

## **APPL 623.185: Career Counseling**

University of Baltimore  
Fall 2019

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Class Meetings: Wednesdays 5:30 - 8 pm  
Class Location: AC 403  
Course Credit: 3 semester credits  
Mailbox: LC 400

### Note: Your UB Email

UB no longer forwards your UB email to a personal email account (e.g., gmail). Please be sure to check your UB email as it is the email address that will be used by your instructor and the university.

### Interacting with Your Instructor Outside of Class

The best way to reach your instructor is via email. If you would like to meet with me (by phone or in person), either talk to me in class or email me about setting up a time for an appointment. Office hours tend to fill up fast, so it is recommended that you set up an appointment to see me during office hours. Of course, you may still “drop by” unannounced during office hours, yet please know that others who have set up appointments will be accommodated first. During Finals week office hours will be held by appointment only.

### Class Prerequisites: APPL 606 Basic Counseling\*

It is very important to have mastered basic counseling skills, as you will be expected to be able to perform these skills for this class!

\*Also, please note that you must have also had the prerequisite to APPL 606, APPL 605 Advanced Theories of Counseling and Psychotherapy, to be prepared to take this course. A foundational understanding of counseling theories is also essential to success in this course.

### Required Textbook

Brown, S. & Lent, R. (2013). *Career Development and Counseling, Putting Theory and Research to Work (2<sup>nd</sup> ed.)*. Hoboken, New Jersey: John Wiley & Sons, Inc.  
ISBN: 978-1-1180-6335-4

### Other Required Reading (available on Sakai under “Files Directory”)

Blustein, D.L. (2008). The role of work in psychological health and well-being.  
*American Psychologist*, 63(4), 228-240. DOI: 10.1037/0003-066X.63.4.228

Gasser, C.E., Borgen, F.H., & Larson, L.M. (2007). Concurrent validity of the 2005 Strong Interest Inventory: An examination of gender and major field of study.  
*Journal of Career Assessment*, 15, 1-21.

McDaniels, C. (1989). Introduction. In *Choosing a vocation*, reprint of Parsons, F. (1909), v-ix.  
National Career Development Association: Broken Arrow, OK.  
ISBN: 978-1-885333-14-8

### Recommended Reading

Peterson, N. & Gonzalez, R.C. (2000). *Career counseling models for diverse populations: Hands-on applications by practitioners*. Brooks/Cole: Belmont, CA.  
ISBN-13: 9780534349721

Swanson, J.L., & Fouad, N.A. (1999). Chapter 8: Gender aware and feminist approaches. In *Career theory and practice: Learning through case studies*, 149-169. Sage: Thousand Oaks, CA.

#### Other Course Materials Available via UB Online Sakai

Most (if not all) handouts will be posted on Sakai and that students are expected to print out the materials in advance of class.

To access Sakai: On UB's home page ([www.ubalt.edu](http://www.ubalt.edu)), click "MyUB" and login. On the right hand side of the screen, click on the icon for UB Online Sakai.

Your Sakai username and password are identical to your MyUB (Peoplesoft) username.

For help with MyUB and Sakai, contact OTS at [callcenter@ubalt.edu](mailto:callcenter@ubalt.edu) or 410-837-6262.

**NOTE:** Do not use Sakai (such as the Messages or Forums functions) to communicate with your instructor. UB email is the best way to communicate with your instructor.

#### Description

Introduces the primary theories that explain how individuals make career choices and the specific strategies the counselor can use to help the client make informed career choices. Students gain exposure to specific instruments designed to assist in career decisions. Addresses multicultural and social justice considerations in career counseling. Lab fee required. Prerequisite: APPL 606; only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

#### Student Learning Outcomes

By the end of the course, students will be able to:

1. Describe major theories of career development;
2. Demonstrate knowledge of major career assessments in the areas of measuring interests, values and abilities
3. Describe career techniques for use with individuals and groups
4. Describe job search skills and strategies
5. Demonstrate awareness and knowledge of effective career counseling with diverse populations, including the role of social justice advocacy in career counseling

In addition to these course-specific outcomes:

6. Apply the career theories in conceptualizing people's career issues;
7. Articulate a personalized theoretical orientation specific to career counseling;
8. Establish a collaborative career counseling treatment relationship with a practice career "client"

#### Course Expectations

First, students must adhere to all of the Standards and Expectations for Graduate Students listed at the end of the syllabus. Failure to adhere to the Standards may result in a lower grade in the course, which includes failing the course. Adherence to the Standards may be evaluated through the Professional Counselor Performance Evaluation (PCPE; available on Sakai).

