



TEXAS A&M UNIVERSITY  
**SAN ANTONIO**

**College of Education and Human Development  
Department of Counseling, Health & Kinesiology  
EDHS 4302 Child & Adolescent Trauma  
Spring 2025**

**Instructor:** Gillian Rodriguez, MA, LPC

**Meeting Day & Time:** Mondays and Wednesdays 3:30-4:45 p.m. CST

**Location:** Classroom Hall 219

**Contact Information:** grodriguez@tamusa.edu

**Student Hours:** By appointment; I am usually on campus Monday-Thursday

**Office Location:** Classroom Hall Building Office 214K Adjunct Faculty Office

**Required Textbooks:**

Handbook of Trauma, Traumatic Loss, and Adversity in Children

Kathleen Nader

ISBN 9781138605206

The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma

Bessel Van Der Kolk

ISBN 9780143127741

**Course Description:**

This course will introduce core concepts (general theory and foundational knowledge) for understanding, assessing, and intervening with traumatized children and adolescents. This course will highlight the role of development, culture, and empirical evidence in trauma-specific interventions with children, adolescents, and their families.

**Student Learning Outcomes:**

At the successful completion of this course:

- Students will demonstrate general knowledge of acute stress, adjustment, trauma, and post-traumatic stress and moral injury experiences and disorders.
- Students will demonstrate knowledge about ethical approaches to evidence-based screening and assessment instruments, specifically use with children and adolescents.
- Students will demonstrate knowledge about the characteristics and utility of various approaches to interventions related to the treatment of trauma in children and adolescents.
- Students will demonstrate knowledge of various dynamics related to developmental ecology

- Students will demonstrate knowledge related to various environments of encounter and support related to the treatment of children and adolescents with trauma; such as hospital systems, criminal justice systems and cultural competencies.

### **COURSE ASSIGNMENTS**

The assignments for this course have been developed to estimate the progressive acquisition of learning and provide evidence of student learning outcomes. Descriptions of the assignments and their related submission portals are provided within your BlackBoard learning environment.

<b>Overview of Assignments</b>	<b>Related Points (%)</b>
Syllabus Quiz	5 (5%)
Discussion Posts (4)	20 (20%)
Article Review	15 (15%)
Case Study Project	15 (15%)
Midterm Examination	20 (20%)
Final Examination	25 (25%)
<b>TOTAL</b>	<b>100 (100%)</b>

### **FINAL GRADE ALLOCATION CRITERIA**

<b>Total Points Earned</b>	<b>Related Letter Grade</b>
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

#### **Description of Course Assignments**

All assignments are due on Saturdays by midnight central standard time and submitted online via Blackboard, unless otherwise noted. Assignments are due on Saturdays because students have shared working and caretaking responsibilities occupy the bulk of their weekdays, and providing Saturday gives you an extra cushion to complete the assignment. This does not mean that I am available on Saturdays for questions about the assignment due. Questions should be asked ahead of the due date either during class, office hours, or via email.

#### **Discussion Post #1**

Welcome to EDHS 4302 Child and Adolescent Trauma. Please use this space to introduce yourself to your classmates by: (1) stating your name and academic program of study, (2) sharing one thing about your coursework so far that has been affirming of your career path in human services, and (3) describe how you learn best while pursuing your personal goals and one thing you hope to learn about trauma-informed care. After your post, return to the discussion forum throughout the week to read a selection of your peers' posts and provide substantive replies to at

least 1 of their conversations and 1 comment in your initial thread. All posts and replies are due by 11:59pm on Saturday and is worth 5 (5%) points toward your overall course grade.

### **Syllabus Quiz**

Review your course syllabus and complete this brief quiz related to the content. This assignment is due by 11:59pm on Saturday and is worth 10 (5%) points toward your overall course grade.

### **Discussion Post #2**

Self-care is an ethical responsibility and important necessity among human service professionals, especially those who work with higher acuity/trauma-based clients. Dr. Van Der Kolk discusses several options for pathways forward, beyond trauma. We have also discussed resilience factors in class. Identify and describe how a human service professional can maintain a sense of humanity, empathy and rapport while also respecting professional boundaries. Extend the discussion to include self-care practices one might engage in to ensure personal and professional wellness. Your initial post is due by 11:59pm on Thursday. After your post, return to the discussion forum throughout the week to read a selection of your peers' posts and provide substantive replies to at least 1 of their conversations and 1 comment in your initial thread. All posts and replies are due by 11:59pm on Saturday and is worth 5 (5%) points toward your overall course grade.

### **Mid-Term Examination**

Your midterm examination will consist of 30 multiple-choice (2 points each) and 4 short answer (10 points each) items from chapters 1-10 of your textbook, assigned excerpts from "The Body Keeps the Score," in-class lecture material, and slides. **This exam will be open for 24 hours, beginning on WEDNESDAY, MARCH 5, 2025, and is due by 11:59 p.m. CST.** via Blackboard. The exam is worth 20 (20%) points toward your overall course grade.

