EDHS 4302 Child and Adolescent Trauma — Spring 2026

College of Education and Human Development

Department of Counseling, Health & Kinesiology

Course Information

Instructor: Gillian Rodriguez, MA, LPC

Meeting Day & Time: Mondays & Wednesdays, 12:00 p.m. – 1:30 p.m. CST in-person

Location: Science & Technology Building Room 273

Contact Information: grodriguez@tamusa.edu

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

Office Location: Classroom Hall Building Office 214K

Required Textbooks

Treating Traumatic Stress in Children and Adolescents: How to Foster Resilience through Attachment, Self-Regulation, and Competency

Guilford Publications 9781462537099

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
- 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 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 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 contexts.

Course Assignment Grading Scale
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.

Overview of Assignments	Related Points (%)
Participation	10%
Discussion Video Chats (4)	20%
Interview & System Mapping Project	20%
Capstone Project	30%
Professional Training of Choice (4)	20%
TOTAL	100 (100%)

Table: Overview of Assignments and Related Points (percent).

Description of Course Assignments

All assignments are due on Fridays by midnight central standard time and submitted online via Blackboard, unless otherwise noted. Questions should be asked 24 hours or more ahead of the due date either during class, office hours, or via email. Major assignments include a detailed rubric available in this syllabus and posted on Blackboard. Please see the late work policy at the end of this syllabus.

Participation

Since this is a Human Services course, your participation is an essential aspect of experiential learning and comprehension. Blackboard analytics provides a generous monitor of clicks, session duration and other insights to help faculty determine student interaction with the learning material. Participation includes: attendance (5%) and engagement—both in class and via Blackboard (5%) for a total of 10% of your overall course grade.

Discussion Video Chats

You will be randomly assigned to a group via Blackboard. The group will meet online via Microsoft Teams or Zoom at a day and time mutually agreed upon between group members. Each week, one student will send the Teams meeting invitation, begin the meeting, and ensure the meeting is recorded. The student will record a 15–20-minute video chat wherein all students within the group will reflect on the week's material and any supplemental material. Once the meeting is concluded, locate the meeting transcript in your OneDrive. Then upload a copy of the transcript into the assignment opened in Blackboard. Each student participant's name must be visible in the meet transcript in order to receive credit for the assignment. Cameras must be on for the meeting and students visible in the recording. Discussion should be organic and free-flowing, but maintain focus and intention on the topic rather than small talk.

There is a How-To Guide for this assignment with detailed information on using Microsoft Teams for this purpose.

Your individual grade will be based on your participation within the group as reflected in the transcript that you upload. Each video chat is worth 5% of your overall course grade, and there are a total of four video chats this semester, producing 20% of your overall course grade.

Interview & System Mapping Project (20 points)

Part I. Choose a Professional to Interview (from the list provided):

- Hospitalization
- Juvenile Justice System
- Non-profit or agency-based settings
- Department of Family Protective Services (DFPS)/Child Protective Services (CPS)

These are professionals who are volunteering to support your project. Their time is extremely valuable. You must contact them as soon as possible to schedule your interview. The interview may be done virtually (cameras on) or in person. The interview should take approximately 30 minutes and may be done with other students at the same time. You will ask questions related to the professional's experience within their system and setting (see Part II).

Part II. Create a visual map or flow chart (12 points)

- Entry points for traumatized youth (3 pts)
- Key decision points and how they are made (3 pts)
- Actual resources and gaps (3 pts)
- Cultural & Accessibility barriers (3 pts)

Part III. Reflection Paper (8 pts)

You will write a 5–7 page reflection paper using the interview and mapping experience to reflect on specific prompts. Each prompt encompasses a point value:

- What did you know about system mapping prior to this assignment? (2 pts)
- Discuss your interview experience. (2 pts)
- What did your Professional share that surprised you? (2 pts)
- What inspires you to continue working with children & adolescents? Or, if you do not want to work with this population, what part of this assignment clarified that? (2 pts)

Interview and System Mapping Project Rubric — Part II: Visual Map or Flowchart (12 points)

Entry Points for Traumatized Youth (3 points)

Beginning	Developing	Proficient	Exemplary
Entry points are missing, unclear, or inaccurate. Visual representation is confusing or incomplete.	Some entry points are identified but lack detail or clarity. Visual representation shows basic understanding but needs improvement.	Most entry points are clearly identified and accurately represented. Visual shows good understanding of how youth enter the system.	All relevant entry points are comprehensively identified with clear, accurate visual representation. Demonstrates thorough understanding of system access points.