Professional Counseling Performance Evaluation (PCPE). There is a well-established relationship between clinical competence and personal and professional development; therefore, counselor educators have a professional and an ethical obligation to evaluate student development in areas other than academic performance and skills acquisition. CACREP (2000), ACA (1995), and APA (2002) ethical guidelines require therapist educators to assess and evaluate students' professional and personal growth and development and ensure competence in these areas. These areas include, but are not limited to: 1) interpersonal and professional

competence; 2) self-awareness, self-reflection, and self-evaluation; and 3) multicultural sensitivity and awareness in professional and interpersonal interactions (see Standards for Counseling Graduate Students, this syllabus). As a result, you may be assessed using the PCPE (posted on Sakai). This form may be used to evaluate students and to provide feedback on skill levels in communication, counseling skills, ethical practice, and personality or behavior traits that interfere with providing professional counseling at an acceptable skill level. **A poor evaluation on the PCPE will result in being referred to the faculty review committee for a review and remediation plan and/or failing the class. You will fail the course if you receive a score of .50 or less on one or more of the evaluation areas.**

As a graduate-level course, students are expected to be active participants in their learning (note: you cannot be an active participant if you are texting!). **This means that students should come to class prepared to discuss course readings and exercises:** a central component of class will be discussion of the readings and class activities. This class will be conducted as a graduate seminar. *Please bring a written question or note for discussion, drawn from your readings or from your testing experiences for the week, to every class meeting. Be prepared to be called on at random and asked you to share yours.*

Students are expected to be punctual in their arrival to class, and are expected to attend every class period. Remember, it is seen as a part of your professionalism that you demonstrate respect for your classmates as well as the instructor—being late to class is not a way to demonstrate that respect! Two late arrivals (more than 15 minutes) to class also constitute an absence. Students will be held responsible for what goes on in class regardless of whether they are actually in class or not; hence, if you are absent, it is your responsibility to find out what you missed. You should first ask another student or a few other students to update you about what you missed—the course instructor should be the person you go to SECOND should you have further questions after talking to your classmates. Should you be unable to attend class, please be sure to inform me before class that day. To take into account illness and personal emergencies, students are allowed to miss class twice; after the second absence, your total course grade will be reduced by ½ a letter grade (e.g., A to A-) for every missed class period OR you may be administratively dropped from the course, at the instructor's discretion.

### Class Assignments

1. **Learning about Career Tools: Taking Career Assessments (20 points), Strong & SCI Lab (15 points), and Student Resumes (10 points).** We will go more in-depth with some popular career tools. First, students will take career counseling assessments such as the Strong Interest Inventory, the Skills Confidence Inventory (SCI), the Myers Briggs Type Indicator, and a work values inventory. Second, we will have a lab on the Strong and the SCI to examine these assessments in greater detail. Third, all students need to prepare a current resume or curriculum vitae and bring a printed version to our resume lab.

Please note that due dates for some of the tools we'll be covering are listed on the tentative schedule in this syllabus; however, other due dates will be announced in class. Students need to bring the output (profiles, scored sheets, et cetera) with them to all classes. The purpose of this is to give you some exposure to these tools, to facilitate your own self-awareness and insight, and to give you some insight into how these tools can be helpful to clients. Please remember that *more specialized training* is needed to consider yourself fully trained and competent in giving and interpreting vocational assessments. In addition, the instructor will honor students' confidentiality regarding this assessment information; however, the instructor may need to break confidentiality in certain

instances. For example, confidentiality may need to be broken if it seems there is potential that the student may intend harm to self or others.

2. **Career Self-Reflection Paper (20 points).** This 2 to 3 page paper should describe where you're at with your career and where you're headed. Specifically, you need to address what your career goals are and identify your relevant interests, values, and skills. From the perspective of what you will need to achieve your career goals, please discuss what skills you currently possess and what skills you are still developing and/or intend to develop. In order to move towards your goals, what internship or work experience will be required, and what have you done so far regarding obtaining these experiences? What professional specialty area(s) do you intend to pursue? How do you see your career development process evolving over your lifetime? What questions do you still have about your career process? In other words, what do you need help with? Required: 6<sup>th</sup> edition APA style, 12 point Times New Roman font, 1 inch margins, double-spaced. NO TITLE PAGE OR ABSTRACT REQUIRED.