### **Discussion Post #3**

Often, trauma experienced by children and teens is not uncovered by direct report. More often, these difficult experiences are unveiled after a child or teen behaves- physically, sexually, or emotionally, in a way that is not accepted by society. Using material from your text, lectures, and "The Body Keeps the Score," describe how trauma might manifest differently in children and teens than in adults. Discuss why it is important to distinguish between behaviors which may be symptomatic of traumatic experience, and behavior that is simply problematic or maladaptive. After your post, return to the discussion forum throughout the week to read a selection of your peers' posts and provide substantive replies to at least 1 of their conversations and 1 comment in your initial thread. All posts and replies to your peers are due by 11:59pm on Saturday and is worth 5 (5%) points toward your overall course grade.

### **Discussion Post #4**

It is important for human services professionals to understand how to support children and adolescents during and after traumatic experiences. In your initial post, identify and describe some key ways that adversity influences a young person's development. Discuss some of the

ways that you as a human services professional can support safety experiences. Illustrate these principles of support using a brief imaginary case example. After your post, return to the discussion forum throughout the week to read a selection of your peers' posts and provide substantive replies to at least 1 of their conversations and 1 comment in your initial thread. All posts and replies to your peers are due by 11:59pm on Saturday and is worth 5 (5%) points toward your overall course grade.

### **Article Review**

This week you will use the library databases to identify and review a peer-reviewed journal article from a relevant, peer-reviewed journal (example: the *Journal of Human Services*) that reports the findings of primary research regarding Post Traumatic Stress Disorder OR Post Traumatic Growth in children or teens. Choose an article published within the last 5 years and reflects your personal interests. Using 5 paragraphs to articulate:

- Paragraph 1: Introduction of the article that includes a brief 1-2 sentence summary of the article along with 3-5 sentences about the background/history of the topic and rationale for the study,
- Paragraph 2: Identification and description of the method that was implemented
- Paragraph 3: Review of the key findings and how those align with the author(s) research questions and hypotheses
- Paragraph 4: Identification of limitations and how these might be improved upon
- Paragraph 5: Your impressions of the practical value of the study for informing practice.

Your submitted document should include an APA-formatted title page, main text, and reference list (this includes within-text citations, and a reference list citing the article selected, as well as any other unoriginal material you cite). This assignment is due by 11:59pm on Saturday and is worth 15 (15%) points toward your overall course grade.

**BONUS POINTS:** Students who complete the [TAMUSA Library's Modules and Quiz](#), "What is a Literature Review" will earn two bonus points on their submitted paper. This may not sound like a lot, but on a 15-point assignment, it can change a letter grade. Submit a screenshot of your quiz completion along with your paper.

### **Case Study Assignment**

Class will be divided into small groups and each group member is assigned a role. The group will be assigned a case synopsis from which to formulate a thorough case conceptualization, that will be created in an engaging, impactful PowerPoint or similar presentation format and presented during class. This should include:

- Slide 1: History & Biopsychosocial information
- Slide 2: Presenting Concerns
- Slide 3: Screening & Assessment(s)
- Slide 4: Suggested Interventions and available resources for support
- Slide 5: Summary of Care

This assignment will be presented in class and is worth 15 (15%) points toward your overall course grade.

### **Final Examination**

Your final examination will consist of 30 multiple-choice (2 points each) and 4 short answer (10 points each) items from chapters 11-17 of your textbook, assigned excerpts from “The Body Keeps the Score,” in-class lecture material, and slides and is worth 50 (25%) points toward your overall course grade. Due date TBD

## **CLASS POLICIES**

A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before mid-semester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment or accusations in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor.

### **Student Rights and Responsibilities**

As members of the University community, all enrolled students assume full responsibility for adhering to the university's values and goals. Students are held responsible for staying abreast of their rights as students and for being cognizant on what is deemed proper conduct as outlined in the Student Handbook. The Student Handbook is available through the Student Rights and Responsibilities webpage: <http://www.tamusa.edu/uploadFile/folders/fcestrad/Pdf/Pdf-635767864704349879-10.100.150.124.pdf>

### **Cheating and Plagiarism**

Students are expected to do their own course work. Simple cases of first offense cheating or plagiarism by an individual student may be handled by the instructor after consultation with the department chair. For more serious cases, such as those involving repeated offenses, conspiracy with other students or the theft and selling of examination questions, a report should be made by the instructor via the department chair and college dean to the provost and vice president for Academic Affairs for disciplinary action. Expulsion from the University is a normal penalty for such offenses.

