



TEXAS A&M UNIVERSITY  
**SAN ANTONIO**

**College of Education and Human Development**  
**Department of Counseling, Health & Kinesiology**  
EDCG 5317 Counseling Techniques (12161)  
Fall 2025

<b>Instructor</b>	Brittany Hudson, PhD, LPC
<b>Class Time</b>	Mondays 7pm to 9:45 pm
<b>Class Location</b>	Classroom Hall 207
<b>Email (During Semester)</b>	<a href="mailto:brittany.hudson@tamusa.edu">brittany.hudson@tamusa.edu</a> or <a href="mailto:bhudson2@tamusa.edu">bhudson2@tamusa.edu</a>
<b>Email (After Semester)</b>	<a href="mailto:drbrithudson@gmail.com">drbrithudson@gmail.com</a>
<b>Office Hours</b>	By Appointment
<b>Office Location</b>	Varies

## **Welcome**

Welcome to this important time in your counseling journey! In this course, we will learn the counseling techniques that form the foundation of your therapeutic relationships and practices. This is an experiential course where you will have the opportunity to learn not only through study but also through doing by observing and practicing the art of helping.

The best learning happens in connection with others. As such, we will aim to create a learning community that promotes authenticity, collaboration, and dialogue. I hope this will be a space where you feel that your presence matters and your growth is celebrated.

This course is both a culmination of your academic preparation and a bridge to your professional practice. I am honored to partner with you in this transformative time as we build the understanding necessary to serve clients with compassion, integrity, and skill. Let us approach this work with a commitment to the process and an openness to its ambiguities.

I am so glad you are here.

## **Catalog Course Description**

This course is designed to combine the study of theory and philosophy of individual counseling with techniques and practices in the field. This is a “hands-on” course where the student is taught through practice and observation the dynamics of providing individual counseling services. Both classroom and laboratory experiences are offered in this course.

Prerequisites: EDCG 5311; EDCG 5335; and EDCG 5342

Corequisites: EDCG 5313

### **Required Reading**

Young, M. E. (2020). *Learning the art of helping: Building blocks and techniques* (7th ed.). Pearson. ISBN 978-0135680124

### **Recommended Reading**

Erford, B. T. (2019). *45 techniques every counselor should know* (3rd ed.). Pearson. ISBN 978-0134694894

McHenry, B., & McHenry, J. (2020). *What therapists say and why they say it* (3rd ed.). Routledge. ISBN 978-1000074703

I will provide additional recommended articles, readings, and resources throughout the semester.

## **Outcomes, Standards, and Key Performance Indicators**

### **Student Learning Outcomes**

Through assignments, discussions, practice, lectures, and reading, the student will:

- a. demonstrate an understanding of the counseling process.
- b. demonstrate the ability to establish a helping relationship using basic counseling skills.
- c. consistently demonstrate effective listening and response skills during counseling sessions.
- d. be able to identify and respond to client nonverbal behavior.
- e. develop an awareness of "self as counselor," along with characteristics that influence the counseling process, including being able to accurately identify their areas of counseling strengths and areas in need of improvement.
- f. become proficient in receiving and providing substantive feedback.

### **CACREP Standards Addressed in the Course**

3.E.8.	counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships
3.E.9.	interviewing, attending, and listening skills in the counseling process
3.E.10.	counseling strategies and techniques used to facilitate the client change process
3.E.11.	strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences
3.E.12.	goal consensus and collaborative decision-making in the counseling process
3.E.13.	developmentally relevant and culturally sustaining counseling treatment or intervention plans
3.E.14.	development of measurable outcomes for clients

3.E.15.	evidence-based counseling strategies and techniques for prevention and intervention
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### **TEA School Counseling Standards**

Domain II – Planning and Implementing the Developmental Guidance and Counseling Program

Competency 006- Counseling

The school counselor understands how to provide effective counseling services to individuals and small groups.

### **Key Performance Indicator**

The mock counseling sessions and related assignments will be used to determine the level of student knowledge and skills related to the following CACREP Standards:

3.E.9. COUNSELING PRACTICE AND RELATIONSHIPS: interviewing, attending, and listening skills in the counseling process

To help acquire counseling skills, students will prepare two mock counseling sessions, self-assessments, and tapescripts. Students will submit 20-minute recordings with their assigned partner(s) for the semester. The goal of the required two mock counseling sessions, self-assessments, and tapescripts (i.e., baseline and final) is to help students recognize their areas of strength and areas for improvement. These will be evaluated using a counseling skills checklist, and detailed feedback will be provided. Students will have individual meetings with the instructor for evaluation and feedback following their midterm and final submissions. Students will be required to complete verbatim transcriptions of their recordings and turn these in at the time their self-assessments and recordings are submitted for (re)view.