In summary, cover the following topics:

- \_\_\_\_\_ Career goals described (2 points)
- \_\_\_\_\_ Interests, values, and skills described (current skills & skills to be developed) (8 points)
- \_\_\_\_\_ Internship/work experiences needed, and progress in obtaining them (4 points)
- \_\_\_\_\_ Professional specialty areas of interest (2 points)
- \_\_\_\_\_ Vision of career development process over one's lifetime (2 points)
- \_\_\_\_\_ Help needed and/or questions to be addressed (2 points)

Papers must meet standards for graduate level writing. Grammatical, punctuation and other kinds of writing errors will result in points being deducted, as will failure to address any of the elements of the assignment. Late papers are subject to the late assignment rules (see syllabus).

3. **Theory Paper (50 points).** This short paper is intended to allow you to synthesize your ideas regarding career theories and put forth your current way of theoretically conceptualizing client career issues. Describe your theoretical orientation for career counseling. What specific established career theory or theories do you support? Why? How will this help clients? Be specific about what attracts you to a given theory or set of theories, and in this way demonstrate your knowledge of the career theory. It is expected that you will demonstrate conceptual complexity and sophistication in your discussion of the career theory(ies). Be explicit about career interventions based on the theory. Make sure you demonstrate your knowledge of how those interventions relate to theoretical concepts. Throughout your paper, please be comprehensive about describing the theory and theoretically-based interventions. Points will be deducted if an important piece of the theory is not addressed, either in discussion of the theory or the interventions (e.g., if you discuss SCCT, and do not address self-efficacy, or how self-efficacy can be utilized in your interventions). If there is a part of a theory that does not fit with your theoretical orientation, please mention it and explain why it does not fit for you and/or why it is not salient to your work with clients. Focus on integrating your ideas and presenting your arguments about your theoretical orientation in a logical, clear, and coherent manner. Be specific and precise in your writing. The paper should be no shorter than 4 pages of text and no longer than 6 pages of text. Required: 6<sup>th</sup> edition APA style (appropriate headings, citations, and title and references pages), 12 point Times New Roman font, 1 inch margins, double-spaced. NO ABSTRACT REQUIRED.

4. **Practice Career Counseling Sessions and Presentation (55 points total: 10 points for each session & DAP note and 25 points for the presentation).** You will conduct **three 50 minute** career counseling practice sessions with another 623 student where you are the career counselor. From these three practice sessions, you will select a **3 to 5** minute segment to show the class. You may choose to select a segment of tape that highlights something you are struggling with, or you may choose to select a segment of tape that showcases your abilities (choosing the former does not necessarily mean your grade will suffer on this assignment!). Please **check that your DVD-R is working outside of the Lassen Training Clinic (LTC) before you present** by using an empty classroom's computer equipment (be mindful of confidentiality when you do this) so that you can avoid DVD-R malfunctions during your presentation. Your grade will be determined by the course instructor's evaluation of your ability to use basic and advanced counseling skills (attending, empathizing, appropriate use of questions in exploration, et cetera), how appropriately you intervened with your practice "client" as a career counselor-in-training, and your manner of presenting your work and facilitating the informal class discussion which will follow the formal presentation (see Presentation Grading rubric on Sakai for more details). Your presentation should last **no longer than 10 minutes** of formal presentation (including showing your tape and talking about your work), and will be followed by another 15-20 minutes of class discussion. BRING HANDOUTS (**one** page limit, single-sided) summarizing the most salient details of your work. You should also list **2 to 3 questions** you would like the class to help you with—remember, we are doing these sessions as a training tool—use it!! This is your opportunity to hear a host of different perspectives about your approach, different techniques, interpersonal processes and dynamics, and so forth. Keep in mind that your "client" will be in class, too, so be sensitive and respectful to your person. Your handout will be graded as well, so be sure to take these guidelines into account.

Sessions. During these three sessions, trainees will be responsible for scheduling the appointments with their practice "clients," videorecording their sessions, appropriately documenting their work, and demonstrating professionalism throughout all these activities by being timely (e.g., with appointments, documentation, etc) and attending to the privacy and confidentiality of their practice "clients" via proper storage of confidential materials. All "client" materials must be stored in your file in the LTC when they are not in use, and these materials must not leave the Center unless you are taking them to our class to be presented (returning the materials to the Clinic immediately after your presentation). Our training will be facilitated by use of our UB training space in the Lassen Training Clinic (LTC). The Clinic is located on the 4<sup>th</sup> floor of the Learning Commons. Please note new entrance to the LTC: Take elevator to 4<sup>th</sup> floor Learning Commons, then travel through door marked LC 417B. Enter LTC through door at the end of the corridor. The clinic and all equipment therein must be treated with the utmost professionalism and respect. Students will be held responsible for damages to the clinic and its contents. If something is amiss when you are using the Clinic, please let the student assistant staffing the Clinic front desk know right away about the problem (e.g., equipment issues, "client" issues, etc). Security & confidentiality should be protected; for example, the records closet containing the storage of confidential materials should be closed and locked AT ALL TIMES!! Also, if you have not been trained recently on using the clinic recording equipment, you will need to plan ahead and schedule an equipment training session with one of the LTC assistants prior to using the clinic for this (or any other) assignment.