Table: Rubric — Entry Points for Traumatized Youth (3 points).

Key Decision Points and How They Are Made (3 points)

Beginning	Developing	Proficient	Exemplary
Decision points are missing or poorly explained. Process of decision-making is unclear or absent.	Some decision points are identified but lack explanation of how decisions are made. Process is vague or incomplete.	Key decision points are clearly identified with adequate explanation of decision-making processes. Shows good understanding of system flow.	All critical decision points are thoroughly identified with clear, detailed explanation of how decisions are made and by whom. Demonstrates sophisticated understanding of system processes.

Table: Rubric — Key Decision Points and How They Are Made (3 points).

Actual Resources and Gaps (3 points)

Beginning	Developing	Proficient	Exemplary
Resources and gaps are not identified or are inaccurate. Little evidence of interview information being used.	Some resources and gaps are identified but presentation lacks detail or clarity. Limited analysis of resource availability.	Resources and gaps are clearly identified and accurately represented. Good analysis of what is available versus what is needed.	Comprehensive identification of both resources and gaps with insightful analysis. Clearly distinguishes between available resources and unmet needs. Demonstrates critical thinking about system limitations.

Table: Rubric — Actual Resources and Gaps (3 points).

Cultural & Accessibility Barriers (3 points)

Beginning	Developing	Proficient	Exemplary
Barriers are not identified or show minimal understanding. Cultural and accessibility considerations are absent or superficial.	Some barriers are identified but lack depth or specificity. Limited consideration of cultural or accessibility factors.	Cultural and accessibility barriers are clearly identified with good explanation. Shows solid understanding of equity issues within the system.	Comprehensive and nuanced identification of cultural and accessibility barriers. Demonstrates sophisticated understanding of how these barriers impact youth access and outcomes.

Beginning	Developing	Proficient	Exemplary
			Includes specific examples from interview.

Table: Rubric — Cultural & Accessibility Barriers (3 points).

Part III: Reflection Paper (8 points)

Prior Knowledge of System Mapping (2 points)

Beginning	Developing	Proficient	Exemplary
Response is missing, superficial, or shows no reflection on prior knowledge. Minimal effort evident.	Basic discussion of prior knowledge but lacks depth or personal reflection. Response is vague or generic.	Clear discussion of what was previously known about system mapping. Good personal reflection on learning.	Thoughtful, detailed reflection on prior knowledge with specific examples. Demonstrates genuine self-awareness about learning progression.

Table: Rubric — Prior Knowledge of System Mapping (2 points).

Discussion of Interview Experience (2 points)

Beginning	Developing	Proficient	Exemplary
Interview experience is barely discussed or description is too brief. Lacks meaningful detail or reflection.	Interview experience is discussed but remains surface-level. Limited detail about the interaction or professional's insights.	Interview experience is well-discussed with good detail about the conversation and professional's role. Shows engagement with the process.	Rich, detailed discussion of interview experience including specific aspects of the conversation, professional's expertise, and

Beginning	Developing	Proficient	Exemplary
			personal engagement. Demonstrates active listening and meaningful interaction.

Table: Rubric — Discussion of Interview Experience (2 points).

