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MISSION STATEMENT

The mission of the Department of Counseling at San Francisco State University is to train the next generation of counselor leaders who recognize that the liberation of all communities is only possible when an intersectional, participatory, community-driven approach to counseling is practiced. Our training program is grounded in the belief that counseling, as a field of practice, affords professionals the knowledge and skills needed to carry out social justice work via strengths-based healing and wellness, advocacy, critical consciousness development, and action-oriented scholarship and research.

DEPARTMENT VISION

Culturally competent, psychologically-minded, and emotionally grounded Marriage & Family Therapists, Credentialed School Counselors, Clinical Mental Health Counselors, Career Counselors, College Counselors, and Gerontological Counselors are needed in the field of human services. The department’s six graduate programs, its undergraduate minor in counseling, and our partnerships with community agencies collaboratively prepare students who are well-grounded to help meet the growing demands in the field. Our MFCC curriculum prepares students to become eligible for LMFT licensure in California, and our CRMH curriculum for LPCC licensure in California. Our department’s faculty and the curriculum we have designed aspire to achieve excellence in three core areas: Multicultural Competence, Community Partnerships, and Action Research.

INTRODUCTION

This handbook represents policies and procedures relating to trainee (student) placement in the field. The handbook is available to students, provided to agency supervisors, faculty liaisons and practicum/internship instructors to allow all individuals involved in the traineeship awareness of the policies and procedures of the Department of Counseling. We request that you read this handbook carefully. We hold students responsible for the information included. Please be advised that the Department of Counseling has the right to make changes to this handbook as needed.

The agency supervisor, trainee and Department of Counseling fieldwork coordinator will sign a contract at the beginning of the year agreeing to work together, within the parameters of these policies and procedures.

This handbook, Department of Counseling forms and traineeship information is available at http://counseling.sfsu.edu/content/fieldwork or through a link from the Department of Counseling web site at www.counseling.sfsu.edu.
ORGANIZATION AND FOCUS OF TRAINEESHIPS

Each traineeship should be set up for a full academic year. Students in their first year of practicum/traineeship must spend 12 hours per week in the field on at least 2 different days. Second year students are required to spend 16 hours per week in the field. Some agencies ask for more than the minimum number of hours required by this program. In these cases, students and placement sites must negotiate the number of hours. In the first-year practicum, students enroll in the practicum course (COUN 706) and fieldwork (COUN 705) concurrently. Practicum and internship classes cannot be taken without a field placement.

Trainee placement is the responsibility of the student working with the Department of Counseling Fieldwork Coordinator. The final decision regarding a traineeship is a matter of consultation between the student, their faculty advisor, and the Fieldwork Coordinator. Students can only be placed in sites approved by the Department of Counseling. The expectations and responsibilities of the student, practicum instructor, coordinator, and agency supervisor are defined in this handbook.

SAFETY AND LIABILITY

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requires all students to be covered by individual professional counseling liability insurance while enrolled in practicum and internship (Standards 3.A). Students are recommended to purchase insurance from their respective counseling associations (e.g., American School Counseling Association, California Association of Marriage and Family Therapists). The American Counseling Association offers a discount for ACA student members to purchase professional liability insurance through the Healthcare Providers Service Organization (HPSO). In addition, the California State University System has liability insurance coverage for students enrolled in coursework that requires fieldwork associated with your program. The University works with agencies that offer fieldwork experiences to student interns to create Memoranda of Understanding (MOU) that outline training agreements established between the two entities.

All agencies should have an emergency crisis protocol in place, and this should be clearly communicated to the SFSU interns and practicum students. The Department of Counseling refers students to a variety of agencies situated in all geographic locations in the Bay Area and serving a wide variety of client populations. Students must be aware that some circumstances may lead to violent behavior and potentially dangerous situations. It is department policy that no student should ever be alone in any agency at any time and that weekend and evening work should occur only if the location and facility are considered to be safe. If a student has any concern about personal safety in an agency setting, they must leave the agency and contact their faculty liaison or the Fieldwork Coordinator immediately.
Distinction between Practicum, Internship, and Traineeship

CACREP distinguishes between “practicum” and “internship.” California state law distinguishes between “trainees and interns.” All SFSU Counseling students work as trainees for four semesters. CACREP refers to the first semester of fieldwork as “practicum.” All subsequent semesters are called “internships” by CACREP. Over the four semesters students are required to work a minimum of 840 hours. A minimum of 280 of these hours must be direct client contact hours.

After students graduate, if they pursue an LMFT or LPCC license, the California Board of Behavioral Sciences (BBS) calls post-graduate fieldwork an “internship,” and students are registered as “associate” (i.e., MFT Associate or PCC Associate).

First-Year, First-Semester Practicum: COUN 705 & COUN 706

All students in COUN 705 and COUN 706 must complete **40 direct client contact hours + 140 indirect hours = 180 hours** by the end of the first-year, first-semester practicum before they can move on to subsequent internship.

The 2016 CACREP standards require all trainees to “complete supervised practicum experiences that total a minimum of 100 clock hours . . . at least 40 clock hours of direct service with clients, including experience in individual and group work” (p. 14). The Department of Counseling requires all trainees to complete 180 hours over a 15-week semester in your first-year and first-semester practicum. At least 40 of these hours must be direct client contact hours. See Table 1 on page 8.

CACREP 2016 standards require practicum students to have weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision throughout the practicum (p. 14). This is achieved by enrollment in COUN 705 (triadic supervision, mock counseling, and five hours of individual supervision) and required weekly field based supervision of at least one hour a week.

CACREP 2016 standards require “an average of 1.5 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor” (p.14). This is achieved through weekly three-hour class meetings in COUN 706.

Internship Courses: COUN 736, COUN 890, and COUN 891

CACREP 2016 standards require 600 clock hours after the successful completion of the practicum, with at least 240 clock hours of direct service. SFSU students complete 660 clock hours and 240 direct service hours over three semesters while concurrently enrolled in COUN 736, COUN 890, and COUN 891. See Table 1, page 7.
CACREP 2016 standards require weekly individual or triadic supervision, usually with an on-site supervisor (p. 15). This is accomplished through on-site supervision, which must minimally include weekly, one-hour individual supervision. Additional supervision is acceptable, but cannot replace individual supervision.

CACREP 2016 standards require “an average of one and one half (1½) hours per week of group supervision on a regular schedule throughout the internship … and provided by a counselor education program faculty member” (p.15). The Department of Counseling provides this group supervision in COUN 736, COUN 890, and COUN 891.
TABLE 1: 2017-2018 FIELDWORK HOURS

<table>
<thead>
<tr>
<th>Fieldwork SEQUENCE</th>
<th>DIRECT CONTACT HOURS</th>
<th>TOTAL HOURS</th>
<th>FORMULAE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Semester (705)</td>
<td>40</td>
<td>180</td>
<td>12 hours per week X 15 weeks ~~ (3 – 5 clients per week)</td>
</tr>
<tr>
<td>2nd Semester (736)</td>
<td>60</td>
<td>180</td>
<td>12 hours per week X 15 weeks ~~ (3 – 5 clients per week)</td>
</tr>
<tr>
<td>3rd Semester (890)</td>
<td>90</td>
<td>240</td>
<td>16 hours per week X 15 weeks ~~ (5 – 8 clients per week)</td>
</tr>
<tr>
<td>4th Semester (891)</td>
<td>90</td>
<td>240</td>
<td>16 hours per week X 15 weeks ~~ (5 – 8 clients per week)</td>
</tr>
<tr>
<td>TOTALS</td>
<td>280</td>
<td>840</td>
<td></td>
</tr>
</tbody>
</table>

TABLE 2: 2017-2018 FIELDWORK EMPHASES HOURS

<table>
<thead>
<tr>
<th>EMPHASIS</th>
<th>DIRECT CONTACT HOURS</th>
<th>TOTAL HOURS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL</td>
<td>180</td>
<td>600</td>
<td>1 Year Of 20 Hours A Week At Two Different School Levels</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>180</td>
<td>480</td>
<td>1 Year In College Or University Setting</td>
</tr>
<tr>
<td>CLINICAL MENTAL HEALTH</td>
<td>240</td>
<td>480</td>
<td>1 Year In Mental Health Counseling Setting</td>
</tr>
<tr>
<td>CAREER</td>
<td>180</td>
<td>480</td>
<td></td>
</tr>
<tr>
<td>GERONTOLOGY</td>
<td>180</td>
<td>480</td>
<td></td>
</tr>
</tbody>
</table>
Documentation of Traineeship

Forms that must be used to document your field placement are to be downloaded and printed from this website: HTTP://COUNSELING.SFSU.EDU/CONTENT/FORMS. The following forms must be printed, filled out and given to practicum instructors:

<table>
<thead>
<tr>
<th>Type of Form</th>
<th># of copies</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traineeship Placement Forms**</td>
<td>1</td>
<td>Before 2nd week of fall semester</td>
</tr>
<tr>
<td><em>TRAINEE PLACEMENT AGREEMENT (COLLEGE, CAREER, CLINICAL MENTAL HEALTH, GERONTOLOGY, SCHOOL)</em></td>
<td>3</td>
<td>Before 2nd week of fall semester</td>
</tr>
<tr>
<td>*Supervised Fieldwork Agreement (MFT)</td>
<td>3</td>
<td>Before 2nd week of fall semester</td>
</tr>
<tr>
<td>Trainee Log for COUN 705</td>
<td>1</td>
<td>2 weeks before last day of instruction</td>
</tr>
<tr>
<td>Trainee Log for Specialization</td>
<td>1</td>
<td>2 weeks before last day of instruction</td>
</tr>
<tr>
<td>Trainee Log for Emphasis</td>
<td>1</td>
<td>2 weeks before last day of instruction</td>
</tr>
<tr>
<td>Verification of Group Counseling Requirement</td>
<td>1</td>
<td>Submit as soon as completed.</td>
</tr>
</tbody>
</table>

* Agreements are required for both specializations and emphases.