Documentation. Appropriately documenting your clinical work is an important part of professionalism. Our class will document work via the use of Data Assessment Plan (DAP) notes. See the informational sheet at the end of the syllabus on how to write DAP notes at the end of this syllabus. **DAP notes are DUE the class period after each of your scheduled sessions.** If you do not turn them in the class period following your session, you will lose points on your DAP notes. Extra DAP forms are available on Sakai.

Part of good documentation also entails good recording. ALWAYS record your sessions and NEVER turn off the recorders until after the client leaves and you have closed the door(s). You are a trainee, and this is a part of your training and the rules of the clinic as a training facility. DO NOT offer to turn off the recording equipment as a part of your interactions with the client. Make sure you appropriately store these documents in your folder in the secure records storage room in the LTC.

PROTECTING CONFIDENTIALITY: These DAP notes, the informed consent forms, all DVD-R discs, and all other confidential client information must NEVER be taken out of the Clinic and Learning Commons building, with the sole exception of when you need them to give your presentation to the class. These materials will be stored in student folders in our confidential filing cabinets in the Clinic. The only reasons you should ever take these materials outside of the Clinic will be to turn things into the course instructor for grading and feedback OR for class presentations, and the materials must be returned to your file in the Clinic immediately after they are returned to you by the instructor or after your class presentation. **DO NOT TAKE ANY RECORDS STORED IN THE CLINIC OFF-CAMPUS**—If you do, you will receive a lower grade, possibly a failing grade, in the course (see Standards document at end of syllabus).

**ALSO, IT IS YOUR RESPONSIBILITY to shred your DVD-R's** at the end of the semester (do not shred the DAP notes or informed consent forms).

DUTY TO WARN/PROTECT: If you find out that your client is having any potential active or passive suicidal ideation or intent, you MUST inform the Clinic staff and course instructor IMMEDIATELY. Students must seek appropriate consultation with the course instructor.

Scheduling Your Practice Sessions: Each counselor trainee is responsible for scheduling the use of a counseling room for her or his appointments with practice clients via WeJoinIn. Students may see their practice “client” any time the Clinic is open and space is available. Scheduling is done online and is on a first come, first served basis, so sign up for the space as soon as possible. See Sakai for information on WeJoinIn.

5. **Exams (100 points total).** There will be two 50 point exams given during the course. These exams may vary in format, though will likely be comprised of short answer/essay and short (one word or phrase) answers. The first exam, Exam I, will cover all material presented before the day of the exam. The second exam, Exam II, will cover all material presented after the first exam. The exams are grad-level and therefore are challenging. You will need to devote significant time to studying for them in order to do well. All students are expected to make arrangements to ensure their on-time arrival to the exams. Once the first student to finish an exam has left the classroom, students who arrive to class after the first student to finish has left will not be allowed to take the exam and will earn zero points for that exam. If you are not present in class the day of the exam, you will receive no points for that exam. If you are in a position where you know you will

miss an exam, you must talk to me before the day of the exam if you wish to take the exam (note that permission will be given at the instructor's discretion).

### Summary of Graded Assignments

Taking career assessments	20 points	20
Career self-reflection paper	20 points	20
Strong & SCI lab	15 points	15
Student resume/vitae	10 points	10
Career theory paper	50 points	50
Career counseling sessions	30 points	30
Presentation	25 points	25
Exam I	50 points	50
Exam II	50 points	50
Total		270 pts

### Grading

There are a total of 270 points possible in the course. See the “Assignments” and “Summary of Graded Assignments” sections above for the break-down of points. Your grade will be determined jointly through calculating the total points you have earned in the class (dividing the total number of points you earned from the total number of possible points) AND through your demonstration of interpersonal skills during class time. This means that not coming to class on time, being disrespectful to other classmates and/or the instructor, not being appropriately open to feedback, displaying an inability or unwillingness to be vulnerable at some level, or other interpersonal deficiencies that are commonly deemed as inappropriate in counselors-in-training can result in a lower course grade. The reason that these kinds of things can affect your grade is that these are skills that are important for a counselor to have in learning to be and in being an effective counselor. Also, if you are unable to develop these skills, there may be some serious ramifications in your work with clients, and it is the ethical responsibility of both counselors-in-training and supervisors to guard against harm or potential sources of harm to clients (APA Ethics Code, 2002). Counselors themselves can be a source of harm. Of course, it is not expected that you automatically have all of these types of skills at the outset of the beginning of class; rather, it is expected that you have some of these skills and also show a level of significant improvement (relative to your own baseline or level you were at upon beginning this course) in these skills over the course of the semester.

