



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

Instructor: Vanessa Gill, Ph.D., LPC-S
Office: Classroom Hall 214-K
Office Hours: Monday 4:30PM-6:30PM
or by appointment
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Semester: Fall 2026
Class Date: Monday
Class Time: 7:00 – 9:45 PM
Class Location: Classroom Hall 319
Email: vgill@tamusa.edu

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

Student Learning Outcomes

This course is designed to meet the 2024 CACREP entry-level specialty area standards (Section 2) for counseling. The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

- CACREP Standard 3.E.2: Critical thinking and reasoning strategies for clinical judgment in the counseling process. *[Students will achieve a score of 80% or higher on the Counseling Skills Rating Scale]*
- CACREP Standard 3.E.9: interviewing, attending, and listening skills in the counseling process. *[Students will achieve a score of 80% or higher on the Counseling Skills Rating Scale]*
- CACREP Standard 3.E.10: Counseling strategies and techniques used to facilitate the client change process. *[Students will achieve a score of 80% or higher on the Counseling Skills Rating Scale]*

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

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.

Course Requirements

Assignments	Due Date	Points/Percentage
Informed Consent	10/12	5%
Tapescript 1	10/12	10% recording 5% documentation
Tapescript 2		15% recording 5% documentation
Tapescript 3		15% recording 5% documentation
Self-Care Project		10%
Mid-term Exam		10%
Final Exam		10%
Participation (<i>in class, online journal & discussion</i>) & Attendance	Ongoing	10%

Grade Distribution: A: 90-100 B: 80-89 C: 70-79



Informed Consent

You will demonstrate the ability to conduct informed consent with a client. This assignment will be completed in 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

Students will record three mock counseling sessions with a peer from class 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 for grading. Recordings will be graded according to the **Counseling Skills Rating Scale rubric**. The documentation will be graded according to the **Tapescript Documentation Rubric**.



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Counseling Skills Rating Scale		
0 Points	1 Point	2 Point
Inability to demonstrate the skill.	Able to demonstrate the skill marginally and/or inconsistently.	Able to demonstrate the skill consistently & adequately.
Criteria		
Open Questions: 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.		
Reflection of Feeling: Student uses reflections appropriately to connect with the client. Student also uses reflections appropriately to address client's deeper emotions.		
Paraphrase/Reflection of Content: 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.		
Non-verbal communication: The use of non-verbal expressions and gestures are used to facilitate communication. Non-verbal encouragers are not distracting or used in excess.		
Demeanor: Student demonstrates a poised, calm, and collected demeanor in session.		
Theory: Student demonstrates the use of a theory or theories during session. Student appropriately integrates theoretical techniques during session.		
Minimal Encouragers: 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.		
Silence: Student demonstrates an appropriate level of comfort with silence, which effectively allows client and counselor to collect their thoughts.		
Closed Questions: Student uses closed questions sparingly and reasons for use are justified (e.g., to fill in important gaps or details)		
Non-therapeutic behaviors avoided: Student avoids the use of why questions, advice giving, interpretation masked as paraphrasing, and judgmental responses.		
Total		



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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**

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. Therefore, the percentage of each tapescript assignment increases over the course of the semester.

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.



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Self-Care Evaluation Project

Students are asked to track self-care activities over the course of 30 consecutive days. The project will be graded according to two components: 1) a final “product”, in the format of the student’s choosing (i.e. calendar print-out, journal, or other), and 2) a 3 to 4-page double-spaced paper for this self-care evaluation project detailing the project impact on the student. See schedule for due date.

In your 3–5 page reflection, respond to the prompts below. Focus less on whether you did self-care “perfectly” and more on what you noticed about your needs, patterns, and the practices you want to carry forward as you develop as a counselor.

1. How did you choose your self-care activities, and what patterns did you notice over the 30 days?

Consider what made self-care easier or harder, what got in the way, and what helped you follow through.

2. What self-care practices worked best for you, and why?

How did they affect your mood, energy, relationships, focus, or overall well-being?

3. What did this project teach you about yourself as an emerging counselor?

Consider how your stress responses, boundaries, emotional habits, or expectations of yourself might show up in your work with others.