See Appendix 1 for more detailed information.

MFCC and CRMH students must consult the Board of Behavioral Sciences website (www.bbs.ca.gov) for supervision and hours log forms for future licensing purpose. CRMH and MFCC students will need to get supervisor signatures before graduating. It is essential that CRMH and MFT students start a personal file with copies of all BBS forms for future licensure purpose. SFSU does not keep documents for use for BBS licensure. This is the sole responsibility of each individual student.

Traineeship Requirements

All Specializations’ Agency Supervision: Students may be placed in agency/school settings only if a qualified agency supervisor is provided on site; i.e., one who has a Master’s Degree in Counseling or an appropriate equivalent and at least two years experience in the field. Agency supervisors must be employed by the agency or must have a volunteer contract with the agency, and must be on site for at least 5 hours per week.

Although group supervision can be used to satisfy supervision requirements, this does not obviate departmental expectations for individual supervision. Group supervision, in addition to individual supervision, is recommended and encouraged.

MFT Additional Requirement: The Board of Behavioral Sciences requires trainees to receive supervision from Licensed Marriage and Family Therapists (or other legally licensed practitioners such as LCSWs, Psychologists) who “must be licensed for two years, take a six-hour supervision course every renewal period, and hold a valid license.” If the supervisor does not meet this requirement, then the student’s degree is
invalid and earned hours do not count. Always refer to www.bbs.ca.gov for more up to date information.

Clinical Mental Health Counseling Requirement: It is recommended that CMHC trainees receive supervision from an LPCC, MFT, LCSW, Licensed psychologist, or board certified psychiatrist, however it is not required. However, please seek consultation with CMHC program faculty (Dr. Chronister or Dr. Fitzgerald) if your supervisor is not licensed.

School Counseling Additional Requirement: School trainee settings require that the agency supervisor hold a California State Pupil Personnel Services (PPS) Credential and to have been practicing in the field as a credentialed school counselor for at least two years.

Traineeships beyond a reasonable geographic distance from San Francisco State University (approximately 30 miles) will be considered on an individual basis, and are subject to agreement with the Fieldwork Coordinator before a trainee placement can be finalized.

The setting must provide an appropriate variety of clients and professional activities and involve the student in moving into relevant functions, taking into account the student’s readiness and interests.

The department will not approve any traineeship where students must pay a fee for supervision, training, or client contact.

At the site, there should be an opportunity for student participation in staff meetings, in-service training, and relevant interpersonal and inter-professional contacts.

The agency must have a professional staff that is available and representative of high levels of training and background.

There must be an opportunity for audio recording of 2-3 counseling sessions per semester during COUN 736, COUN 890 and COUN 891. Student’s audio recordings must be done using a medium of communication accessible to the internship instructor. If this is not possible, the student will be required to give translated transcriptions of the interview to the instructor. Confidentiality of all client recordings and information must be secured.

All placements must be deemed appropriate for each individual student based on learning needs as determined by Department of Counseling faculty. It is possible that a placement may be appropriate for one student but not appropriate for another.
We encourage placement sites to provide stipends, reimbursement for expenses or payment as an employee when possible. Please be aware that students accumulating hours toward the MFT license may not be paid as independent contractors (IRS form 1099).
DEPARTMENTAL REQUIREMENTS FOR STUDENTS

1. HOURS IN THE FIELD REQUIRED FOR ALL SPECIALIZATIONS (MFT, CAREER, COLLEGE, CLINICAL MENTAL HEALTH, GERONTOLOGY, SCHOOL)

During the first year of traineeship, a minimum of 12 hours per week at the site, on two separate days, is required to gain credit for the traineeship. During the second year a minimum of 16 hours per week at the site is required. Credit for each semester will be given only if the student has recorded the required number of hours on the appropriate log, submitted the log, has a satisfactory evaluation from the field supervisor, and from the liaison faculty.

- Hours required for COUN 705: 140 indirect, 40 direct (180 total)
- Hours required for COUN 736: 120 indirect, 60 direct (180 total)
- Hours required for COUN 890: 150 indirect, 90 direct (240 total)
- Hours required for COUN 891: 150 indirect, 90 direct (240 total)

INCOMPLETES: Assuming that the student is passing all other course requirements, the student will be assigned an Incomplete grade if they achieve less than 80% of the hours (direct or indirect) required. Students are expected to negotiate with the trainee setting to meet the setting's requirements for hours (e.g., many agencies/schools will require more than the minimum for placement as a condition for accepting a student with 15-20 hours often required).

2. SCHOOL COUNSELING TRAINEESHIP REQUIREMENTS

Students seeking a School Counseling (Pupil Personnel Services) Credential must demonstrate knowledge and skill in areas of educational assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, legal aspects and professional ethics.

The California Commission on Teacher Credentialing mandates that a minimum of six hundred (600) clock hours of field practice is required in a K-12 school setting in direct contact with pupils. Only 200 of those hours may be in a private school.

Students specializing in school counseling must meet the department requirement of 840 hours and 280 direct client contact hours. Students with an emphasis in school counseling can meet the PPS requirements by completing the 600 hours as described above. No exceptions.

(a) The assignment shall be provided in at least two of three settings (elementary, middle, high school) with a minimum of two hundred (200) clock hours at each setting.
(b) At least one hundred and fifty (150) clock hours shall be devoted to issues of diversity and work must be with at least ten (10) pupils (individually and/or in a group) of a racial/ethnic background different from that of the candidate.
(c) A minimum of twenty-five (25) clock hours will involve group counseling and guidance activities in a school setting.

Up to 200 clock hours may be in a setting other than a school working with school age (K-12) youth, provided that the candidate is supervised by a practitioner who holds the PPS Credential in School Counseling.

These requirements must be met along with the requirements stipulated in this handbook applicable to all students in the Master of Science in Counseling degree program.

3. Hours Required for Emphases

All students must declare a counseling specialization (Career, College, CMHC, Gerontology, MFCC, School). In addition to a specialization, the department offers the opportunity for students to gain additional expertise in other areas of counseling by adding an emphasis to their course of study. An emphasis is recognition by the Department of Counseling that the student has taken additional coursework and has completed an appropriate field placement in an area other than that of their specialization. An emphasis should not be confused with a specialization, which is a program of study accredited by CACREP (Career, Clinical Mental Health, College, Marriage, Couples, & Family Counseling, School). In other words, the emphasis will not appear in any manner on students’ transcripts.

Students with a School Counseling specialization and graduating with a Concentration in School Counseling may decide to add an emphasis, for example, in Clinical Mental Health Counseling. Students would have an emphasis recognized by the Department of Counseling and would be eligible for the Pupil Personnel Services Credential and PCC licensure.

**Emphasis – Career Counseling**

Students who choose an emphasis in career counseling are required to take an additional two courses and must have 480 hours of career counseling in field placement under supervision of a master's level supervisor with career counseling expertise where substantive individual counseling sessions take place.

**Emphasis – College Student Personnel Counseling**

Students who choose an emphasis in college counseling are required to take an additional two courses and must have 600 hours of field placement in an
appropriate college counseling field site under supervision of a master’s level supervisor in a college setting where substantive individual college counseling sessions take place.

**Emphasis – Gerontological Counseling**
Students who choose an emphasis in gerontological counseling are required to take an additional three courses and must have 600 hours of field placement in an appropriate gerontological counseling field site under supervision of a master’s level supervisor where gerontological counseling is the focus.

**Emphasis – School Counseling**
Students who choose an emphasis in school counseling are required to take an additional three or four courses (depending on your specialization) and must have 600 hours of field placement in two of three appropriate school counseling field sites (elementary, middle or high school) under supervision of a PPS credentialed supervisor.