Plagiarism is a serious violation of academic integrity, and students who engage in plagiarism are subject to disciplinary action. The type of disciplinary action will depend on the severity of the plagiarism but may ultimately lead to the student's expulsion from the program and/or revocation of a student's degree, if the student has already graduated. Please review the Student Handbook for a complete description of the process.

### **Use of Generative AI in Association with Course Assignments**

There is a variety of AI programs available to assist in completing assignments, yet AI programs are not a replacement for human creativity, originality, and critical thinking. Writing is a craft that you must develop during your course of studies as a means to organize and communicate

your positions and impressions of subject material. Students must obtain permission from the instructor before using AI composition software like (e.g. ChatGPT) for any assignments in this course. Using these tools without instructor permission puts your academic integrity at risk. Additionally, assignments submitted through the course Turnitin platform in BlackBoard will include AI detection as a part of the standard plagiarism screening.

### **Class Attendance**

A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs.

Excessive absences (more than 2) will result in a grade letter deduction from your final grade for each absence. Please e-mail before class if you will be out. Two tardies (entering ten minutes or later after class begins or leaving 10 minutes or earlier before class ends) will count as one absence.

### **Absences for Religious Holidays**

The university will allow students who are absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the fifteenth day after the first day of the semester, that student has notified the instructor of each class to be missed. The instructor may appropriately respond if a student fails to complete the assignment or examination within a reasonable time after the absence.

### **Research on Human Subjects**

Any research that involves human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects at A&M-San Antonio prior to any data collection. Specific forms, instructions, and additional information are provided online:

<http://www.tamusa.edu/graduatestudiesandresearch/irb/irbforms.html>.

### **Americans with Disabilities Act**

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 disability. Disability Support Services (DSS) provides services, auxiliary aids and accommodations for students at Texas A&M University-San Antonio (A&M-SA) who have self-identified, registered and provided DSS with documentation supporting their disability. Students may access additional information on the Disability Support Services webpage:

<http://www.tamusa.edu/studentengagementsuccess/dss/AccessDSS/index.html>

### **Message for pregnant and parenting students:**

Title IX of the Education Amendments of 1972 (“Title IX”), 20 U.S.C. 1681 et seq., protects students in all of the academic, educational, extracurricular, athletic, and other programs or activities of universities. This includes prohibiting discrimination against pregnant and parenting students. A student who is pregnant or parenting is entitled to special services. Texas A&M University-San Antonio is committed to implementing all provisions of Title IX. For availing of special services available to students whose curricular and co-curricular work is impacted by pregnancy and parenting related issues contact Dr. Jo Anna Benavidez-Franke, Associate Vice President for Student Engagement and Success.

### **Incompletes**

The spirit of the “Incomplete” is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances: 1. 70% of the class has been completed and student is passing with a “C” or better 2. The circumstance for which the “I” is requested is supported with documentation 3. Student has been attending class on a regular basis Incompletes are not to be used to remedy excessive absences. Unforeseen circumstances precipitating the request for an “I”, should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an “I”, a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All “I”s will automatically revert to an “F” after one year.

### **Dropping a Course**

Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for “dropping” a student from a course. Please be aware that if you do not formally drop a course and fail to fulfill the academic requirements, the professor will submit the earned grade.

## **IMPORTANT UNIVERSITY RESOURCES**

Academic Accommodations for Persons with Disabilities: The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is [dss@tamusa.edu](mailto:dss@tamusa.edu).

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center is an appointment based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu) or calling (210)-784-1332. Appointments can also be made through JagWire under the services tab.

Counseling Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM. All mental health services provided by the SCC are free, confidential (as the law allows), and are not part of a student’s academic or university record. SCC provides brief individual, couples, and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit [www.tamusa.edu/studentcounseling](http://www.tamusa.edu/studentcounseling). In a crisis situation, please walk-in to the Student Counseling Center (SCC) any time between the hours of 8:00AM and 5:00PM to be seen by a licensed clinician. After hours, please contact UPD at 911 or text “HOME” to 741-741 24/7/365 to connect with a trained crisis counselor. The National Suicide Prevention hotline also offers a 24/7/365 hotline at 1-800-273-8255.

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio’s mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing Center: The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. The Writing Center is currently holding all appointments digitally. Students can schedule appointments with the Writing Center in JagWire under the student services tab. Students wanting to work in real-time with a tutor can schedule an “Online Appointment.” Students



wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at [www.tamusa.edu/Writing-Center](http://www.tamusa.edu/Writing-Center). The Writing Center can also be reached by emailing [writingcenter@tamusa.edu](mailto:writingcenter@tamusa.edu).

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students ([DOS@tamusa.edu](mailto:DOS@tamusa.edu)) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots’ Casa in-person room 202, or to contact the Office of Military Affairs with any questions at [military@tamusa.edu](mailto:military@tamusa.edu) or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

Respect for Diversity: We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community.

