



COUN 545: Developmental Issues & Strategies in Counseling

Course Syllabus

Fall 2026 (8/20-12/11)

Asynchronous Web Based Class in D2L

INSTRUCTOR INFORMATION

Instructor: Dr. Felicia Lewis, PhD, LPC-S

Office Location: Virtual

Office Hours: Virtual by Appointment

University Email Address: Felicia.Lewis@etamu.edu

Preferred Method of Communication: E-mail

Communication Response Time: 24-48 hours, Monday – Friday (excluding holidays)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbooks

Broderick, P. C., & Blewitt, P. (2018). *The lifespan: Human development for helping professionals* (5th ed.). Pearson.

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

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

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

*Other readings as assigned

Supplemental Readings

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. <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 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.

Recommended Textbook

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

Measurement 1 (Knowledge):

I. Attachment Assignment. Students will demonstrate understanding of attachment and the impact it can have on client development and interpersonal difficulties. Measurement 2 (Skills):

I. Developmental Assessment Paper. Students will apply knowledge on development to two separate case studies. Students will include discussion of the impact of development on emotional regulation, interpersonal interactions, and the implications of client development on clinical interventions.

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*All SLOs address the respective CACREP Standards evident in the syllabus.

2016 CACREP Standards Addressed in COUN 545 PLOs

Core Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
2.F.3.a. Theories of individual and family development across the life span	-Reading: Broderick & Blewitt (2018); Ray (2016); Greenspan & Shanker (2004); Greenspan (1993). Foster & Armstrong (2017); Perry (2001) -Tronick Attachment video (week 3)	CACREP KPI: Autobiographical Development Paper	CACREP KPI: Autobiographical Development Paper Rubric	Obtain an average rubric score that either meets or exceeds a rating of a “2.”
2.F.3.b. Theories of learning	-Readings: Broderick & Blewitt (2018) Chapters 3 & 9; Borders (2019); Tangen & Borders (2017)	CACREP KPI: Autobiographical Development Paper	CACREP KPI: Autobiographical Development Paper Rubric	Obtain an average rubric score that either meets or exceeds a rating of a “2.”
2.F.3.c. Theories of normal and abnormal personality development	Readings: Broderick & Blewitt (2018) Chapter 2; Ray (2016); Greenspan (1993) Chapters 1 & 2; Perry & Szalavitz (2017) ch.6.; Felitti et al., (1998)	2.CACREP KPI: ACE Assignment Paper 3. CACREP KPI: Autobiographical Development Paper	2. CACREP KPI: ACE Assignment Paper Rubric 3. CACREP KPI: Autobiographical Development Paper Rubric	Obtain an average rubric score that either meets or exceeds a rating of a “2.”
2.F.3.d. Theories and etiology of addictions and addictive behaviors	-Pamela Peeke Addiction Presentation on YouTube (week 13) -Lecture, Discussion (week 6 & 13) -Readings: Broderick & Blewitt (2018) Chapter 2; Ray (2016); Perry & Szalavitz (2017) Chapter 6	CACREP KPI: ACE Assignment Paper	CACREP KPI: ACE Assignment Paper Rubric	Obtain an average rubric score that either meets or exceeds a rating of a “2.”
2.F.3.e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior	-Lecture, Discussion (week 6) -Readings: Broderick & Blewitt (2018) Chapter 3; Ray (2016); Greenspan (1993); Greenspan & Shanker (2004) Chapter 1 & 2; Perry & Szalavitz (2017) Chapter 6	2. CACREP KPI: ACE Assignment Paper 3. Developmental Assessment	2. CACREP KPI: ACE Assignment Paper Rubric 3. Developmental Assessment Rubric	Obtain an average rubric score that either meets or exceeds a rating of a “2.”

