



TEXAS A&M UNIVERSITY
SAN ANTONIO

College of Education and Human Development
Department of Counseling, Health & Kinesiology
EDCG 5317 Counseling Techniques
Spring 2025

Instructor: Lisa McGinnis, PhD, LPC

Class time & Location: Tuesday 7:00 – 9:45 PM | CH207

E-mail & Phone: lmcginnis@tamusa.edu, cell (210)854-6453

Office Hours: By appointment on Zoom/phone, in-person before class

Office Location: N/A-Adjunct Professor

Required Textbooks:

Young, M. E. (2020). *Learning the Art of Helping: Building Blocks and Techniques (7th ed.)*. Pearson ISBN: 9780134165783

Optional Resources:

Erford, B. T. (2015). *40 Techniques Every Counselor Should Know*.

ISBN: 0-13-357174-2

Henry, B. & Henry, J. (2015). *What therapists say and why they say it (2nd ed.)*. Routledge

ISBN: 1138790648

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 5313; EDCG 5335; EDCG 5342; and EDCG 5313. EDCG 5313

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:

2.5.f.	Counselor characteristics and behaviors that influence the counseling process
2.5.g	Essential interviewing, counseling, and case conceptualization skills
2.5.i	Development of measurable outcomes for clients
2.5.j	Evidence-based counseling strategies and techniques for prevention and intervention
2.5.k.	Strategies to promote client understanding of and access to a variety of community-based resources
5.C.3.b.	Techniques and interventions for prevention and treatment of a broad range of mental health issues
5.F.3.f.	Techniques of personal/social counseling in school settings

TEA School Counseling Standards:

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

Competency 006 – Counseling

Key Performance Indicator:

CACREP CORE OR SPECIALTY AREA: Counseling and Helping Relationships

The Mock-Counseling Session & Recorded Script assignment is used to determine the level of student knowledge and skills related to the following CACREP Standards:

CACREP: Section II.F.5.g. COUNSELING AND HELPING RELATIONSHIPS: Essential interviewing, counseling, and case conceptualization.

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.

KEY PERFORMANCE INDICATOR:

In order to help acquire counseling skills, students will prepare 2 recorded counseling sessions with peers (students will be paired up with each other and will be counseling partners for the semester). The recordings will be 30-minute in length. Students will be required to turn in 2 tapes: a baseline (mid semester) and final. The goal is to help students recognize their areas of strength and areas for improvement. Recordings can be turned in a variety of ways-through the VALT video recording system, YouTube recording, or other method approved by the instructor that allow viewing to take place out of the classroom setting. The recordings will be evaluated by using a counseling skills checklist and feedback will be provided. **Each student will meet individually on Zoom with the**

instructor at midterm and at the end of the semester for evaluation of the recording and for feedback. Students will be required to transcribe their tapes verbatim and will turn in the transcription at the time that tapes are submitted for review.

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 and is the same for both sessions.

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		
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 complete the following rubric to assess student’s Recording 1 and 2 Assignment. Points correspond to the 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
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
Below 6	Inadequate	0	Unable to perform with supervision

KEY PERFORMANCE INDICATOR SCORE:

IMPORTANT POLICIES AND PROCEDURES

Academic Accommodations for Persons with Disabilities

The Americans with Disabilities Act of 1990, as amended, and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for individuals with disabilities. Title II of the ADA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a disability that may require accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is dss@tamusa.edu. Students may access additional information on the [Disability Support Services webpage](#).

Academic Learning Center

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

Counseling Resources

As a college student, there may be times when personal stress interferes with your academic performance and/or negatively impacts your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM, Monday – Friday. After-hours crisis support is available by calling 210-784-1331 (select option “2”). Please contact UPD at 911 if harm to self or harm to others is imminent. For more information, please visit the [Student Counseling webpage](#).

Emergency Preparedness

JagE Alert is Texas A&M University-San Antonio’s mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email and/or phone call with instructions and updates. To register or update your information visit: [JagE Alert Webpage](#) . More information about Emergency Preparedness and the Emergency Response Guide can be found here: [A&M-SA Police Department Webpage](#)

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.

Meeting Basic Needs

If you face challenges securing food, housing or other basic needs, you are not alone, and A&M- San Antonio can help during this time of crisis. We invite you to learn about the many resources available to support you by visiting the [Dean of Student’s website](#) or by

reaching out via dos@tamusa.edu. Additionally, it is not unusual for students to encounter temporary illness or injuries that may interfere with your academic success. Students may request temporary illness/disability assistance by reaching out to the [Dean of Student's Office](#) (210) 784-1354. If you are comfortable doing so, please notify the professor of any issues so that they may provide additional resources.

Military Affairs

Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and in special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military.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 work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

Respect for Diversity

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

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

The Six-Drop Rule

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

Statement of Harassment and Discrimination

Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity, and human dignity. To fulfill its multiple missions as an

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

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

Students' Rights and Responsibilities

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

Students' Rights

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

Students' Responsibilities

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

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 [WLDCC Webpage](#).

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

Cheating and Plagiarism

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

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

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

This class is experiential and attending the class is part of the course requirement. All students are expected to attend class every week, but it is understandable that life creates unexpected events. This class involves interactive role playing to practice the counseling skills that are being taught in the classroom setting. Missing more than one class will put the student "behind" in the learning process. Formal attendance will be monitored. On your 2nd absence (regardless of reason) 2 points will be deducted from your attendance grade. Any additional absences after the 2nd will also result in the deduction of 2 points from your attendance grade (regardless of the reason) and you may be dropped from the course. Communicate with the instructor any extenuating circumstances affecting attendance.

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>.