This grading system is intended to promote mastery of the material, not competition among students. Using this grading system, there is theoretically no upper limit on the number of As or Bs in the class and there do not have to be any Ds or Fs. You are competing only with yourself and not with other class members.

### Grading Scale

A = 95 - 100%	B+ = 87 – 89	C+ = 77 – 79	F = 69 and below
A- = 90 – 94	B = 84 – 86	C = 74 – 76	
	B- = 80 – 83	C- = 70 – 73	

### Assignment Expectations

All assignments are due on the date stated on the syllabus or announced in class. *Unexcused late papers will be subjected to a 10% grade reduction per day.* In cases of excused late assignments, you must communicate with me *prior* to the due date to set up a date by which the assignment will be turned in. Extensions to due dates will be granted only for dire unforeseen situations.

Papers must meet graduate-level standards for quality of writing, including grammar, spelling, sentence structure, and paragraph construction. *Quality of writing will be weighted equally with content in determining your grade.* Writing Center staff members are available in Bogomolny Library to assist you with improving your writing skills and with any of your papers (<http://langsdalet.ubalt.edu/academic-success/>). However, due to the confidential nature of some of the assignments (e.g., DAP notes), you may not be able to take these papers to the ALC. In these cases, you may ask a fellow student enrolled in this semester's class to look over your paper for spelling, grammatical, and punctuation errors.

### Confidentiality

Counseling activities and testing procedures, materials, and results are highly sensitive, private, and confidential. Students are expected to guard the confidentiality of their practice "clients," their fellow students, and the testing knowledge itself from others not enrolled in this course. This means that you do not talk about your counseling, your "clients," or another person's test results in public areas, and that you strive to keep records confidential. Should any student have concerns or questions about this, she or he is encouraged to speak with me at their earliest opportunity. In addition, if you learn information about a "client" that causes you even the slightest concern about her or his well-being or the well-being of others who have contact with your "client," you need to come speak with me immediately. This includes potential issues of suicidality, homicidality, and physical/sexual/emotional abuse and neglect.

Student test results and related materials are considered confidential material by the instructor as well. I will keep your information private, which means I will not share this information with anyone without your permission. The major exceptions to this policy include compelling evidence of a student's intent to harm him- or herself or someone else (including abuse of minors and the elderly). In the event that I have such concerns about a student, I will attempt to speak with that person prior to breaking confidentiality.

### Consultation

This class is an applied course, where students are expected to take knowledge learned via lecture, discussions, and readings and apply this information to their counseling practice. As students, it is important to know the bounds of one's own competence yet at the same time be willing to take appropriate risks (i.e., try new things out) in order to grow as a counseling trainee. However, you may not know exactly where the line between these two training goals may be; hence, it is very important that you consult with the course instructor when you are finding it difficult to decide on the best course of action. When in doubt, CONSULT!! If you are uncertain whether your client is a danger to herself, consult! If you have been given interpersonal feedback, and you are uncertain how to reply respectfully yet assertively yet still show that you are taking feedback into consideration, consult! When you want to try out a new technique in your counseling session, but have never done it before or are unsure whether this may be a good idea, consult! When in doubt, consult.

### Academic Honesty

Students also are expected to be honest and to do their own work. This includes quizzes, exams, papers, homework, extra credit work, presentations, and any other assignment to be completed in or out of this and any other class (unless otherwise directly indicated by the instructor). Academic honesty includes, at the very least, submitting work that is yours, giving appropriate credit whenever someone else's work is used, and taking tests and completing assignments strictly according to the conditions specified by the instructor. Any evidence to the contrary *will* result in a failing grade on the assignment AND/OR a failing grade for this course, as well the filing of a report of academic dishonesty with the Academic Integrity Review Board. *Cheating*



*will not be tolerated under any circumstance.* If you are not sure what the expectations are for any assignment, it is up to you to ask your instructor for clarification.