**Emphasis – Clinical Mental Health Counseling**
Students who choose an emphasis in CMHC are required to take COUN 704 (Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability, COUN 870 (Professional Issues, Clinical Case Management & Systems of Care), and COUN 737 (Psychopharmacology). For those students in specializations that do not require COUN 741 (Crisis Counseling), this course must also be taken to obtain an emphasis in CMHC.

**Specialization and Emphasis**
Students who desire trainee placements that meet the requirements of a specialization and an emphasis in the same semester must have the approval of the Fieldwork Coordinator. These traineeships are very difficult to arrange and the department does not guarantee that they will be available. Students may be required to spend more than the required two (2) years in traineeships due to their selection of specialization and emphasis. Students must work closely with the Fieldwork Coordinator to ensure that they have an appropriate arrangement for the Specialization and Emphasis.

**Clinical Mental Health Counseling and Marriage Family Therapy**
Students wishing to become a Licensed Professional counselor (LPCC) must either have CMHC as their specialization or emphasis, completing all required courses listed above. See Appendix 15 for details. Student wishing to become a Licensed Marriage Family Therapist (LMFT) must have MFT as their specialization and complete the required specialization courses. MFT cannot be an emphasis.
COUN 850 (Course to be completed for any additional hours in specialization and emphasis):

If fewer than the 840 total hours or 280 direct client contact hours have been accumulated, or if requirements for an emphasis have not been met, students may take further semesters of traineeship by enrolling in COUN 850. This will not be necessary if a student is specializing in one field and does not have an emphasis. If, however, a student specializing, for example, in MFT wishes to have an emphasis in career counseling, they should expect to take at least one additional year of field work in order to accumulate the required field experience in the career emphasis.

4. Recording of Hours

All hours must be recorded on the appropriate log forms at this website: http://counseling.sfsu.edu/content/fieldwork/forms.htm]. The COUN 705 Practicum Log must be completed during the first semester of field placement. Separate logs are required for the area of specialization and for the emphasis. Students will receive credit only if hours are properly documented. **Students are required to make and keep copies of all logs before submitting them to the course instructor.**

Students must turn in separate logs for specializations and emphases even if the same agency supervisor is supervising.

Logs must be completed, signed and turned in to the **practicum/internship instructors two weeks before the last day of instruction**. Students will not receive credit for the traineeship (COUN 705, COUN 736, COUN 890, and COUN 891) if signed logs are not turned in on time or if the appropriate number of hours have not been completed.

5. Expected Start Date for Traineeships

Students are expected to begin traineeships on the first day of instruction of the fall semester. Students must begin traineeships no later than the second week of September in order to remain in their practicum class and trainee placement.

6. CREDIT FOR PRACTICUM

Grades for Counseling 705 are CR/NC. In order to receive CR, students must also pass their practicum course (COUN 706) with the minimum grade of B. If a student does not receive a B or better for practicum (COUN 706), both traineeship (COUN 705) and practicum (COUN 706) must be repeated as the practicum cannot be taken without a field placement. If a student passes
practicum (COUN 706) with a B or better, but does not receive CR for the traineeship (COUN 705), auditing the practicum may be required by the department when the student repeats the traineeship course. If logs are not received or if too few hours are reported, CR will not be given. Please also refer to Criteria for Faculty Review of Graduate Trainees in the appendix.

7. **NUMBER OF CLIENTS REQUIRED**

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Traineeship</td>
<td>3-4</td>
<td>8</td>
</tr>
<tr>
<td>Second Year Traineeship</td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

Based upon first year traineeship at 12 hours per week. Minimum
Based upon second year traineeship at 16 hours per week. Minimum

**MFT students must have at least 2 clients who are older than 12 years of age during a first year traineeship.** A full caseload of clients older than 12 is preferable in the first year.

8. **AUDIO RECORDING**

Students are required to make audio recordings of 2-3 client counseling sessions each semester during COUN 736, 890 and 891. Informed client consent which includes consent to be audio-recorded but be obtained prior to any counseling session and prior to those being audio-recorded. These tapes will be reviewed by the internship instructors. Students must be aware of this requirement and plan for this with site supervisors. Students cannot pass COUN 736, 890 and 891 without completing the audio-recording assignment.

The student’s audio recordings must be done using a medium of communication known to the internship instructor so that the recordings can be reviewed by practicum/internship instructors. If this is not possible, the student will be required to give translated transcriptions of interview to the instructor.

9. **GROUP COUNSELING REQUIREMENT**
CACREP 2016 Standards require “direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term” (p. 12). This is accomplished through COUN 811, not necessarily through the field placement. The COUN 811 syllabus documents this requirement.

10. **PROFESSIONAL CONDUCT**

   Students are present in a trainee setting at the invitation of the agency/school, and represent a considerable investment of time and energy on the part of that setting. As such, students must represent the highest standards of professional behavior consistent with the values of the setting and personal and professional ethics. This relates to standards of dress, punctuality, client, staff and professional contacts and all other interpersonal relationships. Failure to maintain these standards will result in negative evaluations and reflects poorly on the Department of Counseling, and may – in extreme cases – result in termination of placement and a grade of No Credit. Please refer to Criteria for Faculty Review of Graduate Trainees in the Appendix.

11. **DIFFERENT FIRST- AND SECOND-YEAR TRAINEE SETTINGS**

   The department strongly recommends that students have a different trainee placement for the second year in the program. If a student believes that it is in their best interest to remain in the same setting for the second year, the following procedure must be followed.

   Download and complete the "Waiver of Trainee Placement Policy" the form from the department office to be completed and signed by: (a) Agency supervisor, (b) Fieldwork Coordinator, and (c) Specialization coordinator

   Indicate clearly on the form the changes in agency supervisor and client population and activities, which will make the second year a differentiated experience. A second year with the same supervisor and/or the same client population will not be approved.

   Prior to submitting the form to the department, the student is to consult with the Fieldwork Coordinator who verifies the information and agrees with the content of the form.

   The completed and signed form will be reviewed by the specialization coordinator. The form must be received by the faculty involved before the last Friday in April.

**Traineeship in Setting Where Employed**
Traineeship is for the purpose of the acquisition and development of skills in relation to the training curriculum. The department is willing to consider trainee placements in settings where students are employed, providing the setting meets all other criteria as described in Section 11. In addition, the student may not be supervised for the traineeship by their work supervisor and the student must have a client caseload selected specifically for purposes of the traineeship. If a student uses an employment position for traineeship, at least one academic year of traineeship must be done in a place other than a place of employment. Stipends for traineeships are occasionally offered by agencies. A stipend is funding specifically for training purposes and is therefore acceptable. Student must seek careful consultation and approval by the Faculty Advisor and Fieldwork Coordinator when considering such placement.

IT IS AGAINST BBS REGULATIONS TO BE PAID AS AN INDEPENDENT CONTRACTOR IF YOU ARE ACCRUING HOURS TOWARD BBS LICENSURE (YOU CANNOT AND MUST NOT BE ISSUED AN IRS FORM 1099).

Termination of Traineeship Before End of Semester

Students wanting to terminate a traineeship, for any reason, must consult with Practicum/Internship Instructor, Fieldwork Coordinator and Site Supervisor. A placement may be terminated only with the approval of those parties and with consideration of ethical and professional responsibility to clients and to agencies/schools. Termination by a student without consultation will result in a grade of No Credit for the semester. If a student feels unsafe, the student must leave the site and must contact their practicum/internship instructor, faculty liaison and fieldwork coordinator as soon as possible.

If a student's traineeship is terminated for any reason, the student shall notify their practicum/internship instructor immediately in writing. The course instructor will then initiate the process of investigation and make recommendations to the appropriate departmental faculty. Students should be aware that an unsatisfactory resolution of this issue may place their credits for that semester in jeopardy.

If a trainee placement is terminated, students must begin a new traineeship within 2 weeks in order to receive credit for the semester. If a change in trainee placement occurs at the beginning of a new semester, the same requirement applies. Students must complete the required hours of traineeship regardless of the change.

Supervisory Evaluation of Trainee

Evaluation is an ongoing process in any educational enterprise. In this field, learning is not simply a cognitive act; it involves changes in attitudes and feelings and an integration of complex processes which include intellectual mastery, a developing sense
of the professional role, and the student's use of self. Evaluation is part of the student's field work experience and is a process in which the agency supervisor, student and practicum/internship instructor all are involved. Typically, the practicum/internship instructor obtains feedback from agency supervisors and discusses the feedback at faculty meetings. Written evaluations must be completed, signed and returned to the practicum/internship instructor by the final day of instruction. Students will not receive credit for the traineeship if forms are not turned in on time or if the evaluation is not satisfactory. The practicum/internship will determine if CR or NC should be given for the semester. This judgment is based upon input from the field supervisor, the student, and the faculty.

CACREP requires “evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum” (p.16). Therefore the department of counseling requires onsite supervisors to complete an evaluation at the end of COUN 705 to assess student’s practicum performance. In addition, CACREP requires the same evaluation of internship, thus the department of counseling requires onsite supervisors to complete evaluations at the end of COUN 736, COUN 890, and COUN 891.

