrity

Students at East Texas A&M University 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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty Form](#)

<https://inside.etamu.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Students with Disabilities-- ADA Statement

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

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Student Disability Services](#)

<https://www.etamu.edu/student-disability-services/>

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

ETAMU Supports Students' Mental Health

The Counseling Center at ETAMU, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.etamu.edu/counsel

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.



<http://telusproduction.com/app/5108.html>

AI use policy [May 25, 2023]

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

COUN 512 OUTLINE / CALENDAR

Subject to change

Date	Topic	Readings	Assignments
Week 1 7/6-7/12	-Syllabus, Discuss Autobiographical Developmental Paper, Overview of Development, Wellness overview, brain development, epigenesis	-Chapter 1 in Broderick & Blewitt (2025) -Chapter 2 in Ivey, Ivey, Myers, & Sweeney (2004)	<u>NO ASSIGNMENT DUE THIS WEEK</u>
	-Wellness -Personal wellness	-Chapter 2 in Ivey, Ivey, Myers, & Sweeney (2004) -Blount, Taylor, Lambie, & Anwell (2016)	
	-Attachment, secure and insecure attachments, trust and mistrust, emotional development -Watch Tronick attachment video -Discuss how attachment affects all subsequent relationships	-Perry (2001) -Chapter 1 & 2 in Greenspan & Shanker (2004)	

The syllabus/schedule are subject to change

Week 2 7/13-7/19	-Erikson's psychosocial stages (including a trajectory of cumulative task failure) -Brain development -Bronfenbrenner's Bioecological Theory	-Chapter 1 & 2 in Broderick & Blewitt (2018)	CACREP 2024 KPI: Adverse Childhood Experiences (ACE) Assignment Paper Due Sunday, July 19 before 11:59pm Central Time in D2L
	-Cognitive development, ego development, learning theory, information processing	-Chapter 3 in Broderick & Blewitt (2018) -Borders (2019) -Tangen & Borders (2017)	
	-Adverse Childhood Experiences, abuse and brain development, trauma -Discuss Justin from Perry book	-Chapter 3 in Broderick & Blewitt (2018) -Felitti et al. (1998) -Perry & Szalavitz (2017) -Ojiambo & Bratton (2014)	
Week 3 7/20-7/26	-Developmental assessment -Developmentally appropriate strategies with children 3-9 -Show play therapy video	-Greenspan (1993) Chapter 2 -Ray, Armstrong, Balkin, & Jayne (2015) -Van Velsor (2004)	<u>NO ASSIGNMENT DUE THIS WEEK</u>
	-Preadolescent /early adolescent development, developmentally appropriate strategies -Show expressive arts video	-Chapters 7 & 8 in Broderick & Blewitt (2018) -Shokouhi., Limberg, & Armstrong (2014)	
	- Group sandtray therapy -Culturally relevant developmentally appropriate strategies	-Armstrong, Brown, & Foster, (2015) -Garza & Bratton (2005) -Ojiambo & Bratton (2014)	
Week 4 7/27-8/2	-Adolescent development: Physical, cognitive and identity development	-Chapters 9 in Broderick & Blewitt (2018) -Borders (2019) -Tangen & Borders (2017)	<u>NO ASSIGNMENT DUE THIS WEEK</u>
	-Adolescent development: Social world	-Chapters 10 in Broderick & Blewitt (2018)	
	-Adolescent/adult Information processing	-Borders (2019) -Tangen & Borders (2017)	
Week 5	-Adult development,	-Myers & Harper (2004)	CACREP 2024 KPI:

8/3-8/6	Addiction -Pamela Peeke Addiction Presentation on YouTube -Couples and families -Aging- working with older adults		Autobiographical Developmental Paper due Thursday, August 6th before 11:59pm Central Time in D2L
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*Syllabus subject to change by instructor.