While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other’s opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and other healthcare providers are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

#### Students' Rights and Responsibilities:

The purpose of the following statement is to enumerate the essential provisions for the student freedom and responsibility to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the [A&M-San Antonio Student Code of Conduct](#).

#### *Students' Rights*

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no university rule or procedure that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the university, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, genetic information or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

### *Students' Responsibilities*

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and the administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, University Catalog and students must comply with them and the laws of the land.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire university community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.
6. We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

<b>Week</b>	<b>Topics and Assignments</b>	<b>Materials</b>
1 1/20/25 1/22/25	Introduction to Course Review Objectives, Materials, & Schedule Chapter 1: Child Developmental Domains That May Be Influenced by Trauma or Other Adversity <b>(No class 1/20/25)</b>	Handbook: Chapter 1  Body Keeps the Score: Part 1
2 1/27/25 1/29/25	Chapter 2: Effects of Trauma and Adversity on Developmental Domains Chapter 3: Cascading and Long-Term Effects of Childhood Trauma <b>Syllabus Quiz</b> <b>Due: February 1, 2025 by midnight</b>	Handbook: Chapter 2 & 3  Body Keeps the Score: Part 1
3 2/3/25 2/5/25	Chapter 4: Recognizing Risk and Protective Factors: Child, Environment, and Post trauma Aftermath-Related Variables <b>Discussion Post #1</b> <b>Due: February 8, 2025 by midnight</b>	Handbook: Chapter 4  Body Keeps the Score: Part 1
4 2/10/25 2/12/25	Chapter 5: Development of Infants and Toddlers Chapter 6: Trauma and Adversity's Influence on Infants and Toddlers Chapter 7: Treatment Methods for Infants and Toddlers  <b>Discussion Post #2</b> <b>Due: February 15, 2025</b>	Handbook: Chapter 5, 6, 7  Body Keeps the Score: Part 2
5 2/17/25 2/19/25	Chapter 8: Development in Preschool and Early School-Aged Children (ages 3-6)	Handbook: Chapter 8 Body Keeps the Score: Part 2
6 2/24/25 2/26/25	Chapter 9: Impact of Trauma and Adversity: Ages 3-6 Chapter 10: Treatment Methods: Ages 3-6  <b>Article Review</b> <b>Due: March 1, 2025 by midnight</b>	Handbook: Chapter 9 & 10
7 3/3/25 3/5/25	Review: Chapters 1-10 <b>Midterm Exam</b> <b>Due: Wednesday, March 5, 2025</b>	Handbook: Chapters 1-10
8	<b>SPRING BREAK: 3/10/25-3/15/25</b>	Enjoy break!
9 3/17/25	Chapter 11: Development in Children: Ages 6-12 GUEST SPEAKER: CELESTE INMAN, LPC-S, RPT-S <b>Discussion Post #3</b>	Handbook: Chapter 11

3/19/25	<b>Due: March 22, 2025 by midnight</b>	Body Keeps the Score: Part 3 & 4
10 3/24/25 3/26/25	Chapter 12: Trauma's Impact on Life and Developmental Domains: Ages 6-12 Chapter 13: Interventions for Children: Ages 6-12	Handbook: Chapter 12 & 13  Body Keeps the Score: Part 4
12 3/31/25 4/2/25	Chapter 14: Development in Youth: Ages 13-17 Chapter 15: Adolescent Disorders and Adversity's Impact on Outcomes  <b>Discussion Post #4</b> <b>Due: April 5, 2025 by midnight</b>	Handbook: Chapter 14 & 15  Body Keeps the Score: Part 5
13 4/7/25 4/9/25	Chapter 15(Continued): Adolescent Disorders and Adversity's Impact on Outcomes Chapter 16: Interventions for Youth: Ages 13-17	Handbook: Chapter 15-16  Body Keeps the Score: Part 5
14 4/14/25 4/16/25	Chapter 17: Assisting Youth Recovery After Trauma or Adversity	Handbook: Chapter 17
15 4/21/25 4/23/25	Chapter 17 (Continued): Assisting Youth Recovery After Trauma or Adversity  <b>Case Study Project (Submit Slides only)</b> <b>Due: April 26, 2025</b>	Handbook: Chapter 17
16 4/28/25 4/30/25	<b>Case Study Project</b> <b>Group Presentations in Class: April 28 &amp; April 30, 2025</b>	
5/7- 5/13/25	<b>FINAL EXAM</b> <b>Due: TBD by midnight</b>	Handbook: Chapters 11-17  Body Keeps the Score: Parts 4 & 5

#### FINAL GRADE CRITERIA

Total Points Earned	Related Letter Grade
90-100	A
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Below 60	F