Winter Semester Break

There is a university established semester break of more than one month’s duration, during which time the university is not in session. While students are not required by the university to attend field work during this time, we recognize that this is an unusually long period to be away from clients. Students are required to work out an arrangement with the agency so that service to clients is not compromised during this time. Most often, students continue to attend field placements during part of the semester break. Hours accrued during winter break are recorded in a separate log labeled “Winter Log.”

INCOMPLETES: Assuming that the student is passing all other course requirements, the student will be assigned an Incomplete grade if they achieve less than 80% of the hours (direct or indirect) required

Students are expected to negotiate with the trainee setting to meet the setting's requirements for hours (e.g., many agencies/schools will require more than the minimum for placement as a condition for accepting a student with 15-20 hours often required).
**Summer Break and COUN 850**

Students who have an area of emphasis along with a specialization may need to take additional semesters of traineeship in order to accumulate the required hours and experience. These students may enroll in COUN 850.

Students accumulating hours toward the marriage and family therapy license may wish to continue to accumulate hours between June and August. BBS SB-632 stipulates that MFT students must provide counseling services during this time under the title of “trainee.” The term of service must not exceed 90 calendar days, which must be immediately preceded by enrollment in a practicum course and immediately followed by enrollment in a practicum course or completion of the degree program. SB-632 allows trainees to perform services during this period without enrollment in a practicum course. SB-632 also stipulates that all hours of experience gained as a trainee during this period constitute part of the trainee’s supervised course of study, and they must be coordinated between the university and the site where the hours are being accrued. Therefore, the department requires MFT students who accrue hours as a trainee for fewer than 90 calendar days during summer to enroll in one unit of COUN 850 so that they can be monitored by the department.

Students placed in a school site and contracted to complete the placement at the end of the school year do not need to register for COUN 850 unless they remain in the agency beyond the school year. Some students contract with agencies to work through the **first 2 weeks** of June. Those students **do not need to register for COUN 850**. However, students working beyond the first 2 weeks of June must register for COUN 850 in order to accrue hours toward a second specialization, an emphasis or to count hours toward licensure.

It is only possible to register for COUN 850 after completing at least one year of traineeship. Students wishing to enroll in COUN 850 need the approval of the Fieldwork Coordinator. The course is offered in the fall, spring, and sometimes in the summer.

**INCOMPLETES:** Assuming that the student is passing all other course requirements, the student will be assigned an Incomplete grade if he/she achieves less than 80% of the hours (direct or indirect) required.

**ROLE/RESPONSIBILITY OF FACULTY LIAISON**

COUN 705, COUN 706, COUN 736, COUN 890, and COUN 891 instructors are the faculty liaison to the trainee field placement for each student in their respective sections. The Fieldwork Coordinator facilitates the role of the liaison, but does not replace the liaison.


**Responsibilities of the Faculty Liaison**

Maintain contact with and between students and agency supervisors to assist the student in integrating academic and traineeship experiences. Faculty liaisons are available to consult with onsite supervisors regarding trainee counseling skill and professional development – consistent with expectations and supervision in the setting.

To work with trainee and supervisor in managing field placement related difficulties and for ongoing and/or crisis consultation. Trainees and supervisors should involve faculty liaison early in such situations before a poor evaluation is written or a traineeship is threatened. Faculty liaison are to be available to discuss issues with all parties, using appropriate channels of communication, including site visits if necessary.

To contact all supervisors via email each semester. Visits to the field placement are determined as needed by the counseling department, liaison faculty, Fieldwork Coordinator and field supervisors.

Collect field placement progress forms from students each semester, review, and follow up where necessary. Students must submit forms to liaison by mid-October in the fall semester, and mid-March in the spring semester.

to obtain the supervisor evaluation of trainee performance and work with the student and supervisor to complete the evaluation form if help is needed. Supervisor evaluation rating is a component of the students final grade in their practicum/internship course. In COUN 705, the faculty liaison gives a Credit or No Credit grade at the end of the first semester.

**Role/Responsibility of Practicum or Internship Instructor**

Each field placement trainee takes a practicum/internship course that meets weekly and is designed to support the activities of the traineeship. Support includes (but is not limited to) learning and practicing basic and advanced counseling skills and techniques, screening and assessment, diagnosis, treatment, and goal setting, case conceptualization, advocacy, case management, crisis intervention, emergency preparedness, professional identity and ethical issues. The curriculum differentiates particular instructional goals and objectives for each of the four semesters of traineeship experience (see Appendix 2).
Role/Responsibility of Agency Supervisor

Conscious and continuous planning is necessary. The agency supervisor should prepare all staff members for the arrival of students. Supervisors must clarify the student’s role, function, title, and lines of communication. Provision of adequate workspace and regular supervision creates the necessary foundation and environment for a good field experience. This can reduce staff inconvenience and the student’s initial anxiety.

The agency supervisor bears primary responsibility for insuring that the trainee's placement leads to learning and professional growth. The supervisor represents the setting and should expect that the trainee’s presence will contribute to the welfare of the setting. The trainee can also expect that the supervisor will present an appropriate professional model and will provide clear and regular supervision, as well as continuing support and assistance within the setting. A **minimum of one hour per week of regularly scheduled supervision is a requirement of the Department of Counseling** (See Appendix 3 for **Tips for Supervisors**).

Within the context described above, the supervisor must be aware of the objectives of the student's graduate training program and be able to work with the student's developing skills. This can be accomplished through discussions with the student and consultation with the faculty liaison (See Appendix 2).

When the placement begins, agency supervisors must return the trainee placement agreement to the Department of Counseling. Approved marriage and family therapy counseling sites require the supervisor/director to sign 3 copies of the supervised field placement agreement.

Agency supervisors are responsible for evaluating the student on an ongoing basis and completing the Department of Counseling’s on-line supervisor evaluation at the end of each semester. A narrative evaluation may also be submitted within the on-line evaluation form.

Logs of hours spent in the setting must also be approved and signed by agency supervisors. Logs and forms need to be filled out in a timely manner, as undue delays can cause a student to receive a “no credit” or “incomplete” for their course.
ROLE/RESPONSIBILITY OF FIELDWORK COORDINATOR

The fieldwork coordinator is a member of the faculty who assists students and faculty in the identification and selection of trainee placements and placement of students in those settings. Given the large number of agencies and school settings and the large number of students seeking placements, the coordinator works with practicum and internship faculty and students in the placement process, but does not assume sole responsibility for placements. Given these constraints, the functions of the fieldwork coordinator are as follows:

Maintains list of currently acceptable and appropriate agencies and schools for traineeship, including contact information, roles and functions of trainees, populations served, procedures for application and requirements for placement.

Provides traineeship information for first and second year students and assists students in selecting appropriate placements. Most information is transmitted via the department of counseling listserv.

Develops new traineeship placements; maintains ongoing relationships with approved trainee sites; consults with agencies regarding the department of counseling trainee site requirements and standards.

Facilitates faculty/supervisor meetings and trainings.

Attends traineeship Fairs.

Verifies documented hours for COUN 705, COUN 736, COUN 890, and COUN 891 in conjunction with each counseling student trainee and faculty liaison.
APPENDICES

Appendix 1: Due Dates and Forms
Appendix 2: Explanation of Four-Semester Traineeship Sequence
Appendix 3: Rationale for One Hour of Supervision per Week
Appendix 4: Policy Regarding Taping of Client Sessions
Appendix 5: Tips for Making Supervision Count
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Appendix 8: Liaison Faculty Review of Field Placement
Appendix 9: Evaluation of Field Placement
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Appendix 11: Criteria for Faculty Review of Grad Trainees
Appendix 12: Outline for Narrative Evaluation
Appendix 13: Guidelines for Process Write-up
Appendix 14: Information for Students Specializing in MFT
Appendix 15: Information for Students seeking LPCC
## Appendix 1