4. What barriers make self-care difficult for you?

Consider both internal barriers, such as guilt or perfectionism, and external barriers, such as time, responsibilities, or competing roles.

5. What self-care discipline do you want to carry forward?

Identify two or three realistic practices you want to continue and explain how you will make them sustainable beyond this assignment.

Rubric for Self-Care Evaluation Project: (15 points possible)

Criteria	Points	Expectations
Completion and format	3	Submission includes the 30-day self-care product and a 3–5 page, double-spaced reflection paper. The paper follows assignment requirements and is submitted in a readable, organized format.
Depth of reflection and application	5	Responses demonstrate meaningful self-reflection on personal well-being, professional identity, stress, boundaries, and growth as an emerging counselor. The student moves beyond simply describing activities to considering their impact and implications.
Response to guiding questions	3	The paper addresses all guiding questions clearly and uses relevant examples from the 30-day self-care experience to support the reflection.



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Criteria	Points	Expectations
Clarity, organization, and coherence	2	Ideas are clearly expressed, logically organized, and easy to follow. The paper includes a purposeful introduction and conclusion and uses effective transitions between ideas.
Graduate-level writing and editing	2	Writing is polished and professional, with careful attention to grammar, punctuation, spelling, sentence structure, and APA style as applicable. The work shows evidence of revision and editing before submission.
Total	15	

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 be based on your attendance and engagement in class in-person and via Blackboard. 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 calculated on Blackboard and will consist of journals, discussion posts, and class attendance.

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.



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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.

IMPORTANT POLICIES AND RESOURCES

Attendance

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

- It is imperative that you are there for all class meetings to interact and share your questions and understanding with your classmates as well as meet the CACREP requirement. On your 3rd absence (regardless of reason) You will lose one grade level. For example, if your final grade shows a 'B' and you have 3 absences, your final grade will be 'C'. Any additional absences after the 3rd will also result in you being dropped from the class. Many of you will be coming to class directly from work. Nevertheless, you will need to schedule to be on time. Arriving at class late twice (more than 15 minutes) will be considered an absence. You will be counted absent, for the entire class, if you arrive 30 minutes after the class has started.
- The only excused absences will be illness with a doctor's note, or death in the family with copy of an obituary.

Dispositions

In addition to developing academic and clinical skills, professional behavior and competence is expected in your role as a counseling student.

- CACREP defines dispositions as "...the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional



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growth and interactions with clients and colleagues" (CACREP, 2015).

- It is expected in this class that you will engage in professional and respectful interaction with your professor and your colleagues, with consideration of the course content.
- If your dispositional behavior is determined to be problematic, this could both impact your grade for this class and result in a referral to the Student Evaluation Committee (SEC) or a Fitness to Practice (FTP).

Behavior and written or verbal exchanges that are disrespectful, harassing, or otherwise professionally inappropriate are not acceptable behaviors for counseling professionals. Students engaging in these behaviors will be counseled.

Students must treat classroom engagements as they would with colleagues in a professional agency/counseling environment.

Communication

Each TAMUSA student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, you should make sure your account is active and make plans to check the account regularly. You can expect a response from me within 48 hours (excluding weekends and university-recognized holidays). I will expect a response within 48 hours (excluding weekends and university-recognized holidays) when I send you a message.

Cell Phone/Electronic Device Usage

Cell phones and laptops are not permitted in class unless specifically instructed by the instructor. If cell phones or laptops are used during class without explicit instruction from the instructor, participation points will be deducted. There will be no courtesy warning.

Extra Credit

As a rule, extra credit opportunities will not be extended within this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points or to assign alternative/additional work for credit will be denied.

Late Assignments

Assignments must be completed by the due dates in the course calendar. A penalty of 10% per day will be applied to all work that is submitted late. The determination of exceptional circumstances that might lead to modification of this policy is the prerogative of the instructor and must be requested before the due date. A zero will be automatically assigned if your assignment is past the due date.



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Students who do not complete all the required course assignments may receive a failing grade. All assignments must be completed within the semester. Assignments from previous semesters will not be accepted.