The rating scale below will be used to evaluate the following counseling skills:

- opening the session in a professional manner
- using verbal encouragers
- reflecting feelings
- restating/paraphrasing
- clarifying information
- using open and closed questions appropriately
- establishing a goal for counseling
- applying a theory with demonstration of a theoretical technique
- summarizing and closing the session appropriately

Each of the skills is expected to be demonstrated in the counseling session.

Counseling Skills Rating Scale		
0 Points	1 Point	2 Points
Unable to demonstrate the skill	Able to demonstrate the skill marginally or inconsistently	Able to demonstrate the skill adequately and consistently
Criteria		
Student uses open questions that invite client to elaborate on information, elicit examples of specific behavior, and focus client's attention on feelings. Student also uses open questions to highlight patterns of thought, feeling, and behavior. Student does not overuse open questions.		
Student uses reflections appropriately to connect with client. Student also uses reflections appropriately to address client's deeper emotions.		
Student demonstrates an appropriate use of paraphrasing to express attentiveness and empathy. Student also paraphrases to help client elaborate on information. Their paraphrasing is concise and nonjudgmental. Student avoids parroting.		
Student uses nonverbal expressions and gestures to facilitate communication. Their nonverbal encouragers are not distracting or used in excess.		
Student has a poised, calm, and collected demeanor in session.		
Student demonstrates the use of a theory or theories during session. Student appropriately integrates theoretical techniques during session.		
Student uses verbal minimal encouragers (e.g., "uh-huh," "I see") appropriately to demonstrate active listening and empathy and to help client elaborate on information.		
Student demonstrates an appropriate level of comfort with silence, which effectively allows client and counselor to collect their thoughts.		
Student uses closed questions sparingly, and their reasons for use are justified (e.g., to fill in important details or gaps).		
Student avoids the use of "why" questions, advice-giving, interpretation masked as paraphrasing, and judgmental responses.		
<b>Total</b>		<b>__ of 20</b>

## **Evaluation Process**

The professor will use the above rubric to assess students' counseling skills demonstrated in their recordings. The recording points correspond to the Key Performance Indicator rating scale.

Recording Points	Overall Rating	KPI Rating Scale	Description
18-20	Mastery	4	Able to perform at a high level without supervision on a consistent basis
14-17	Proficient	3	Able to perform without supervision on a consistent basis
11-13	Developing	2	Able to perform with supervision on a consistent basis
7-10	Beginning	1	Able to perform with supervision on an inconsistent basis
Below 6	Inadequate	0	Unable to perform with supervision
___ of 4		<b>Key Performance Indicator Score</b>	

Students who fail a summative assignment (i.e., receive a rating scale of 2 or below) will meet with the issuing faculty and schedule a Fitness to Practice Committee meeting. The Fitness to Practice Committee meeting will result in the student being placed on a developmental plan or dismissed from the program.

## **University Policies, Procedures, and Resources**

**Academic Accommodations for Persons 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 located in the Central Academic Building, Suite 210. You may also contact us via phone at (210) 784-1335, visit us at <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at [dss@tamusa.edu](mailto: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 disability-related needs with Disability Support Services and their instructors as soon as possible.

**Academic Learning Center:** 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](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, Room 202.

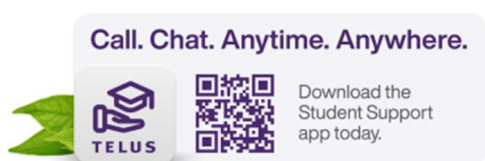
**Counseling and Mental Health Resources:** As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is

available to you through the Student Counseling Center (SCC). To schedule an appointment, call (210) 784-1331 or visit Madla 120.

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. For more information on SCC services, visit <https://www.tamusa.edu/studentcounseling>.

*Crisis support is available 24/7 by calling the SCC at (210) 784-1331 (select option “2” after hours).*

Additionally, the TELUS Student Support App provides a variety of mental health resources including support for in-the-moment distress, 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. 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 <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) 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 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.

**Writing, Language, and Digital Composing Center:** The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and 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 eportfolios, class

presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. 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 <https://www.tamusa.edu/academics/>.

**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 referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

**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](mailto:military.va@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 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 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, gender expression, or pregnancy/parenting status. 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 providing 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’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 misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto: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 and 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 such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are 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](mailto: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.

**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, sexual orientation, gender identity, gender expression, 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 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 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.

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. Conduct that infringes on the rights of another individual will not be tolerated.