### FORMS & SUBMISSION DUE DATES

<table>
<thead>
<tr>
<th>Forms posted on website:</th>
<th>Dates forms are due:</th>
<th>Forms returned to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Traineeship placement form (completed by student)</td>
<td>Before 2nd week of fall semester</td>
<td>Download and complete the form. Provide one copy to the Fieldwork Coordinator and one copy for your course instructor.</td>
</tr>
<tr>
<td>2. Trainee placement agreement (Career, Clinical Mental Health, College, School and Gerontology Specializations only; Completed by Student and Signed by Supervisor)</td>
<td>Before 2nd week of fall semester (Placement will not be considered approved until agreement is signed)</td>
<td>Download and complete the form. Return 3 copies to practicum instructor. Two copies will be returned of which one copy is provided to the onsite supervisor and one copy is for trainee records. All copies are signed by the Fieldwork Coordinator, with the original retained for the Department.</td>
</tr>
<tr>
<td>3. Verification of liability insurance coverage</td>
<td>Before 2nd week of fall semester</td>
<td>Download and complete the form. Return to course instructor</td>
</tr>
<tr>
<td>4. Supervised field placement Agreement (MFCC Specialization Only; Completed by Student and Signed by Supervisor)</td>
<td>Before 2nd week of fall semester (Placement will not be considered approved until agreement is signed)</td>
<td>Download and complete the form. Return 3 copies to practicum instructor. Two copies will be returned of which one copy is provided to the onsite supervisor and one copy is for trainee records. All copies are signed by the Fieldwork Coordinator, with the original copy retained for the Department.</td>
</tr>
<tr>
<td>5. Field Placement Progress Report (completed by student)</td>
<td>Deadline set by course instructor</td>
<td>To course instructor</td>
</tr>
<tr>
<td>6. Supervisor Evaluation of Trainee (completed by agency supervisor)</td>
<td>Deadline set by course instructor (typically first Friday of December and May)</td>
<td>To course instructor</td>
</tr>
<tr>
<td>7. Trainee logs (completed by student and signed by supervisor)</td>
<td>2 weeks before last day of instruction</td>
<td>To course instructor</td>
</tr>
<tr>
<td>8. Verification of group counseling field work</td>
<td>Before graduation and as soon as completed</td>
<td>To Fieldwork Coordinator</td>
</tr>
<tr>
<td>9. Evaluation of Field Placement (completed by student)</td>
<td>2 weeks before last day of instruction</td>
<td>To course instructor</td>
</tr>
</tbody>
</table>

**VERIFICATION OF GROUP COUNSELING FIELDWORK REQUIREMENT:** Upon completion of requirements, site supervisor signs downloaded form, student copies the form and gives the original to Fieldwork Coordinator *(Requirement for graduation)*
All forms are available at http://counseling.sfsu.edu/content/fieldwork/forms.htm including a checklist for all forms to be completed. *Keep copies of all forms turned in to the Department of Counseling!*

**For Marriage and Family Therapy trainees,** the following additional forms can be downloaded from the BBS website: [WWW.BBS.CA.GOV](http://WWW.BBS.CA.GOV).

1. Responsibility statement for supervisors
2. Weekly summary of hours of experience
3. Marriage Family Child Counselor experience verification (2 Forms – 1 for each field placement)
4. Verification of workshops, seminars etc.
5. Suggested voluntary employment agreement
6. Information sheet about requirements for intern registration.

As the BBS may update and change requirements, it is the responsibility of all MFT students to check the BBS website for the latest information. These must be completed, maintained and kept for your own records and to produce for the Department or the Board of Behavioral Science when requested.
Appendix 2:
Explanation of Four-Semester Traineeship Sequence

FIRST YEAR
COUN 706, Practicum, is taken in the fall semester along with fieldwork, COUN 705. COUN 706 meets once a week for 3 hours and meets for an additional 30-60 minutes outside the regular course time for 10 out of the 15 course weeks. During this time, the students work in dyads to conduct counseling sessions in the clinic complex on the 1st floor of Burk Hall. The sessions are video-recorded and viewed by the instructor during the session. These sessions are the basis of the student's process notes. The hours and schedule for this component of COUN 706 is determine by your course instructor and typically begins in late September/early October. Fieldwork is to be a minimum of 12 hours per week. Students are encouraged to take a section that corresponds to their primary specialization. COUN 706 focuses on learning and applying the basic Microskills and facilitative skills. Basic case conceptualization, diagnosis, treatment planning and goals covered; Crisis, emergency management, cultural competency, using supervision effectively and ethics are also addressed. Process note and reporting also covered. Professional identity is also covered. Students work in dyads or triads, role play and participate in other activities to learn and practice these skills.

COUN 736, Internship, is taken in the spring semester and meets once a week for 3 hours. Students are at the same training placement and with the same instructor as in the fall. Students are expected to be in the field a minimum of 12 hours per week. Students are expected to have a caseload of at least 3 and not more than 8 clients. Students stay in the same section as they were in during the fall, with the instructor changing. COUN 736 focuses on advanced microskills, facilitative skills, crisis, emergency management, cultural competency, using supervision effectively, ethics. In addition, screening and assessment, diagnosis and prognosis, case conceptualization, treatment planning and goal setting are covered. Additional counseling roles and functions such as advocacy, case management, etc. are also covered. During COUN 736, students audio-record 2-3 client sessions, which are the foundation for the required process note assignments.
SECOND YEAR
After successful completion of the first year of traineeship, students take a year-long sequence of COUN 890 (in the fall) and COUN 891 (in the spring). Students are required to take a section that is consistent with their primary specialization and to stay with the same section and the same instructor for the 2-semester sequence. COUN 890 and 891 meet approximately 8-9 times each semester as a class, and 4-5 times individually with their course instructor for supervision and review of audio-recordings and process notes. Students must be in their fieldwork setting a minimum of 16 hours per week, and work up to and maintain a caseload between 5 to 12 clients.

COUN 890 continues to prepare trainees by advancing their counseling skills, knowledge and competency repertoire, honing their ability to develop effective therapeutic rapport, and drawing on counseling theories and models to inform case conceptualization, treatment planning, and client outcomes. Students are expected to know and practice cultural and disability competency skills, trauma-informed care and mental health recovery principles in their process notes, audio-recordings, in-class counseling dyad practice, and during instructor supervision meetings. Students also begin to develop their own person counseling style, and increase their ability to practice on-going self-awareness, self-monitoring, and self-correction. Transference and counter-transference is explored regularly. Students are expected to be competent in identifying microskills, examples of empathic understanding, unconditional positive regard, and genuineness, and incorporate intersecting client cultural identities into case conceptualization and treatment planning. Students are expected to share their cognitive and affective responses to clients with their instructor and peers, and present case information in an efficient and counselor-oriented manner. Professional identity and integrated behavioral healthcare is also covered. Student advance their report and process note writing.

COUN 891 continues to advance the skills, knowledge and competencies learned in 706, 736, and 890. This course focuses particularly on theory-based, culturally and disability competent case conceptualization and treatment planning, and establishing and achieving realistic and measurable counseling outcomes. At this stage of training, students are expected to comfortably exhibit microskills, therapeutic rapport building, theory and evidence-based practice driven techniques (e.g., CBT, Solution-focused, Person-centered, MI, etc.), and apply stage of change model to all clients. Students are expected to be competent at explaining intentions behind counseling approaches and its immediate impact on the therapeutic rapport and treatment outcomes. An increased personal model of counseling develops and self-understanding and awareness comes more naturally. Competence and confidence in giving and receiving feedback from peers and instructors occurs. Advance competencies in trauma-informed care, mental health recovery, professional identity, report and process note writing, and integrated behavioral healthcare occurs. Case presentation occurs at ease and is done in an effective and efficient manner.
Appendix 3

Rationale for One Hour of Supervision Per Week

The form of supervision and the modes used in supervision will vary from one setting and supervisor to another. The Department of Counseling at SFSU is committed to placing our students in fieldwork settings where the site and the supervisor are willing to invest time and resources in the training of emerging professionals. We hope that our students will contribute to the agency/school/college as the year progresses and that it will be a mutually satisfying experience. It is in the service of a well-structured training experience that we require a minimum of one hour of individual supervision per week for our students. We hope that most settings will provide two hours of group supervision in addition to this, or that some additional contact with supervisory personnel will be available as might be appropriate in specific settings.

The rationale for one regularly scheduled hour of individual supervision per week is based on a number of factors:

- We have noticed that one of the leading causes of frustration and anxiety for students is the lack of a predictable and reliable framework for supervision. It is also a leading cause of a supervisor’s perception that the student is unable to contain anxiety and work independently. A reliable framework of an hour of supervision at a regularly scheduled time and location each week allows the student to contain anxiety and questions with the knowledge that there will be a safe place to obtain help, information, support and feedback.

- Supervision is a relationship that is parallel to that of the counselor/client relationship. It is a process whereby students learn about receiving help through a relationship that is professional and consistent. It is a forum where they can learn to differentiate between a crisis that needs immediate help from a supervisor and one that does not. It is where they can learn to deal with their own difficulties and anxieties and discover a variety of problem solving/ strength bases skills.

- It is our experience that one hour per week of concentrated time is essential in order to develop a relationship with a student that will allow for an open and honest exploration of how the student is managing the relationship process along with the case management and educative elements of the work.

- It is a place where students will develop a model for supervision that they will use when it is their turn to supervise students later on in their own professional lives.
Appendix 4

Policy regarding Taping of Client Sessions

During the first year of practicum instruction, students are required to make voice recordings or video recordings of sessions with clients in their field placements. These taped sessions must be transported to San Francisco State University and used for coaching/supervision by practicum instructors.

Some instructors require 2-3 audio sessions from the field as early as the fall semester of the first-year practicum.