Assignments Use of Generative AI Permitted Under Some Circumstances

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

TEExES Competencies (COE)

- Competency 001 (Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.
- Competency 002 (Student Diversity): The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.
- Competency 003 (Factors Affecting Students): The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.
- Competency 004 (Program Management): The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, which promotes all students' success.
- Competency 005 (Developmental Guidance Program): The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.
- Competency 006 (Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.
- Competency 007 (Assessment): The school counselor understands principles of assessment and can use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.
- Competency 008 (Collaboration with Families): The school counselor knows how to communicate effectively with families and establish collaborative relationships that



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enhance work with students.

- Competency 009 (Collaboration with Others in the School and Community): The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.
- Competency 010 (Professionalism): The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession

University Policies, Procedures, and Resources

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 located 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. 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:



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Appointments available MATH Walk in Tutoring – No appointment needed

	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 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 including 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: <https://tamusa.bbcportal.com/>. More information on emergency response may be found at: [Emergency Operations Plan](#) and the [Emergency Action Plan](#). 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



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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 WLDCC provides 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, 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. The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC 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 “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#). The WLDCC can also be reached by emailing wldcc@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. A food pantry is available on campus; click [here](#) for hours and contact information.

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 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.



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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, on the basis of 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 as a whole. 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



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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.

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. Hours of operation is Monday-Thursday 3:30pm-9:00pm. 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 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, 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](#) or visit the resources available in the [OSRR website](#)

Important Fall 2026 Dates:

Dates	Event
August 20	Tuition & Fee Payments deadline
August 24	First day of class
September 7	Labor Day Holiday – No Classes / University Closed
September 9	Census Date – Students not paid in full or enrolled in a payment plan by 4:59 pm may be dropped for non-payment
October 5 – October 16	Midterm grading period
November 13	Last day to drop with an automatic "W"



TEXAS A&M UNIVERSITY
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November 25	Study Day – No classes
November 26-November 28	Thanksgiving Holiday – No Classes / University Closed
November 30	Last day to drop a course or withdraw from the University
December 4	Last day of classes
December 5 – December 11	Final exams
December 15	Commencement

The complete [academic calendar](#) is available online

Tentative Course Schedule

Date	Topic	Assignment Due
Week 1: 8/24	Review Syllabus Introduction to the Course and Helping as a Personal Journey Wellness & Creating a Wellness Plan	Chapter 1 Journal Due 8/25
Week 2: 8/31	The Therapeutic Relationship Practicum Orientation	Chapter 2 Practicum Handbook Discussion Post 9/1 & 9/6
Week 3: 9/7	LABOR DAY – NO CLASS	
Week 4: 9/14	Cultural Climate Invitational Skills	Chapters 3 & 4 Journal Due 9/15
Week 5: 9/21	Reflecting Skills: Paraphrasing Reflecting Feelings	Chapters 5 & 6 Discussion Post 9/22 & 9/27
Week 6: 9/28	Basic Listening Sequence	Chapters 4-6 Journal Due 9/29
Week 7: 10/5	Advanced Reflecting Skills: Reflecting Meaning and Summarizing	Chapter 7
Week 8: 10/12	<i>Record</i>	Mid-Term Due 10/12 by 11:59 PM
Week 9: 10/19	Challenging Skills	Chapter 8 Tapescript 1 due 10/19 by 11:59 PM
Week 10: 10/26	Assessment and Goal Setting	Chapter 9 Journal due 10/27
Week 11: 11/2	Motivational Interviewing Review and Practice	Miller et al., 2017
Week 12: 11/9	<i>Record</i>	Self-Care project due 11/9 by 11:59 PM
Week 13: 11/16	Change Techniques	Chapters 10 & 11 Tapescript 2 due 11/16 by 11:59 PM
Week 14: 11/23	Outcome Evaluation and Termination Skills	Chapter 12 Discussion Post 11/24 & 11/30
Week 15: 11/30	<i>Record</i>	
Week 16: 12/7	NO CLASS – Final Tape Due	Final Exam Due Final Tapescript Due 12/7 by 11:59 PM

* Changes may be made to the course schedule or syllabus. The general policies and learning objectives will not change. The details of the assignments and the schedule may change. I will give you advance notice of all changes.