For papers, research reports, and other typed assignments, you may have someone else proofread your work prior to submission to check spelling, grammar, writing style, punctuation, proper vocabulary, correct (i.e., APA) paper format, etc., and you are encouraged to make use of the services provided by the Bogomolny Library and the Achievement & Learning Center for the preparation of student papers. However, the work of actually researching and writing a paper is your responsibility.

The most frequently occurring problem behavior in this context is plagiarism. Plagiarism occurs when a person submits written work as her/his own, when in fact the work has been done entirely or in part by someone else to whom the person has not given appropriate credit. This includes any written work that copies the language, structure, ideas, or thoughts of another (UB Student Handbook, 2006), work that has been paraphrased, and even the reporting of facts derived from another source and not a part of common knowledge. If you do not give appropriate credit to any source of your written words besides your own ideas or common knowledge, you have committed plagiarism.

If you make a statement in a written assignment that is not original and is not general, public knowledge, then you MUST tell the reader the source of the statement. This is done in APA format through in-text, parenthetical citations of sources, and a reference page at the end of the paper. In general, you must give enough information so that the reader can easily look up and verify the source. See the current edition of the *Publication Manual of the American Psychological Association* for specific citation formats.

**CAUTION!** If the nature of an assignment is for you to express *your own* ideas and interpretations about a topic, and if what you submit are largely or entirely the ideas and interpretations of someone else, even if you provide all the proper citations, you will not have satisfied the requirements of the assignment.

### Student Behavior Guidelines

Texting in class, talking out of turn, and other disruptive behaviors will not be tolerated. If you must have your phone on, make sure it is on vibrate and in your pocket—your cell phone is considered a big distraction, and texting is often a major distractor to your classmates.

### Students with Disabilities

If you need special accommodations as a result of a disability, please inform your instructor immediately after the first meeting of the class so that every effort to accommodate your disability can be made. Documentation of your disability and the resources required must be provided before accommodations will be made.

### University Closing Policy

Should the university close as a result of inclement weather or other unforeseen circumstances, the instructor will post on our class Sakai site instructions for what will occur for the affected class period(s). In such an event, students need to be aware that class may be canceled, conducted online via Sakai, or involve some other alternative.

### Syllabus Addendum: Student Success Resources

Also, please see the Student Success Resources syllabus addendum for other information helpful to your studies at UB, located at the following URL:

<https://www.ubalt.edu/policies/academic/Student-Success-Resources-Syllabus-Addendum.pdf>

A Note Regarding This Syllabus

The instructor reserves the right to make any changes to the course or this syllabus at any time, as appropriate. The instructor will announce any changes either in class verbally or in writing via email.

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**TENTATIVE COURSE SCHEDULE**  
**(changes will be announced in class or via email/Sakai)**  
**Assignments are due the day they are listed unless otherwise noted**

Date	Topic	Readings	Due	Career Sessions Presenter
8/28	Introduction	Syllabus		
9/04	Career Counseling?	Ch 1, McDaniels (1989), Ch 19	Complete Strong & Skills Confidence Inventories	
9/11	Theory of Work Adjustment	Ch 2, 15, 22	Self-Reflection Paper	
9/18	Holland Theory	Ch 3, 14, 16	Complete MBTI	
9/25	SCCT	Ch 5, 17, 11		
10/02	<b>Exam I</b>			
10/09	Super’s Makeover: Career Construction; Strong & SCI Lab	Ch 4, 6; Gasser et al (2007)	Bring all SII handouts to class; All counseling sessions completed	
10/16	Gender & Ethnicity; Work Values Lab	Ch 7, 8	Complete Work Values assessments	
10/23	Social Class & Choice; Resume Lab	Ch 9, 20; Blustein (2008)	Resumes (or CVs)	
10/30	Youth & Adults; MBTI Lab	Ch 13, 23		
11/06	LGBT, Relationships	Ch 10, 12	Theory paper	
11/13	Searching & Strategizing	Ch 18, 21		(2)
11/20	<b>Exam II</b>			
11/27	NO CLASS: Holiday			
12/04	Case presentations			(4)
12/11	Case presentations (Finals week)			(4)

Note: All readings that are listed by chapter number only refer to chapters students need to read in the Brown & Lent (2013) textbook.

Other readings, such as the McDaniels (1989) chapter, can be found on Sakai under “Files Directory.”

## **Standards and Expectations for Graduate Counseling Students**

In addition to the specific criteria listed as the basis for grading in this course, the UB counseling psychology faculty has adopted the following set of standards for graduate students. Each of these standards represents a skill set that is essential to becoming a competent professional, and will guide the evaluation of your performance in this and all counseling classes.