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2.F.3.f. systemic and environmental factors that affect human development, functioning, and behavior	-Readings: Broderick & Blewitt (2018) Chapter 1; Ray (2016); Greenspan (1993); Perry & Szalavitz (2017) Chapter 6	2. CACREP KPI: ACE Assignment Paper 3. Developmental Assessment 4. CACREP KPI: Autobiographical Development Paper	2. CACREP KPI: ACE Assignment Paper Rubric 3. Develop. Assess. Rubric 4. CACREP KPI: Autobiographical Development Paper Rubric	Obtain an average rubric score that either meets or exceeds a rating of a "2."
2.F.3.g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan	-Lecture, Discussion (week 6) -Readings: Perry & Szalavitz (2017) ch.6.; Felitti et al., (1998); Ojiambo & Bratton (2014)	1. CACREP KPI: ACE Assignment Paper 2. Developmental Assessment 3. CACREP KPI: Autobiographical Development Paper	1. CACREP KPI: ACE Assignment Paper Rubric 2. Developmental Assessment Rubric 3. CACREP KPI: Autobiographical Development Paper Rubric	Obtain an average rubric score that either meets or exceeds a rating of a "2."
2.F.3.h. a general framework for understanding differing abilities and strategies for differentiated interventions	-Readings: Broderick & Blewitt (2018); Ray (2016) all chapters; Greenspan (1993); Armstrong et al., (2015); Shokouhi et al., (2014); Ray et. al., (2015); Van Velsor, (2004).	1. Developmental Assessment 2. CACREP KPI: Autobiographical Development Paper	1. Developmental Assessment Rubric; 2. CACREP KPI: Autobiographical Development Paper Rubric	Obtain an average rubric score that either meets or exceeds a rating of a "2."

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
- V. Ethical and legal considerations related to research and program evaluation.

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COURSE REQUIREMENTS

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 7th 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.
10. Be open to the process. This degree takes time, work, effort, and growth.

Assignments/Assessments

The syllabus/schedule are subject to change.

1. **Developmental Assessment (100 points):** To complete this assignment, you will (a) watch a YouTube video and (b) read part of a chapter in Playground Politics (1993).

Video: This video 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. To access Greenspan's assessment of the baby, click on the following link and begin at the 10:30 mark of the video. You can stop at 14:00 mark.

<https://vimeo.com/44930499>

After watching the video, answer the following questions.

1. What were Greenspan's findings about this baby boy?
2. What made it harder for this baby to calm down?
3. What intervention did Greenspan recommend to the mother?
4. 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.

5. How would you describe the problems Joey was having?
6. How did Greenspan assess Joey's development?
7. After doing his assessment, what was Greenspan's conclusion about Joey's aggression and other facets of his development?
8. 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.
9. How did Joey change in this chapter?

Developmental Assessment Rubric

	1 – Does Not Meet Expectation (0-7 points)	2 – Meets Expectation (8-8.9 points)	3 – Exceeds Expectation (9-10 points)
Infant Assessment (10 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

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Intervention (10 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 (10 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 (10 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
Writing Quality & APA (10 points)	Numerous APA errors (6 or more errors); writing quality is below graduate level work	Some APA errors (3-5 errors); writing quality is at graduate level work	Minimal APA errors (< 2 errors); writing quality is above average at the graduate level

2. **CACREP KPI: Adverse Childhood Experiences (ACE) Assignment (100 points):** To complete this 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=95ovIJ3dsNk&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 (D2L).

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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-paragraphs summary** of the impact of ACEs according to Dr. Burke Harris in the video
- Your personal reaction to her talk **(1-2 paragraphs)**
- 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 **(2-3 paragraphs)**
- Anything else you want to share about your family of origin related to stress, trauma and fear **(1-2 paragraphs)**
- Your personal and professional thoughts about the article (including interesting findings, questions, and your own thoughts in response to specific statements in the article; **2-3 paragraphs**)

CACREP KPI: ACE Assignment Rubric

3 – <i>Exceeds Expectations</i> (90-100 points)	Student had an insightful understanding of adverse childhood experiences and was able to communicate the importance of how adverse childhood experiences impact (i.e., trauma) development. Personal reaction indicated a clear understanding of the importance of ACE and how trauma, when left unaddressed, can have a profound impact on one development.
2 – <i>Meets Expectations</i> (80-89 points)	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.
1 – <i>Does Not Meet Expectations</i> (0-79 points)	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.

3. **CACREP KPI: Autobiographical Developmental Paper (100 points):** This assignment assesses your understanding of developmental models and your ability to apply the models to

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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, 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.

CACREP 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)
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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 selfdevelopment (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:

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90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
< 60 points	F

Assignment/Assessment	Point Value
Developmental Assessment	100
*CACREP KPI: ACE Assignment Paper	100
*CACREP KPI: Autobiographical Development Paper	100

Assignments are due on the day noted in the syllabus. Unless noted otherwise, all assignments are due at the beginning of the class period. **I will not accept late assignments unless prior arrangements have been made. If an unexpected event occurs that impacts the submission of an assignment, it is important to communicate with the course instructor as soon as possible.**

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

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

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.

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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.

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.

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.

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

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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>

TAMUC Attendance

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

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 Undergraduate Student Academic Dishonesty Form](#)
<http://www.tamuc.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.tamuc.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
Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: [Student Disability Services](#)

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

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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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, 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.tamuc.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

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resources available to you for guidance and support whenever you need it.