Professional's Surprising Information (2 points)

Beginning	Developing	Proficient	Exemplary
Response is missing or shows minimal engagement with interview content. No specific information cited.	Some surprising information is mentioned but discussion lacks depth or critical thinking. Limited analysis of why it was surprising.	Clearly identifies surprising information shared by professional with good explanation of why it was unexpected. Shows thoughtful processing of new information.	Insightful discussion of surprising information with deep reflection on why it challenged assumptions or expanded understanding. Demonstrates critical thinking about the gap between expectations and reality.

Table: Rubric — Professional's Surprising Information (2 points).

Inspiration for Working with Children & Adolescents (2 points)

Beginning	Developing	Proficient	Exemplary
Response is missing, superficial, or does not address	Basic discussion of career interests but lacks depth or connection to the	Clear discussion of what inspires continued work with this	Deeply reflective and authentic discussion of career inspiration

Beginning	Developing	Proficient	Exemplary
the prompt. No meaningful reflection on career direction.	assignment experience. Generic statements without personal insight.	population OR honest, thoughtful explanation of why this work is not the right fit. Good connection to assignment experience.	or redirection. Specific connections to interview and mapping experience. Demonstrates genuine self-awareness and professional development.

Table: Rubric — Inspiration for Working with Children & Adolescents (2 points).

Capstone Project (30 points)

For this course, there is a major project in lieu of exams. This project is composed of three components, so please read these instructions thoroughly.

- Written Essay
- Presentation
- Peer Evaluation

Written Essay

- Identify trauma type(s) and outline relevant/at-risk cultural demographics
- Outline and discuss relevant Trauma Informed Principles
- Ethical Decision Making & Analysis
- Identify and apply one trauma intervention suitable for your identified trauma & demographic

Presentation

- Content Organization & Delivery
- Quality & Impact of Visual Aids (slides)
- Presentation Skills & Professionalism

Peer Evaluation

Scale: Peers anonymously rate the presentation in real time on a 0–2 point scale. Presentations will be peer rated across four dimensions:

- Clarity and organization of presentation (2 pts)
- Effectiveness of visual aids (2 pts)
- Professionalism and engagement (2 pts)
- Resource sheet from Blackboard Template (2 pts) — Create a resource sheet with FOUR links for resources relevant to the kind of trauma and age of client your assignment covered. Example: If working with teen dating violence, including a link for the National Sexual Violence Resource Center (www.nsvrc.org) would be one link.

Note: Optional qualitative peer feedback will be shared with Professor Rod and the presenter but does not affect the numerical score.

Checkpoint Submissions (Not separately graded but required)

DUE 2/20/2026: Topic & one-page outline — Must be approved to proceed. Includes topic choice and one-page outline for addressing each core competency.

DUE 4/10/2026: Draft/Progress Check — Submit work in progress for formative feedback.

Failure to submit checkpoints on time will result in a 5-point deduction from the final capstone grade per missed checkpoint.

Capstone Project Rubric — Part I: Written Essay (8 points)

Identify Trauma Type(s) and Outline Relevant/At-Risk Cultural Demographics (2 points)

Beginning	Developing	Proficient	Exemplary
Trauma type is missing, unclear, or inaccurate. Cultural demographics are not identified or are superficial.	Trauma type is identified but lacks specificity or clarity. Cultural demographics are mentioned but lack depth or	Trauma type is clearly identified with good explanation. Relevant at-risk cultural demographics are	Trauma type is thoroughly and accurately identified with comprehensive explanation. At-risk cultural

Beginning	Developing	Proficient	Exemplary
	relevance.	outlined with adequate detail.	demographics are clearly outlined with specific, relevant details and contextual understanding.

Table: Rubric — Identify Trauma Type(s) and Outline Relevant/At-Risk Cultural Demographics (2 points).

Outline and Discuss Relevant Trauma Informed Principles (2 points)

Beginning	Developing	Proficient	Exemplary
Trauma informed principles are missing or inaccurate. Little to no discussion of relevance to the identified trauma.	Some trauma informed principles are mentioned but lack clear connection to the trauma type. Discussion is superficial or incomplete.	Relevant trauma informed principles are outlined with good discussion of their application to the identified trauma. Shows solid understanding.	Comprehensive outline of relevant trauma informed principles with detailed, insightful discussion of how they apply to the identified trauma type and demographics. Demonstrates sophisticated understanding.