In order to maintain confidentiality of these recordings, the following procedures are followed by all instructors:

1. Students are required to discuss the issue of recording with their field supervisor.
2. Students are required to have consent from clients before recording.
3. Students are required to eliminate all identifying information from the recording.
4. Students are required to bring the recording to their practicum instructor who will listen to portions of, or all of, the recording.
5. The instructor will focus primarily on the student’s interaction with the client. Coaching is designed to address the learning process of the student.
6. The instructor and student understand that the practicum instructor is not responsible for treatment of the client. Students must discuss any suggestion regarding client treatment with the field supervisor.
7. The instructor is responsible for maintaining confidentiality under the provisions of ethical responsibility in the relevant professional codes of ethics.
8. The instructor will return the recording to the student after coaching/supervision.
9. The student must erase or destroy the recording or give the recording to the client, whichever is consistent with policies at the field placement. Recordings may not be kept after the end of the semester and must at all times be kept in a safe, secure place.
10. Students must provide instructor with recording and a hard-copy process note. Do not send recordings and process notes electronically (no faxes or email attachments). This is a violation of the client’s confidentiality.
Appendix 5

Tips for Making Supervision Count

At the request of students, we are including some tips for students regarding the supervision process.

- You are ultimately responsible for the effectiveness of your supervision. Come prepared. Be focused. Arrive with tapes and process notes. Know what you want to discuss: cases, techniques, questions, doubts, successes.
- You and your supervisor are mutually involved in the process of improving your skills and your sense of professional self. Adopt a problem-solving stance. You are the experiment here. Where are you in your skill development? What needs to happen next for your continued development? Be both willing to listen to the supervisory feedback and be willing to lead the discussion into new areas.
- Be clear about what you want and need in supervision. Be assertive (not aggressive) in asking for what you want/need. Your supervisor gives you feedback, but you must lead the way. Remember that no asking is not getting!
- You are doing SOMETHING right, but don’t obsess on your mistakes or bash yourself ceaselessly. You need to point out what you are doing well and there is no better way to do this than to bring in tapes and process notes that demonstrate not only what you need to learn, but also your ability to discern your strengths.
- What you don’t get now, you can seek out in later training. Everyone has something to teach. Discover what your supervisor has to teach and learn that. Don’t expect to learn everything from any one person, but do learn something from each supervisor. Your later professional life will be full of opportunities for further supervision.
- Each of us formulates our own style. You will not be like anyone else; neither will your supervisor be like anyone else. Be as respectful of your supervisor’s style and biases as you hope s/he is of yours.
- Avoid playing games. We refer you to the excellent article, “Games Counselor Trainees Play: Dealing with Trainee Resistance,” Counselor Education and Supervision, June 1972, pp. 251-256. Some personal favorites are “turning the tables” by diverting attention from your work with the question, “what do you think I should do?”; “I’m no good,” where you jump in with such heavy self-criticism that the supervisor is unable to point out any errors (which quite possibly are not the ones you see); and “projection,” where the trainee insists that it is the presence of the supervisor or the supervision that is causing his/her anxiety and therefore leading to inferior performance. Any good supervisor is aware of these games.
- Be in touch with your own resistances and be willing to discuss them. Are you late? Procrastinating? Avoiding something? What you find most difficult to acknowledge about yourself is most likely the thing that will negatively affect your work and your learning.
- Use good judgment in self-disclosure. Honest self-evaluation is much to be treasured but as a practical matter, remember that we are evaluating you as a potential colleague in the profession.
• Avoid hostility. Do not attack your supervisor or your setting, either directly (to your supervisor) or indirectly (as when discussing your setting with us) unless you are positively wishing to be self-destructive. Be constructive in your criticisms. You may think it is okay to belittle your fieldwork supervisor to whomever is supervising you, but your supervisor will wonder what you are saying about him or her. Our mental health community is indeed a small world. Word gets around. Remember: You will be looking for a job soon.

• Realize that neither you nor your supervisor is perfect. It is a common mistake among us that we are more willing to forgive our clients for their imperfections than we are to forgive ourselves.

• Develop your sense of humor. In addition to stamina and courage, a well-developed sense of humor is one of the necessary assets in this profession.

• Remember that this is both training and socializing process; that it is both a heuristic and evaluative experience.
Appendix 6

Tips for Supervisors

At the request of supervisors, we are including some tips to use in preparing for a student and in the supervision hour. We believe effective supervision includes some of each these activities at different times in the supervision process.

The following may help in the process of supervision:

• Orient agency/school personnel/staff to the roles and functions of the trainee prior to when the trainee begins their placement. Staff benefit from knowing who will be supervising the trainee, where the student will be located and their contact information, and how the trainees' role intersect staff. The receptionist/front desk should be told the trainee's name, location and phone extension. Similarly, provide the trainee with information about the roles and functions of agency/school personnel/staff their positions, and their role in the trainees' experience.

• Orient the student to the placement. What are the informal and formal aspects of the agency/school culture including dress code, parking, client/staff boundaries? What are the policies at this placement? Please review the crisis/safety protocols, emergency management protocols, program/agency evaluation processes, and all forms used and reporting required. Provide trainee adequate time to learn reporting formats and software programs used.

• Orient the student to the broader social service community within which the agency operates. Where will the trainee refer clients when necessary? What other agencies/schools work with the same client population? With whom will the student consult in the community? In the case of agencies operating within the school setting, orientation to the school is important. What other intra and interprofessionals will interact with the trainee (e.g., psychiatrist, social workers, psychologists, housing programs, case managers, etc.).

• Discuss the ethical and legal issues salient to your agency/school. For example, provide information on the 5150 process, HIPPA, reporting abuse, responding to suicide and homicidal ideations, etc. within the context of the agency/school. Offer information on relevant laws that will affect work in the agency/school.

• Discuss with the student what you will expect during the course of the field placement and particularly during the supervision hour. What material should the student bring to sessions; e.g., tapes, process notes, verbal case presentation, etc. Consider sharing your supervision style and approach, theoretical orientation, and exploring the students' supervision expectations. Encourage the student to have an agenda for each supervision meeting. You might begin the meeting by agreeing on a flexible agenda. You, the supervisor, may always add items.
• Allow the student to shadow your work and other staff work, particularly in the beginning of the traineeship. Shadowing is one of the best tools for trainee learning and building self-efficacy. Consider role playing with trainees to assist them in gaining skills and/or building confidence in trying new approaches and skills with clients.

• Provide opportunities to discuss trainee (or those being shadowed) intentions behind actions, how techniques are linked to case conceptualization, goals and outcomes. Discuss specific techniques, strategies, and interventions you have use and consider sharing with some of your own mistakes. Discuss the value of learning through failure and being tolerant of imperfection and ambiguity.

• Provide opportunities to discuss, explore, and experience cultural and disability competent counseling. What does this look like? How does the agency/school address culture and disability in their setting? How will the trainee know when they are enacting or not enacting cultural and disability competent counseling?

• Regularly review the student’s caseload. Model for students how to relay client information in an efficient and clinically useful manner; what are the important details to relay? What language is best used to relay the information? Assist students in learning how to provide a "picture" of client presentation and functioning without relying on numerous details.

• Consider listening to parts of or entire sessions that have been audio-recorded or read through transcriptions together. Consider observing trainees during sessions if possible.

• Be clear with the student about your expectations and your perceptions of their performance throughout their traineeship. Give clear feedback on what the student is doing well and where you see need for improvement. Supervisors play both an educative and evaluative role.

• Refer the student to good books or articles, conferences and workshops.

• Take a deep breath and remember that you can’t do all of this all of the time.
Appendix 7
SAMPLES OF CONFIDENTIALITY STATEMENTS

COUNSELING CLINIC
Counseling Information and Consent Form

This form provides information about the Counseling Clinic and sets conditions for receiving counseling in the Counseling Clinic. Please read this sheet carefully and discuss any questions with the counselor before signing it.

Clinic Information

The Counseling Clinic is a training clinic sponsored by the Department of Counseling & Counseling and Psychological Services. The Counseling Clinic is staffed by second year graduate students from the Department of Counseling all of who have previous counseling experience. The Counseling Clinic is a free service offered to SFSU students and is open during the fall and spring semesters of the academic year. Counselors are not available when school is not in session and the clinic is closed in the evenings and over the weekends as well as during the winter and summer breaks and school holidays.

Confidentiality

All information disclosed within sessions including the fact that you are in counseling is confidential and may not be discussed with anyone outside the Counseling Clinic Staff and Counseling and Psychological Services without your written permission except in the following situations where disclosure is required by law:

1. when there is reasonable suspicion of abuse to children or elderly persons.
2. when the client presents a serious danger of violence to another.
3. when the client is likely to harm himself or herself unless protective measures are taken.
4. if the clinic is directed to turn over records by a court ordered subpoena.