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 (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

**Use of Generative AI:** We recognize that there are a variety of AI programs available to assist writers. AI programs are not a replacement for human creativity, originality, and critical thinking. Writing is a craft that you must develop over time to develop your own individual voice as a writer. However, within limited circumstances, and with proper attribution, AI programs may be used as a tool.

**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>

**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.

### Course Requirements

Date	CACREP Standards	Assignment	Percentage
October 11th	3.E.9-11.	Informed Consent	5%
October 11th	3.E.9-12.	Tapescript 1*	20% Recording 5% Documentation
October 12th	3.E.8., 3.E.10-12.	Midterm Exam	15%
November 15th	3.E.9-12.	Tapescript 2	25% Recording 5% Documentation
December 8th	3.E.8., 3.E.10-12.	Final Exam	15%
December 12th	3.E.9-12.	Tapescript 3*	See below.
Ongoing		Participation and Attendance	10%
<b>Total</b>			___ of 100%

## **Informed Consent**

You will demonstrate the ability to review informed consent with a client. This assignment will be completed within your first tapescript but graded separately.

<b>Informed Consent Rubric</b>	
<b>Points</b>	<b>Task</b>
0.25	Greeted client in a welcoming and comfortable manner
0.25	Identified self
0.25	Described qualifications and supervision status
0.25	Requested permission to audio and video record
0.25	Defined confidentiality
	Noted the following exceptions to confidentiality:
0.25	<ul style="list-style-type: none"><li>• Abuse or neglect of a child (under 18 years)</li></ul>
0.25	<ul style="list-style-type: none"><li>• Abuse, exploitation, or neglect of a disabled or elderly (65 years and older) adult</li></ul>
0.25	<ul style="list-style-type: none"><li>• Harm to self</li></ul>
0.25	<ul style="list-style-type: none"><li>• Harm to others</li></ul>
0.25	<ul style="list-style-type: none"><li>• When records are court-ordered</li></ul>
0.25	Discussed the risks of counseling
0.25	Discussed the potential benefits of counseling
0.25	Explained that counseling is voluntary and can be discontinued at any time
0.25	Invited client to ask questions and allowed the client time to read the document if desired
0.25	Referenced the document without reading directly from it
0.25	Invited client to share reasons for counseling in a non-threatening way
___ of 4	<b>Total</b>

## **Tapescripts**

You will record two mock counseling sessions and submit the related documentation (i.e., a verbatim transcription and self-assessment) for each recording using the templates on Blackboard. These recordings with your assigned partner(s) must be at least 20 minutes in length. You are strongly encouraged to practice and review your recordings before submission.

Your recordings will be graded according to the rubric in the Key Performance Indicator section of this syllabus. Your documentation will be graded according to the rubric below.

Tapescript Documentation Rubric		
0 Points	0.5 Points	1 Point
Does not meet criteria	Meets criteria marginally or inconsistently	Meets criteria adequately and consistently
Criteria		
Student uses the tapescript template and follows the related guidelines and instructions.		
Student provides an accurate and thoughtful analysis of their overall strengths and areas for growth. Student describes their plan to further develop and address these.		
Student correctly identifies invitational skills using the specific terms from class materials and reading.		
Student correctly identifies basic and/or advanced reflecting skills using the specific terms from class materials and reading.		
Student completes insightful assessments of the skills identified in their counselor responses.		
		<b>Total</b> __ of 5

### ***\*Additional Notes and Opportunities***

A main purpose of your first recording is to identify areas for growth and consider feedback. It is developmentally appropriate to receive a lower rating on this assignment as you are just beginning to learn the basic counseling techniques. You will have the opportunity to replace your first recording grade with up to 5 additional points if you show clear improvement and integration of feedback in your second recording.

If your skills are slower to develop, you may be required to submit a third tapescript to demonstrate adequate understanding of and skill with counseling techniques before continuing to practicum.

These and other opportunities (e.g., extra credit) are subject to my discretion and will be discussed in class.

With your partner's permission, you can upload your recording audio to Word to draft an initial transcription. The use of artificial intelligence (e.g., ChatGPT) to complete your other documentation is generally prohibited. These assignments are designed to improve your counseling skills, ethical decision-making, and self-awareness. The use of artificial intelligence

can impede your growth in these areas and my ability to accurately evaluate you. I will provide additional guidance on this.

### **Exams**

You will take the midterm and final exams on Blackboard. The multiple-choice and short-answer questions will confirm your understanding of the related chapters in the required reading.