Table: Rubric — Outline and Discuss Relevant Trauma Informed Principles (2 points).

Ethical Decision Making & Analysis (2 points)

Beginning	Developing	Proficient	Exemplary
Ethical considerations are missing or show minimal	Some ethical considerations are mentioned but analysis lacks	Ethical decision making is clearly discussed with good analysis.	Thorough, nuanced analysis of ethical decision making with

Beginning	Developing	Proficient	Exemplary
understanding. No meaningful analysis present.	depth or critical thinking. Limited application to the trauma context.	Shows solid understanding of ethical considerations in trauma work.	sophisticated critical thinking. Demonstrates deep understanding of ethical complexities in working with trauma and the identified population.

Table: Rubric — Ethical Decision Making & Analysis (2 points).

Identify and Apply One Trauma Intervention (2 points)

Beginning	Developing	Proficient	Exemplary
Intervention is not identified or is inappropriate for the trauma/demographic. Little to no application discussed.	Intervention is identified but may not be fully suitable. Application to the trauma and demographic is vague or underdeveloped.	Appropriate intervention is identified with good explanation of application to the trauma type and demographic. Shows solid understanding.	Highly appropriate intervention is identified with detailed, thoughtful application to both the trauma type and demographic. Demonstrates strong clinical thinking and evidence-based practice understanding.

Table: Rubric — Identify and Apply One Trauma Intervention (2 points).

Capstone Project Rubric — Part II: Presentation (18 points)

Content Organization & Delivery (6 points)

Beginning	Developing	Proficient	Exemplary
Content is disorganized, difficult to follow, or incomplete. Delivery is unclear with frequent confusion or missing key information.	Content has some organization but flow is choppy or inconsistent. Delivery includes key information but transitions are weak or clarity is inconsistent.	Content is well-organized with clear structure and logical flow. Delivery is clear and includes all key information with good transitions.	Content is exceptionally well-organized with seamless flow and engaging structure. Delivery is polished, clear, and comprehensive with smooth transitions that enhance understanding.

Table: Rubric — Content Organization & Delivery (6 points).

Quality & Impact of Visual Aids (slides) (6 points)

Beginning	Developing	Proficient	Exemplary
Slides are poorly designed, cluttered, or difficult to read. Visual aids detract from or do not support the presentation.	Slides are basic with some design issues. Visual aids provide some support but could be clearer or more engaging. Limited visual impact.	Slides are well-designed, clear, and readable. Visual aids effectively support the presentation content and enhance understanding.	Slides are professionally designed with excellent readability and visual appeal. Visual aids are highly effective, engaging, and significantly enhance the presentation impact and audience

understanding.

Table: Rubric — Quality & Impact of Visual Aids (slides) (6 points).

Presentation Skills & Professionalism (6 points)

Beginning	Developing	Proficient	Exemplary
Presenter shows minimal preparation, poor eye contact, or unprofessional demeanor. Lacks engagement with audience. Significant issues with pacing or confidence.	Presenter shows some preparation and professionalism but has noticeable issues with eye contact, pacing, or engagement. Some awkwardness or lack of confidence evident.	Presenter demonstrates good preparation, professionalism, and engagement. Maintains appropriate eye contact and pacing. Confident delivery with minor areas for improvement.	Presenter demonstrates exceptional preparation, professionalism, and audience engagement. Excellent eye contact, pacing, and confidence. Polished, dynamic delivery that captivates the audience.

Table: Rubric — Presentation Skills & Professionalism (6 points).

Capstone Project — Part III: Peer Evaluation (4 points)

Clarity and Organization of Presentation (1 point)

Beginning	Developing	Proficient	Exemplary
Presentation is unclear and disorganized.	Presentation has some organization but clarity is inconsistent.	Presentation is clear and well-organized.	Presentation is exceptionally clear and expertly organized.