The Standards and Expectations for Graduate Counseling Students include, but are not limited to, the following:

- a) **Academic performance and skills**  
You will be evaluated on academic and clinical skill areas, such as quality of completed assignments, writing skills, attendance, basic listening and attending skills, development of a theoretical orientation, record keeping/case notes, and so forth.
- b) **Oral and written communication skills**  
Professional counselors must be able to communicate clearly and effectively with clients, colleagues, and others. Students' oral and written communication skills will be evaluated based on students' grades and the observations of instructors.
- c) **Motivation for academic and professional competence**  
This is manifest on a regular basis by your classroom performance and preparation. It is manifest by your attitude toward learning and professional development and by your willingness to continually learn and improve your mastery.
- d) **Adherence to professional ethical standards**  
Professional ethical standards include those found in the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct, the American Counseling Association's Code of Ethics and Standards of Practice, the Maryland Board of Professional Counselors and Therapists' Code of Ethics, and the Board of Examiners of Psychologist's Code of Ethics and Professional Conduct. UB and ABS standards regarding academic integrity also constitute ethical expectations of students. Professionals and trainees must be aware of these standards and meet them; inattention to or ignorance of these standards does not remove accountability.
- e) **Openness to beliefs and values other than their own**  
You must exhibit the ability to work with people whose beliefs and values differ from your own. It should be clear through your interactions with faculty and other students that: (1) you do not impose your own values and beliefs on others, and (2) you do not let your own values and beliefs interfere with the counseling process.
- f) **Capacity for self-reflection and personal growth**  
You show that you are willing and able to accept criticism. You are responsive to feedback from those who are more trained and experienced than yourself and also from your peers. You attempt to change those personal and professional behaviors that need changing. You manifest this through your interactions with faculty, with administrators, and other students.
- g) **Maturity as reflected by attitude toward self and others**  
You take your responsibilities seriously. You interact appropriately with peers and professionals. You manifest this attitude through your interactions in the classroom and in all the surrounding environments of UB's Counseling Psychology Programs.
- h) **Willingness to seek as well as provide therapeutic assistance.**

## DAP Notes

DAP notes are the kind of case notes you will use for your record-keeping of the counseling sessions that you conduct in the Counseling and Training Center. Remember, you need to treat these records like you would any counseling records—they are private, confidential records whose confidentiality you are ethically and professionally required to protect. You will complete one note per session with your client.

### What is a DAP note?

DAP notes are comprised of single-spaced text and should be no longer than one page (most will be about a half page). There are three sections to a DAP note. The “D” stands for “Data,” and this is the section where you write the *what* of your session: what happened, what did the client say or do that seemed important to record, what did you say or do as the therapist that is important to call attention to. Typically ranging between 1 and 3 paragraphs, this section should be written using precise language such as “the client said” and “the client indicated.”

The “A” stands for “Assessment,” and this is the section where you write more about the underlying content of the session, the salient hypotheses you have about the client, or the progress or pitfalls you see the client currently experiencing. This section ranges from two to four sentences, and should be written using tentative language such as “it seems the client” and “it appears.” Only the most likely and evidenced of your conceptualizations should be written here.

The “P” section is the “Plan” section, and this is where you write about your thoughts on what is to come in your therapy with the client. In other words, as a mindful therapist you are putting to paper your thoughts about what you will be working on with the client in the next session. This section is typically about 1 to 3 sentences long; you want to be realistic about what can be accomplished in the next session, so writing more than 3 sentences is probably holding yourself and your client to unrealistic expectations. This section should be written using tentative, forward-looking language. (See Example of a DAP Note, this document.)

When writing DAP notes, keep in mind that the language you use to describe your session is incredibly important. You are creating a document of your session, and this document could conceivably be used in a court of law or other arena where you would want your professionalism and ethics to shine through. This document reflects you as a professional, so make sure it is your best work!! This means that spelling, grammar, punctuation, and appropriate use of language are things you should attend to in writing these notes. Your language should be objective (rather than subjective or judgmental), should be precise (make it clear who the comments are coming from by using firm language when something is coming from the client, “client said”, or by using tentative language, “it appears”, when it is coming from you, the counselor), should communicate respect for the client, and should have a collaborative tone (rather than having a tone of competitiveness or adversity—unless your relationship with the client does seem to have adversarial components to it; if this is the case, make sure you document this observation about your relationship using tentative language and citing evidence that supports your observation as appropriate in the “D” and “A” sections).