### **Participation**

Your participation grade will take into account your attendance and engagement in class. You are allowed one unexcused, no-questions-asked absence. Additional absences of any kind will impact your grade. **You may be dismissed from the course if you miss more than two classes.** Your participation grade will be determined as follows:

**10:** Misses up to one class, arrives on time, and actively participates in most classes

**9:** Misses up to one class, arrives on time, and moderately participates in most classes—or—misses two classes, arrives on time, and actively participates in most classes

**8:** Misses two classes, arrives on time, and moderately participates in most classes

**7:** Misses two classes, arrives late to several classes, and/or only somewhat participates in most classes

**6 or below:** Misses two classes, arrives late to many classes, and/or minimally participates in most classes

## **Course Policies and Procedures**

### **Attendance**

You are expected to attend each class and complete all required reading for class. Your attendance is indispensable, as we have limited time to review a large and critical amount of information. You are also expected to arrive on time and stay for the entire class. This course relies heavily on experiential exercises to foster skill development. Therefore, your attendance and participation are vital for developing your skills and moving to the next phase of the program. Please consider that your mental or physical absence will not only affect your learning but also that of other students.

Please let me know as soon as possible if there is a scheduling conflict that will interfere with your attendance. We might need to discuss the appropriateness and timing of this course if so.

You may only use electronic devices to assist you in this course (e.g., to take notes). The use of cell phones or electronic devices for other purposes is not permitted. Let me know if you need to keep your cell phone on for any reason before class. Otherwise, you are expected to keep your cell phone away and silent.

Your attendance will be included in your participation grade. See above for more information.

## **Late Work**

The due dates and times below are generally not negotiable, as they allow me adequate but limited time to review your assignment and provide detailed feedback. Any late submissions will be subject to a deduction of 10% of the total points available for the assignment for each day the assignment is turned in late, including weekends.

Please let me know as soon as possible if there is an extenuating circumstance that might impact your ability to submit your assignment(s) in a timely manner.

## **Grading Policy**

**A:** 90+ total points or percent

**B:** 80-89 total points or percent

**C:** 70-79 total points or percent

**D:** 60-69 total points or percent

**F:** 59 and below total points or percent

## **Schedule of Course Activities**

<b>Date</b>	<b>CACREP Standards</b>	<b>Topic</b>	<b>Assignments and Reading Due</b>
August 25th	3.E.8., 3.E.10., 3.E.11.	Introduction Helping as a Personal Journey	Chapter 1
September 8th	3.E.8., 3.E.10., 3.E.11., 3.E.13.	The Therapeutic Relationship The Cultural Climate Ethics	Chapters 2 and 3 Telehealth Webinar
September 15th	3.E.8., 3.E.10., 3.E.11.	Informed Consent Invitational Skills	Chapters 3 and 4
September 22nd	3.E.8-11.	Paraphrasing	Chapter 5
September 29th	3.E.8-11.	Reflecting Feelings Preparing for Tapescript 1	Chapter 6 <b>Schedule Recording</b> <b>Schedule Online Tapescript 1 Meeting</b>

Date	CACREP Standards	Topic	Assignments and Reading Due
October 6th		Optional Online Class (Tapescript 1 Study Hall)	<b>Informed Consent</b> Due October 11th  <b>Tapescript 1</b> Due October 11th  <b>Midterm Exam</b> Due October 12th
October 13th		No Class (Online Tapescript 1 Meetings)	
October 20th	3.E.8-11.	Reflecting Meaning and Summarizing	Chapter 7
October 27th	3.E.8-11.	Challenging Skills  Integrating Theory	Chapter 8
November 3rd	3.E.8-15.	Assessment and Goal Setting  Change Techniques  Preparing for Tapescript 2	Chapters 9 and 10  <b>Schedule Recording</b>  <b>Schedule Online Tapescript 2 Meeting</b>
November 10th		Optional Online Class (Tapescript 2 Study Hall)	<b>Tapescript 2</b> Due November 15th
November 17th		No Class (Online Tapescript 2 Meetings)	
November 24th		No Class (Holiday)	
December 1st	3.E.8-15.	Change Techniques  Outcome Evaluation and Closing Skills	Chapters 11 and 12
December 8th		No Class (Final Exams)	<b>Final Exam</b> Due December 8th  <b>Tapescript 3</b> Due December 12th

This schedule is tentative and may be changed based on students' development and needs.





## towards a gentle academic

1. be up front and honest about the things you do not know
2. acknowledge the intrinsic value of others' knowledge bases, even if they do not seem important to you from your institutional context
3. do not feign mastery where you have none
4. respect the gaps in others' knowledge bases
5. be generous, not only with others
6. but also with yourself
7. you overwork yourself at the risk of legitimizing a culture of overwork
8. privilege voices and perspectives that have historically been left out of the academy
9. nothing is ever neutral or apolitical
10. support the progress of other scholars
11. collaboration over competition