Table: Rubric — Clarity and Organization of Presentation (1 point).

Effectiveness of Visual Aids (1 point)

Beginning	Developing	Proficient	Exemplary
Visual aids are ineffective or detract from presentation.	Visual aids provide basic support with room for improvement.	Visual aids are effective and support the presentation well.	Visual aids are highly effective and enhance presentation impact.

Table: Rubric — Effectiveness of Visual Aids (1 point).

Professionalism and Engagement (1 point)

Beginning	Developing	Proficient	Exemplary
Presenter lacks professionalism or engagement.	Presenter shows some professionalism and engagement with inconsistencies.	Presenter demonstrates good professionalism and engagement.	Presenter demonstrates exceptional professionalism and engagement.

Table: Rubric — Professionalism and Engagement (1 point).

Resource Sheet from Blackboard Template (1 point)

Beginning	Developing	Proficient	Exemplary
Resource sheet is missing, incomplete (fewer than 4 resources), or resources are not relevant to trauma type/age.	Resource sheet includes 4 resources but some lack relevance or quality. Template not fully followed.	Resource sheet includes 4 relevant, quality resources appropriate for trauma type and client age. Template followed.	Resource sheet includes 4 highly relevant, high-quality resources perfectly suited to trauma type and client age. Template expertly utilized.

Table: Rubric — Resource Sheet from Blackboard Template (1 point).

Professional Training of Choice

There are a number of professional trainings geared toward educating and equipping early professionals (that's you!) for working with child and adolescent experiences of trauma. Training and earning certifications will provide you with a foundational understanding of actionable steps you can take to help a child or adolescent experiencing trauma and/or needing additional support. Certification can also be an appealing job skill to notate on your resume.

The National Child Traumatic Stress Network (NCTSN) Learning Center: https://learn.nctsn.org/

- Create free profile/account
- Once logged in, click "Clinical Training" tab (top right)
- Complete five hours of any training listed
- Take screenshots of completion screen OR download certificate
- Upload screenshots of completion or certificates to Blackboard
- Each training hour = 5 points.

Texas A&M University San Antonio Important Policies and Resources

TEXAS A&M UNIVERSITY SAN ANTONIO

University Email Policy and Course Communications

All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

Academic Accommodations for Individuals with Disabilities

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the website or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

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 provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784- 1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

Day of the Week	Appointments Available	Walk-in Tutoring (no appointment needed)
Monday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Tuesday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Wednesday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Thursday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Friday	8:00 AM – 5:00 PM	11:00 AM – 4:00 PM

Counseling/Mental Health Resources

As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.

The TELUS Student Support App provides a variety of mental health resources to include 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

Emergency Preparedness

JagE Alert is Texas A&M University-San Antonio's mass notification system. 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 with instructions and updates. To register or update your information visit the Jag E Alert System website. You can access more information about Emergency Operations Plan and the Emergency Action Plan on our website. Download the SafeZone App for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

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

by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (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, Language, and Digital Composing Center (WLDCC)

The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as e-portfolios, class presentations, or other digital multimedia projects.

The Writing Center offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the Writing Center in JagWire under the **Student Services tab**. Click on **Writing, Language, and Digital Composing Center** to make your appointment. 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 **e-Tutoring appointment**. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on the Writing Center's website. The Writing Center can also be reached by emailing: 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 submit a CARE report for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. The General's Store is a food pantry that is available on campus as well.

Military Affairs

Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education

Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances

Texas A&M University-San Antonio recognizes the wide variety 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 with an opportunity to make up any examination, study, or course 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.

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, equal 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 and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to 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, based on race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu. Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university. If you have experienced any form of sex discrimination or harassment, including sexual

assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct 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 Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) 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, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students

Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide reasonable accommodation for pregnant students as it would be provided to a student with a temporary medical condition that is related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784- 2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with

information regarding support services and other resources. Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

Students' Rights and Responsibilities

The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

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 administrative rule 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, and pregnancy/parenting 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 students' 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 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, and University Catalog, and to comply with them, as well as with federal, state, and local laws.