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

AI use policy [Draft 2, May 25, 2023]

Texas A&M University-Commerce 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 instructor's 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

COURSE OUTLINE / CALENDAR

Spring 2026

Date		Topic	CACREP Standard	Readings	Assignments
Week 1		Syllabus, Discuss		Ch. 1 in Broderick & Blewitt (2018)	
		Autobiographical			
	8/20-8/22	Developmental Paper,		Ch. 1 in Ray (2016);	
		Overview of Development, Wellness overview, brain development, epigenesis			
Week 2		Wellness	2.F.3.i.		
	8/23-8/29	Personal wellness			
				Blount, Taylor, Lambie, & Anwell (2016)	

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Week 3	8/30-9/5	Attachment, secure and insecure attachments, trust and mistrust, emotional development	2.F.3.a	Perry (2001)	Discussion 1
		Watch Tronick attachment video	2.F.3.c.	Ch. 1 in Ray (2016)	
		Discuss how attachment affects all subsequent relationships		Ch. 1 & 2 in Greenspan & Shanker (2004)	
Week 4	9/6-9/12	Erikson's psychosocial stages (including a trajectory of cumulative task failure)	2.F.3.a	Ch. 1 & 2 in Broderick & Belwitt (2018)	
		Brain development	2.F.3.f.		
		Bronfenbrenner's Bioecological theory		Ch. 1 & 4-13 in Ray (2016)	
Week 5	9/13-9/19	Cognitive development, ego development, learning	2.F.3.b.	Ch. 3 in Broderick & Blewitt (2018)	Quiz 1
				Borders (2019)	
				Tangen & Borders (2017)	
Week 6	9/20-9/26	Adverse Childhood Experiences, abuse and	2.F.3.c.	Ch. 3 in Broderick & Blewitt (2018)	Discussion 2
			2.F.3.d.		
			2.F.3.e.	Felitti et al. (1998)	
			2.F.3.g.	Perry & Szalavitz (2017) Ojiambo & Bratton (2014)	
Week 7	9/27-10/3	Developmental assessment	2.F.3.h.	Greenspan (1993) Ch. 2	
		Developmentally appropriate strategies with children 3-9		Ray, Armstrong, Balkin, & Jayne (2015)	
		Play therapy video		Van Velsor (2004)	
Week 8	10/4-10/10	Preadolescent /early adolescent development, developmentally appropriate strategies		Ch. 7 & 8 in Broderick & Blewitt (2018)	Developmental Assessment
		Expressive arts video		Shokouhi, Limberg, & Armstrong (2014)	Due 10/10 @ 11:59pm CT
Week 9	10/11-10/17	Fall Break			
Week 10	10/18-10/24	Discuss group activity therapy and group sandtray therapy	2.F.3.i.	Armstrong, Brown, & Foster (2015)	Discussion 3
		Culturally relevant developmentally appropriate strategies		Garza & Bratton (2005)	
				Ojiambo & Bratton (2014)	

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Week 11	10/25-10/31	Adolescent development: Physical, cognitive and identity development		Ch. 9 in Broderick & Blewitt (2018) Borders (2019) Tangen & Borders (2017)	Quiz 2
Week 12	11/1-11/7	Adolescent development: Social world		Ch. 10 Broderick & Blewitt (2018)	
Week 13	11/8-11/14	Adolescent/adult Information processing	2.F.3.b.	Borders (2019) Tangen & Borders (2017)	
Week 14	11/15-11/21	Adult development, Addiction Pamela Peeke Addiction Presentation on YouTube Couples and families	2.F.3.d.	Myers & Harper (2004)	CACREP KPI: ACE Assignment Paper Due 11/16 @ 11:59pm CT
Week 15	11/22-11/28	Thanksgiving			
Week 16	11/29-12/5	Aging-working with older adults			CACREP KPI: Autobiographical Developmental Paper Due 12/2 @ 11:59pm CT
Week 17	12/6-12/11	Course completion, evaluation, feedback			Quiz 3

Appendix A

CACREP KPI: Autobiographical Developmental 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 8-10 pages of text (not including the title page or reference page). I will expect you to cite resources 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.

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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.

Using a Maslowian model, describe your elementary school years. For example, how safe did you feel? How was your self-esteem?

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?

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?

Using Loevinger's ego development model, describe your ego development.

Discuss your moral development using either Kohlberg's and Gilligan's models. Give examples of moral choices and dilemmas you have faced. Be honest.

Adult development

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.

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?

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?

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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

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?

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?