



**College of Education and Human Development
Department of Counseling, Health & Kinesiology
EDCG 5317 Counseling Techniques**

Instructor: Danelle Flores, Ph.D., NCC, CSC, LPC
Office: Classroom Hall 214-I
Office Hours: Monday and Tuesday 3 PM – 5 PM
or by appointment
Office Phone: (210) 784-2471
Email: Danelle.Flores@tamusa.edu

Semester: Fall 2025
Class Date: Tuesday
Class time: 7:00 – 9:45 PM
Class Location: Classroom Hall 209

About the Course

Required Textbooks

Young, M. E. (2020). *Learning the art of helping: Building blocks and techniques* (7th ed.). Pearson. ISBN 9780134165783

Recommended Textbooks

Erford, B. T. (2019). *45 techniques every counselor should know* (3rd ed.). Pearson. ISBN 9780134694894

McHenry, B., & McHenry, J. (2020). *What therapists say and why they say it* (3rd ed.). Routledge. ISBN 9781000074703

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

Outcomes, Standards, and Key Performance Indicators

Student Learning Outcomes

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 are 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

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 session & tapescript assignments are 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.

This assessment checklist is used to evaluate the following counseling skills:

- open the session in a professional manner
- use verbal encouragers
- reflecting feelings
- restating/paraphrasing
- clarify information
- using open ended and closed ended questions appropriately
- establishing a goal for counseling
- application of a theory with demonstration of a theoretical technique
- summarizing and able to close the session appropriately

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

Students who fail a summative assignment [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.

Counseling Skills Rating Scale		
-0 Points-	-1 Point-	-2 Points-
Inability to demonstrate the skill.	Able to demonstrate the skill marginally and/or inconsistently.	Able to demonstrate the skill consistently & adequately.
Criteria		
Student uses open questions that invite client to elaborate on information, elicit examples of specific behavior, focus client's attention on feelings, as well as highlight patterns of thought, feeling, and behavior. Student does not overuse open questions.		
Student uses reflections appropriately to connect with the client. Student also uses reflections appropriately to address client's deeper emotions.		
Student demonstrates an appropriate use of paraphrasing to express empathy and attentiveness. Student also paraphrases to help client elaborate on information. Paraphrasing is concise and nonjudgmental. Student avoids parroting.		
The use of non-verbal expressions and gestures are used to facilitate communication. Non-verbal encouragers are not distracting or used in excess.		
Student demonstrates 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 empathy and active listening, 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.	
Students uses closed questions sparingly and reasons for use are justified (e.g., to fill in important gaps or details)	
Student avoids the use of why questions, advice giving, interpretation masked as paraphrasing, and judgmental responses.	
Total	

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.

Points	Overall Rating	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

KEY PERFORMANCE INDICATOR SCORE:

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. Disabilities may include, but are not limited to, attentional learning, mental health, sensory, physical, or chronic health

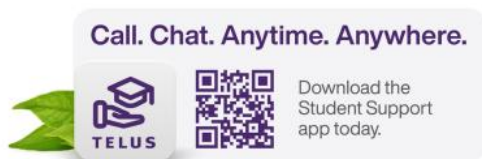
conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

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, 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 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, 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; 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

CACREP Standard	Assignments	Due Date	Points/Percentage
3.E.9., 3.E.10., 3.E.11.	Informed Consent	10/8	5%
3.E.9., 3.E.10., 3.E.11., 3.E.12.	Tapescript 1	10/8	20% recording 5% documentation
3.E.9., 3.E.10., 3.E.11., 3.E.12.	Tapescript 2	11/19	25% recording 5% documentation
3.E.8., 3.E.10., 3.E.11., 3.E.12.	Two Exams	10/11 & 12/6	15% each
	Participation & Attendance	Ongoing	10%

Informed Consent

You will demonstrate the ability to conduct informed consent with a client. This assignment will be performed within the Tapescript Assignment 1, but graded separately.