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 a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct or visit the resources available in the OSRR website.

Important Spring 2026 Dates

Dates	Event
January 13	Tuition and Fee Payments deadline
January 19	Marting Luther King Jr. Day – No Classes
January 20	First Day of Class
February 4	Census Date
March 6-23	Midterm grading period
March 9-14	Spring Break
April 3	Study Day – No classes
April 17	Last day to drop with an automatic withdrawal
May 1	Last day to drop a course or withdraw from the university
May 4	Last Day of Classes
May 5	Study Day – No classes
May 6-12	Final Exams
May 19	Commencement

The complete Academic Calendar as available on our website.

Artificial Intelligence Policy

Broader Use of Generative AI Permitted Within Guidelines

Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed them of their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

(Note: There is guidance for how to cite AI-generators, like ChatGPT on the APA website.)

Course Schedule

Week	Dates	Topics and Assignments
1	1/21/26	Introduction to Course; Review Objectives, Materials, & Schedule; Chapter 1: The Developmental Impact of Trauma
2	1/26/26; 1/28/26	- GUEST LECTURES -; Chapter 2: Child Development, The Human Danger Response, and Adaptation; A Three-Part Model for Understanding Child Behaviors; Discussion Video Chat #1 — Due: 1/30/2026
3	2/2/26; 2/4/26	2/2/26 — GUEST LECTURE; Chapter 3: The Attachment, Regulation

Week	Dates	Topics and Assignments and Competency Framework (ARC)
4	2/9/26; 2/11/26	Chapter 4: Trauma Experience Integration; Discussion Video Chat #2 — Due: 2/13/2026
5	2/16/26; 2/18/26	Chapter 5: Foundational Strategies — Engagement & Education; Chapter 6: Foundational Strategies — Routines & Rhythms; Capstone Checkpoint 1 (Topic & 1-page outline) — Due: 2/20/2026
6	2/23/26; 2/25/26	Chapter 7: Attachment and Caregiver Management of Affect; Chapter 8: Attachment and Attunement
7	3/2/26; 3/4/26	Chapter 9: Attachment and Effective Response; (Catch up if needed); Interview & System Mapping Project — Due: 3/6/2026
	SPRING BREAK: 3/9/26–3/14/26	
8	3/16/26; 3/18/26	Chapter 10: Identification; Chapter 11: Modulation
9	3/23/26; 3/25/26	Chapter 12: Relational Connection; Discussion

Week	Dates	Topics and Assignments
		Video Chat #3, Professional Trainings of Choice (2 of 4 completed) — Due: 3/27/2026
10	3/30/26; 4/1/26	Chapter 13: Strengthening Executive Functions
11	4/6/26; 4/8/26	Chapter 14: Self-Development and Identity; Capstone Checkpoint 2: Draft — Due: 4/10/2026
12	4/13/26; 4/15/26	Chapter 15: Trauma Experience Integration (revisited); Discussion Video Chat #4, Professional Trainings of Choice (4 of 4 completed) — Due: 4/17/2026
13	4/20/26; 4/22/26	BONUS: Child and Adolescent Clinician Self-Care; Capstone Final Project — Due: 4/24/2026
14	4/27/26; 4/29/26	Capstone Presentations
	5/4/26	Capstone Presentations
	5/5/26	Study Day — No classes

Late Work Policy

As a general rule, assignments should be submitted either early or on time. Occasionally, life happens and late work is unavoidable. Because I would rather you submit something rather than nothing, I have a late work grade policy.

However, some assignments do not have a late work option by nature of the assignment (i.e., Discussion video chats). Do NOT rely on submitting work late as a plan.

Days Late	Grading Policy
1 day (by midnight)	Assignment will be graded from 80 points
2 days (by midnight)	Assignment will be graded from 70 points
3 days or more	Assignment will not be accepted; automatic grade of 0 points