Counselor Supervision

Each counselor in the Clinic receives weekly individual and group supervision from licensed professionals on the Counseling Clinic Staff which includes some counselors from Counseling and Psychological Services in Student Services Building Room 208. As a training facility for master level students it is necessary for all counseling sessions to be audio-taped and some sessions to be video-taped.
Audio and video tapes are used only for supervision purposes and are reviewed in order to assist your counselor in the development of their counseling skills. Audio and video tapes are reviewed by your counselor and their Clinic supervisor. Additionally, an audio tape may be reviewed by your counselor’s designated instructor of clinical training within the Department of Counseling.

**Intake process**

After the initial sessions with a counselor, she or he will meet with their supervisor to determine if the clinic is the appropriate agency to meet your counseling needs. This decision will be based on the issues you are presenting and the limitations of the clinic structure. If this is not the appropriate agency you will be given referrals to resources more appropriate to your therapeutic needs and goals. If you have previously seen a counselor at SFSU Counseling & Psychological Services it is the clinic policy that the clinic counselor speak with your previous counselor or review their clinical notes so that the clinic counselor is aware of the previous counseling you have received from our joint services. During the first or second intake interview with a counselor he or she will ask you to fill out some brief assessment inventories.

**Cancellations**

For counseling to be effective it is important to attend sessions regularly. Please discuss with your counselor the best way to handle missed appointments at the start of your counseling with them. Clients are asked to give at least 24 hours notice if they are not able to keep any appointment due to illness or other circumstances. Failure to keep an initial intake appointment without notice may require the client to return to the waiting list.

**Length of Services**

Counselors begin their placement in the Counseling Clinic at the start of the academic year in August and stay until the final week of classes in May. Termination of counseling may occur at any time that you and your counselor mutually agree or when you individually decide to end your counseling. For some students termination of counseling may occur at the end of the spring semester as a result of the counselor ending his/her placement in the clinic. If appropriate at the conclusion of counseling in the clinic your counselor will offer you the option of referrals to counseling services in your community.

In some circumstances students may wish to contact the counselor they have seen in the clinic at the counselor’s next practice or work setting. After the end of the spring semester when a student has completed counseling in the clinic they may call the Clinic
Director for information about the availability at another counseling setting of the counselor they have seen in the clinic.

Client Name: ____________________________________________________________

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>Middle Initial</th>
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</thead>
</table>

I have read and understand all of the above information on this sheet and I agree to begin counseling in the Counseling Clinic.

I give my permission for the counselor to audio tape each session for training and supervision purposes with the Clinic Staff and the instructor of clinical training within the Department of Counseling.

I give my permission for the sessions to be videotaped as needed for training and supervision purposes with the Clinic Staff.

Client Signature: ___________________________ Date: ________________________

Counselor ___________________________ Signature: ___________________________ Date ________________________

AGENCY / LETTERHEAD

Confidentiality and Consent for Counseling
Your child has been invited to participate in counseling in order to support his or her success in school. Counseling services are performed by trainees from the counseling program at San Francisco State University. These counselors trainees are carefully screened by both the university and this school and work under the supervision of appropriately credentialed or licensed professionals according to the laws of the State of California and code of ethics of the profession to insure that quality care is provided to children and their families.

In order to monitor their progress and insure quality service, it is necessary for the trainees to discuss with their supervisor the work they are doing with their clients. At times they may tape record sessions for review with their supervisor and with their practicum instructor at the university. All discussions are kept strictly confidential.

There are certain specified situations where the counselor and counselor trainee are required by California law to break this confidentiality. If there is a foreseeable risk of harm to self or others, or of suspected child abuse or neglect or elder abuse, the trainee
is mandated by law to report these matters to the proper authorities, to take steps to protect the individual and notify potential victims.

In all other circumstances information disclosed within sessions is confidential.

I hereby give permission for my child____________________ to receive counseling.

Parent/Guardian                                                   Signature/       Date
Dear Parent and/or Guardian of:

Name of Student

We are very pleased that our school has been chosen to receive the services of a Counselor trainee from San Francisco State University. Your child has been selected to meet with this trainee during the school year. This counselor in training is an adult who will receive a Master’s degree at graduation and can provide your child with special attention to help him/her succeed in school.

In order to insure quality service to your child this counselor will work under the supervision of a credentialed person according to the laws of the State of California and the ethics of the profession. Sometimes sessions will be tape recorded for review with the supervisor and the university practicum instructor.

All discussions are kept strictly confidential. It is only if there is a risk of harm to self or others, or if there is suspected child abuse or neglect or suspected elder abuse, that the trainee is mandated by law to report these matters, to take steps to protect the individual and to notify potential victims. In all other circumstances information disclosed within sessions is confidential.

We are requesting your permission for your child to meet regularly with a counselor trainee. Please return this form as soon as possible.

Yes. I give my son and / or daughter permission to meet with the counselor trainee.

Parent/Guardian Signature                                      Date

Sincerely,

____________________________  Head Counselor  _____________School
Appendix 8

LIAISON FACULTY REVIEW OF FIELD PLACEMENT:
ISSUES DISCUSSED IN CONSULTATIONS WITH STUDENTS AND FIELD SUPERVISORS

1. **Office space:** Adequacy of space/ desk/ telephone:
   Excellent _____ Good _____ Fair _____ Poor_____

2. **Type of supervision trainee is receiving:**
   (a) Individual (hrs per week)____________
   (b) Group (hrs per week)____________

3. **Modes of supervision used:**
   Audio-recording _____ Video _____ Written Case Reports _____ Verbal Reports ____ Role Play____
   Shadowing _____ Other_______

4. **Quality and consistency of supervision:**
   (a) Are student responsibilities clearly defined?  
      Yes____ No____
   (b) Is supervision provided consistently at regularly scheduled times? Yes___ No____
   (c) Is evaluation of student an ongoing part of supervision?                   Yes___ No____
   (d) Please rate the overall quality of supervision: Excellent_______ Good________ Fair _______Poor_________

5. **Taping of client sessions:**
   (a) Does this agency/supervisor encourage and support audio-recording?  
      Yes____ No____
   (b) Is the student able to audio-record a sufficient #s of clients?  
      Yes____ No____

6. **Client caseload:**
   (a) When did the student first begin to develop a caseload? (circle one)
      August    September  October  November  December
   (b) Are there any problem regarding client caseload? (e.g. difficulty, diversity, #S)
Yes_____ No____ If yes, please explain:________________________________

(c) Were clients screened appropriately for the trainee?
Yes ____  No____

7. **Global rating:** Overall quality of this placement:
   Excellent _____  Good _____  Fair_____  Poor______

8. **Would you recommend this placement for:**
   1st yr_____  2nd yr____  1st or 2nd____
Appendix 9
EVALUATION OF FIELD PLACEMENT (completed by student)

Name of Placement Setting ______________________________ Date____________
Name of Student ______________________________
1st Year _____ 2nd Year
Career ___CMHC ___College___ Gerontological ___MFCC ___School ___

You are asked to evaluate the field setting in which you are placed and the nature and quality of your experiences during your placement. Please mark the appropriate number on the five-point scale -- reserving the best categories for unusually positive or strong characteristics.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree/Consistently Available</th>
<th>Agree/Usually Available</th>
<th>Neutral/Varying</th>
<th>Disagree/Selected Available</th>
<th>Strongly Disagree/Never Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The placement provides an adequate number of counselees:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. The placement encourages tape recording of counseling sessions:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. The placement offers appropriate range and type of professional activities:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>EMERGENCY HELP WHEN NEEDED:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CASE CONFERENCES:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td></td>
<td>IN-SERVICE TRAINING:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Case loads are assigned appropriately reflective of student's state of readiness and increasing competency:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
5. Professional staff is supportive of students; morale is positive; staff is available to students.

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6. Supervision is consistent, supportive, directed to skill enhancement and professional training:

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<td>2</td>
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**INDIVIDUAL SUPERVISION IS REGULARLY PROVIDED:**

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<td>2</td>
<td>3</td>
<td>4</td>
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**GROUP SUPERVISION IS REGULARLY PROVIDED:**

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<td>3</td>
<td>4</td>
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</table>

7. Evaluation of performance is communicated to student, based on clear and consistent criteria, and is undertaken as part of the process of training:

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<td>2</td>
<td>3</td>
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</tbody>
</table>

**Ethnicity of your client load:**

<table>
<thead>
<tr>
<th>Race/ Ethnicity</th>
<th># of clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Asian American</td>
<td></td>
</tr>
<tr>
<td>Black (non Hispanic); African American/ African Caribbean</td>
<td></td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td></td>
</tr>
<tr>
<td>Native American/Alaskan Native/Aleut</td>
<td></td>
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<tr>
<td>White (non Hispanic)</td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments Regarding Any Aspect of Your Field Placement: (use back side of this page if necessary)
Appendix 10

Please click here for the online supervisor evaluation
### Appendix 11
Criteria for Faculty Review of Grad trainees

<table>
<thead>
<tr>
<th>Readiness for Professional Role</th>
<th>Adequate</th>
<th>Needs attention</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates personal readiness for and commitment to professional responsibilities and role.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Show signs of personal impairment that is interfering with professional responsibilities and role.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Academic Performance**