### Termination Session Notes

When you terminate with your client, you need to write your notes a little differently for that particular (termination) session. First, you need to note in your “D” section that this was the last session with the client (you may also want to include here any important events in terminating, like the client’s feelings about terminating or any feedback the client had for you about her therapy, as these could be important things to take into account in any future therapy with the client). Second, you need to write your “P” section differently; namely, you will say something along the lines of this: “Given that this was our last session, there is no plan for a next session.

However, it appears that it could be beneficial to continue working on \_\_\_\_ with the client should she return to counseling in the future.”

#### Storage of DAP Notes

You will store your DAP notes in the secure storage area in the Lassen Training Clinic when the notes are not in use. DAP notes should be written the SAME DAY as your session, and should be written in private surroundings. DO NOT take them home with you!! The only reason the notes should leave the Clinic is for you to turn them into your supervisor, this instructor.

#### Example of a DAP Note

Client: D. A. (use initials to further safeguard client privacy)

Therapist: Alvin

Session #: 3

D: This session, client talked more about her feelings towards her father and her thoughts about her father’s relationship with client’s stepmother. Client said that she loves her father yet wishes he would spend more time with her as opposed to focusing on her stepmother. Client said that she has felt more distanced from her dad in the past few years since her parents’ divorce. She described her sadness about feeling this distance even though she has been living primarily with her father since the divorce, and explained that she has had difficulties connecting with her stepmother. Client stated that she sees her current relationship struggles in establishing her own long-term, committed romantic relationship as a result of her own mixed feelings about her parents’ ultimately unsuccessful relationship. Client said that she feels “unlovable” by her father and mother, and that she is afraid that her future partner would not be able to truly love her, either. Client was quite tearful as she shared this fear about the future.

A: It appears that the client’s core belief about herself is that she is unlovable as evidenced by the client’s statement in session. It seems that her self-esteem needs may not have been adequately addressed as a child and she may not have received enough feelings of love and genuine affection from her parents while growing up. As a result, it appears that she doubts anyone’s ability to love and value her deeply, and may be struggling with the ability to value herself as well. Therefore, it appears the client may opt out of potential relationships out of a sense that she does not deserve them because she does not deserve love.

P: Continue exploring with client her feelings of being “unlovable.” Process with the client the reasoning behind her feeling that she is unlovable. Also, explore with client the hypothesis that she may not feel she is deserving of love in her future relationships.

## **HOW DO I BEGIN MY SESSIONS?**

**Your practice “client” is in this class, yet you are still required to do informed consent and other “getting started” procedures. Here is a sample of what you should be covering:**

What you need to share with your client:

Confidentiality & Informed Consent Checklist

(It would be a good idea to bring this sheet in to the first session with you.)

You need to make sure your practice “client” both understands and consents to the following:

- You are a counselor in training, and your work will be supervised by the course instructor (always clarify by telling your client who your supervisor is by name so you can make sure she or he has an opportunity to give full consent). This means the practicum instructor will view tapes from time to time in order to help the counselor help the client more effectively.
- For the purposes of YOUR training, the session will be videotaped. Let them know that this tape will be stored in a locked facility and that their confidentiality will be protected. Let them know that the focus of the taping is on YOU and to *help you become a better counselor*. These sessions are for training purposes.
- Tell them that a small class of graduate students training to be counselors will be watching portions of tape to focus on what you can do to help your client more effectively. Tell them all the people in this class will uphold the client’s confidentiality as well.
- What they say in session is considered confidential & private, and will not be shared with anyone outside of our training group. The only exceptions to this would be if the student seemed in danger to self or others, if there was reason to believe that minors or elderly people were being abused, or if the client reports any past or current sexual abuse. (Students will need to consult with the course instructor immediately and subsequently take steps to report abuse with Child Protective Services—make sure your client understands this!)
- Dual roles—You are both students at UB, and may run into each other in the future. Discuss with your client how this will be handled in case you do unexpectedly meet outside of session (Will you say hi? Will you pretend not to notice each other? etc). Emphasize that you will not reveal your client’s identity (that the client was your client) to anyone who may be with you or with your client at that time.
- Tell the client how many sessions you’ll see them for, and what your availability is beyond the 3 sessions. If the student wants to continue in counseling, they will be able to so only if you agree. If you cannot commit to additional counseling, tell them you will see each other for the 3 sessions, and if they are interested in additional counseling after the 3 sessions you will refer them to another counselor.

Talk about this with your client, discuss any questions or concerns, and then have them **read and sign the informed consent form**. You may then begin your session (“we have three sessions together; what would you like to work on during this time?”)