Message for pregnant and parenting students:

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

Incompletes The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances: 1. 70% of the class has been completed and student is passing with a "C" or better 2. The circumstance for which the "I" is requested is supported with documentation 3. Student has been attending class on a regular basis Incompletes are not to be used to remedy excessive absences. Unforeseen circumstances precipitating the request for an "I", should occur near the end of the semester. Students who are

experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an “I”, a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All “I”s will automatically revert to an “F” after one year.

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

Late Work Due dates are non-negotiable unless an extension is provided to the entire class. All written assignments are due before class on the day they are due. All late assignments will be subject to a deduction of 10% from the total points available for the assignment for each day assignment has been turned in late (including weekends).

Grading Policy

- A = 90+ total points
- B = 80-89 total points
- C = 70-79 total points
- D = 60-69 total points
- F = 59 total points and below

Course Requirements

CACREP Standard	Assignments	Due Date	Points/Percentage
2.5.f., 2.5.g, 5.C.3.b, 5.G.3.f.	Informed Consent	2/4	5%
2.5.f., 2.5.g, 5.C.3.b, 5.G.3.f.	Recording 1	3/7	25% 5% quality of tape script/docs
2.5.f., 2.5.g, 5.C.3.b, 5.G.3.f.	Recording 2	4/29	30% 5% quality of tape script/docs
2.5.f., 2.5.g, 2.5.h, 2.5.j., 2.5.k., 2.5.l., 5.C.3.b, 5.G.3.f.	Two Exams	3/8 TBA-Week of 5/11-5/17	15% each

Extra Credit: Highly encouraged! Students can earn two points of extra credit on each recording assignment should they choose to do the assignment listed under extra credit in blackboard. Both assignments are due WHEN you turn in your transcript and will NOT be accepted later for extra points.

Informed Consent

You will demonstrate the ability to conduct informed consent with a client. This assignment will be performed within Recording 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
4	Total Points

Recording 1 & 2

You will record two mock counseling sessions with a classmate and submit a **verbatim transcription and critique of 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 30 minutes in length. You are strongly encouraged to conduct practice sessions and review your

recording before submitting it to be graded. Recordings 1 and 2 will be graded according to the rubric provided under the Key Performance Indicator section of this syllabus. The instructor may request a third recording if necessary to demonstrate adequate techniques.

Exams

There will be two exams to be taken on Blackboard covering the indicated chapters of the assigned text. These exams are multiple choice and short-answer.

Table 1 Schedule of Course Activities

Date	CACREP STANDARDS	Topic	Assignments Due
1/21	5.C.3.b., 5.G.3.f., 2.5.d., 2.5.f.	Introduction to the Course and Helping as a Personal Journey Application of skills across settings (individual, couples, families, and schools), - making the most of role plays	Chapter 1
1/28	5.C.3.b., 5.G.3.f., 2.5.d., 2.5.f.	The Therapeutic Relationship -Informed Consent	Chapter 2
2/4	2.5.f., 2.5.g., 5.C.3.b., 5.G.3.f.	Cultural Climate and Invitational Skills-Lab Intro Informed Consent Video Due	Chapters 3 & 4 2/4 by 11:59
2/11	2.5.f., 2.5.g., 5.C.3.b., 5.G.3.f.	Reflecting Content: Video and Roleplay	Chapter 5
2/18	2.5.f., 2.5.g., 5.C.3.b., 5.G.3.f.	Reflecting Feelings: Video and Roleplay	Chapter 6
2/25	2.5.f., 2.5.g., 5.C.3.b., 5.G.3.f.	Basic Listening Sequence: Non-Judgmental Listening Cycle Practice	Chapters 4-6
3/4	2.5.f., 2.5.g., 5.C.3.b., 5.G.3.f.	Lab Time: Recording 1 on your own	Due by 3/7 @ 11:59
3/11		Spring Break-No Class	

Date	CACREP STANDARDS	Topic	Assignments Due
3/18	2.5.f., 2.5.g, 2.5.h, 2.5.j., 2.5.k., 2.5.l., 5.C.3.b,	Midterm Exam Recording 1 Meetings	Due on BB by 3/23 @11:59 As scheduled 3/11-3/21
3/25	2.5.f., 2.5.g, 5.C.3.b, 5.G.3.f.	Reflecting Meaning and Summarizing: Video and Roleplay	Chapter 7
4/1	2.5.f., 2.5.g., 5.C.3.b., 5.G.3.f.	Challenging Skills: Video and Roleplay	Chapter 8
4/8	2.5.f., 2.5.g., 2.5.h, 2.5.i., 2.5.l., 5.C.3.b., 5.G.3.f.	Assessment & Goal Setting: Biopsychosocial Assessment and Crisis Assessment Treatment Planning Activity – Developing Measurable Outcomes	Chapter 9
4/15	2.5.f., 2.5.g., 2.5.j., 5.C.3.b.,	Change Techniques, Parts 1 & 2	Chapters 10 & 11 & 2
4/22	2.5.f., 2.5.g., 5.C.3.b., 5.G.3.f.	Lab: Recording 2 on your time	Due by 4/29 at 11:59
4/29	2.5.d.,2.5.f., 2.5.g., 2.5.k., 5.C.3.b., 5.G.3.f.	Evaluation, Reflection, and Termination	Chapter 12
5/6	2.5.f., 2.5.g, 2.5.h, 2.5.j., 2.5.k., 2.5.l., 5.C.3.b,	Recording 2 Meetings	Recording 2 by scheduled meeting time 4/29-5/7
TBA 5/7-5/12	2.5.f., 2.5.g, 2.5.h, 2.5.j., 2.5.k., 2.5.l., 5.C.3.b,	Final Exam	Final Exam due on BB by 11:59 p.m.

*schedule may be changed by instructor