Informed Consent Rubric	
Point Worth	Item
.25	Greeted client in a welcoming and comfortable manner
.25	Identified self
.25	Identified qualifications and noted that self is under supervision
.25	Requested permission to video record
.25	Described confidentiality
	Noted the following exceptions to confidentiality:
.25	Child abuse or neglect
.25	Elderly or disable person abuse or neglect
.25	Harm to self
.25	Harm to others
.25	When records are court-ordered
.25	Discussed risks of counseling
.25	Discussed benefits of counseling
.25	Explained that counseling is voluntary and the client can end at any time
.25	Invited the client to ask questions about informed consent and allowed client time to read the document if the client desired
.25	Invited client to share reasons for counseling in a nonthreatening way
.25	Referenced the document without reading directly from it
4	Total Points

Tapescript Assignments 1 & 2

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 available on Blackboard**. Each recording should demonstrate a mastery of the skills covered in class readings, discussions, and exercises. Each recording should be at least 20 minutes in length. You are strongly encouraged to conduct practice sessions and review your recording before submitting it to be graded. Recordings will be graded according to the rubric provided under the Key Performance Indicator section of this syllabus. The 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 provides an accurate and thoughtful analysis of their overall strengths and areas for growth. Student describes their plan to further develop and address the above		
Student completes the tapescript assignment following the guidelines and instructions.		
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.		
Total		__ 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 and Attendance

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.

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

Tentative Schedule of Course Activities

Date	CACREP STANDARDS	Topic	Assignments Due
8/26	3.E.8., 3.E.10., 3.E.11.	Introduction to the Course and Helping as a Personal Journey	Chapter 1
9/2	3.E.8., 3.E.10., 3.E.11.,	The Therapeutic Relationship – In Person and Telehealth Ethics	Chapter 2 Telehealth Webinar
9/9	3.E.8., 3.E.10., 3.E.11., 3.E.13.	Cultural Climate and Invitational Skills	Chapters 3 & 4 Informed Consent (on BB)

Date	CACREP STANDARDS	Topic	Assignments Due
9/16	3.E.8., 3.E.9., 3.E.10., 3.E.11.	Reflecting Content: Video and Roleplay	Chapter 5
9/23	3.E.8., 3.E.9., 3.E.10., 3.E.11.	Reflecting Feelings: Video and Roleplay	Chapter 6
9/30	3.E.8., 3.E.9., 3.E.10., 3.E.11.	Basic Listening Sequence	Chapters 4-6
10/7		Tapescript 1 Due: No Class	Mid-Term Due 10/11
10/14	3.E.8., 3.E.9., 3.E.10., 3.E.11.	Reflecting Meaning and Summarizing: Video and Roleplay	Chapter 7
10/21		Tapescript 1 Individual Meetings	
10/28	3.E.8., 3.E.9., 3.E.10., 3.E.11.	Challenging Skills: Video and Roleplay	Chapter 8
11/4	3.E.8., 3.E.9., 3.E.10., 3.E.11., 3.E.12., 3.E.13., 3.E.14., 3.E.15	Assessment & Goal Setting: Biopsychosocial Assessment and Crisis Assessment Treatment Planning	Chapter 9
11/11	3.E.8., 3.E.9., 3.E.10., 3.E.11., 3.E.12., 3.E.13., 3.E.14., 3.E.15	Change Techniques	Chapter 10
11/18	3.E.8., 3.E.9., 3.E.10., 3.E.11., 3.E.12., 3.E.13., 3.E.14., 3.E.15	Change Techniques Tapescript 2 Due	Chapter 11
11/25	3.E.8., 3.E.9., 3.E.10., 3.E.11., 3.E.12., 3.E.13., 3.E.14., 3.E.15	Evaluation, Reflection, and Termination	Chapter 12
12/2		Tapescript 2 Individual Meetings	Final Exam Due 12/6

*schedule may be changed by instructor