<table>
<thead>
<tr>
<th></th>
<th>Adequate</th>
<th>Needs attention</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meets academic expectations according to syllabus in each class.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Attends required liaison and advising meetings and is prepared w/necessary paperwork.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Takes responsibility to follow department requirements regarding pre-requisites for coursework as outlined in DOC student handbook.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Meets writing standards for graduate program.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Professional & Personal Characteristics for Graduate Trainee**

<table>
<thead>
<tr>
<th></th>
<th>Adequate</th>
<th>Needs attention</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adheres to Ethical Guidelines of ACA and of relevant licensing or accrediting organization for specializations.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Displays good listening skills.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Respects divergent points of view.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Expresses thoughts/knowledge effectively.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Demonstrates realistic expectations of self as counselor-in-training.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. Demonstrates self-awareness regarding skills and talents as counselor.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. Demonstrates ability to develop &amp; sustain rapport with diverse clients.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. Works collaboratively with others.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9. Uses personal power and authority appropriately with clients.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10. Demonstrates an ability to articulate needs appropriately.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>11. Demonstrates awareness &amp; respect regarding issues of diversity including race, cultural, gender, disabilities, age, and religion</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>12. Demonstrates the ability to receive, give, and integrate feedback.</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>13. Demonstrates appropriate boundaries: professional, ethical, interpersonal</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>14. Exhibits ability to take responsibility for one’s actions.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>15. Interacts respectfully with instructors and peers.</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>16. Demonstrates the ability to contribute to a positive class environment.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>17. Takes initiative to discuss difficulties with instructor and liaison.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>18. Adheres to all policies including dress, punctuality &amp; professional role.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>19. Understands agency mission and purpose of clinical work in that setting.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>20. Performs professional responsibilities in agency setting in a consistent and dependable manner.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>21. Demonstrates ability to maintain respectful and professional collegial and supervisory relationships and peer relationships.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>22. Consistent and thorough documentation of clinical records.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>23. Takes initiative to discuss problems/difficulties with field supervisor.</td>
<td>3</td>
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<tr>
<td>24. Demonstrates ability to recognize &amp; monitor personal stress &amp; emotional reactions to professional responsibilities.</td>
<td>3</td>
<td>2</td>
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<tr>
<td>25. Demonstrates ability to use interviewing skills appropriately to build working alliance.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>26. Demonstrates ability to evaluate and assess clients’ needs and presenting issues including sensitivity to cultural and cross-cultural issues.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>27. Demonstrates ability to use supervision to evaluate client’s response to counseling process and to monitor counselor’s awareness of self in the counseling role.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
APPENDIX 12

Information for Students in Marriage and Family Therapy Specialization

During the course of your training and prior to graduating you may accumulate hours of supervised field experience. However, you may begin to count these hours only after accumulating 12 units of credit in the program. After you have 12 units of credit, the hours of fieldwork may count toward the total of 3000 hours that must be accumulated before taking the required examinations for licensure. The Department of Counseling must monitor these hours and must approve placements based on required standards and the appropriateness of the placement for the individual student. In order to satisfy requirements for monitoring of these hours students must complete the weekly summary of hours of experience form along with the other BBS forms included in this handbook. These forms must be kept by the student and produced at any time they are requested. It is important for students to understand that they are responsible for completing, maintaining and keeping all records required by the BBS. The Department of Counseling will monitor the hours in the field, but will not be responsible for keeping records.

The Department of Counseling will also monitor fieldwork hours accumulated toward the 840 hours required in each area of specialization. These are the hours required for graduation from the Master’s degree program. While these hours may be the same as those accumulated for licensure, they are monitored separately and according to different regulations. Hours accumulated toward the 840 required by the Department of Counseling will not be the same in number as the hours recorded for the BBS. Usually more hours will be recorded for the department since the board is most concerned about direct client contact hours, while the department is concerned about the entire field placement experience. In order to satisfy these requirements students are required to use the Department of Counseling log forms and fulfill all Department of Counseling requirements as stipulated in the Handbook. The Department of Counseling will keep and maintain a record of these hours. Logs must be turned in to the course instructor two weeks before the last day of instruction of each semester, and evaluations to the assigned faculty liaison. Please note that the department will not keep a record of the hours recorded for the BBS.

In order to keep informed about the BBS requirements, it is recommended that you join the California Association of Marriage and Family Therapists (CAMFT). We also recommended that you familiarize yourself with the BBS website at http://www.bbs.ca.gov. All required forms are available at this site. Students should plan to apply for an intern registration number upon graduating from this program. It is important to apply within 90 days of graduation if continued counting of hours is desired. An intern registration packet is available at the BBS website.
APPENDIX 13

Information for Students Seeking their LPCC

For students who want to become a California Licensed Professional Clinical Counselor (LPCC), you must be in the CMHC program (specialization or emphasis). If you are not in the CMHC program as either a specialization or emphasis at the start of their program, you will need to apply for an emphasis in CMHC using the “Application for Addition or Deletion of Emphasis” form located on the Department of Counseling Website under Current Students. The application must be submitted in October or February of the academic year. Students are not automatically accepted into the CMHC emphasis. The CMHC faculty will contact you to request a meeting and/or additional information. A final decision will be made within a month of the form submission.

Clinical Mental Health Counseling emphasis students are required to complete the following courses in addition to those courses required by their specialization curriculum. In addition, if you want to work with families, couples, and children or supervise LPCC or MFT interns who are working with families, couples and children, you must also take COUN 858 (Couples and Family Counseling) and COUN 860 (Couples and Family Counseling II).

<table>
<thead>
<tr>
<th>Specialization</th>
<th>Emphasis</th>
<th>Course #</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>CMHC</td>
<td>704</td>
<td>Biopsychosocial Aspects of Health, Behavioral Health, Aging &amp; Disability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>737</td>
<td>Psychopharmacology</td>
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<tr>
<td></td>
<td></td>
<td>870</td>
<td>Professional Issues, Clinical Case Management &amp; Systems of Care</td>
</tr>
<tr>
<td>College</td>
<td>CMHC</td>
<td>704</td>
<td>Biopsychosocial Aspects of Health, Behavioral Health, Aging &amp; Disability</td>
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<td>870</td>
<td>Professional Issues, Clinical Case Management &amp; Systems of Care</td>
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<td>870</td>
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<td>Crisis Counseling</td>
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<td></td>
<td></td>
<td>870</td>
<td>Professional Issues, Clinical Case Management &amp; Systems of Care</td>
</tr>
<tr>
<td></td>
<td></td>
<td>870</td>
<td>Professional Issues, Clinical Case Management &amp; Systems of Care</td>
</tr>
</tbody>
</table>

For students who want to work with couples, families and children and take the additional six semester-units (2 courses) focused on marriage, family and children (COUN 858 and COUN 860), they must also accrue 500 post-graduate hours of supervised experience working with couples, families or children and six hours of CEUs in marriage, family and children in each renewal cycle. LPCC’s must obtain written confirmation from BBS of meeting the requirements to treat couples, families or children and supervise LPCCs/MFTs who are working with couples, families and children. BBS requires LPCC’s to provide clients and supervisees prior to commencing treatment/supervision (California Business & Professions Code 4999.20(a)(3), 4980.03(g)). Upon receipt of this verification, there is no restriction for LPCCs to assess and treat children.

CMHC students can earn the 500 hours of couples, families and children experience during their practicum or internship (pre-graduate) as long as they receive fieldwork supervision from an LPCC, MFT, Licensed Social Worker, Licensed Psychologist, or Licensed Physician Board Certified in Psychiatry who has met the supervision requirements (BBS Regulation 1820.5). While it is advisable to complete the six units of couples, families and children coursework before earning the 500 hours, it is not required, as long as one is under supervision.

Once a CMHC student graduates, the counselor applies to the BBS to register as a Professional Clinical Counselor Intern (PCCI) which positions them to earn 3,000 supervised hours over a minimum of two years and a maximum of six years. Applicants will have one year, from the date of their letter of deficiencies, to complete any education deficiencies outlined by the BBS. All education requirements must be completed before the intern number can be assigned. The LPCC Law & Ethics Exam is taken in the first year of post graduate internship and the National Clinical Mental Health Counselor Exam is taken when all 3,000 supervised hours are complete. An exam must be attempted at least once a year until all have been passed. This process can take several years, since applicants will have one year to complete the application, one year to complete deficiencies after Board notification, one year to complete each exam and
up to six years to complete the 3,000 supervised hours. Counselors licensed in other states, who are applying for the LPCC in California, may have already met these requirements, so their path to licensure will be expedited. Please review the following links from the CALPCC website @ https://www.calpcc.org.

LPCC Process & Requirements: https://www.calpcc.org/licensure-requirements
BBS LPCC Application: https://www.calpcc.org/bbs-applications
Exams for LPCC Licensure: https://www.calpcc.org/exams-for-licensure