

**S T U D E N T A D V I S I N G
H A N D B O O K ¹**

**DEPARTMENT OF COUNSELING
COLLEGE OF HEALTH AND HUMAN SERVICES**

**ACADEMIC YEAR
2012-2013**

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¹ *This handbook is designed to inform Department of Counseling students about department policies, procedures, and curricula. For California State University and California Education Code policies, procedures, and laws, see the university *Bulletin*. We gratefully acknowledge the help received by many students and graduates from our program. Andrés Consoli wish to acknowledge Jenny Cornet for her revisions and suggestions for this year's version of the Handbook. ©Property of DoC-SFSU

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WELCOME

The Department of Counseling in the College of Health & Human Services at San Francisco State University welcomes you to the personal and professional growth that are a challenging and necessary part of service to our society. Meeting the counseling needs of our society requires understanding, patience, and risk taking. It is our hope that as you develop your skills in the helping relationship you will also deepen your empathy for the human condition and grow in your own self-esteem, worth, and awareness.

We have attempted to make the program an integrated and relevant experience for our students. This is an ongoing process subject to experiment and modification. We welcome your input as you experience the program, and look forward to any and all suggestions for change. Through your contacts with us in classes, department, and committee meetings and informal encounters with faculty and students, we hope you feel free to be both expressive and creative. It is our desire that our program and curriculum are models for the kinds of human interactions that facilitate optimal growth in all of us.

We welcome you to the program. We believe that our students represent high standards of dedication and professional commitment, and we invite you to join with us in a mutually stimulating and positive learning experience.

About the Handbook

This handbook contains the policies and regulations pertaining to our programs of study. There are many deadlines, procedures, sequences of courses, and academic requirements that you need to know. **Please read this handbook carefully.** We suggest that you start by looking at the index to familiarize yourself with the structure of the handbook and that you use the index to locate pertinent information quickly in the future.

While the general curricular requirements may not change during the time you are here, there are often procedural changes and there will be calendar deadlines of significance. These will be posted on bulletin boards in the vicinity of the department office and on the department listserv (Coun-L@sfsu.edu). You should check them regularly. Also, please download the *San Francisco State University Bulletin* for your entry year (go to www.sfsu.edu, Quick Links). Although your adviser, and instructors will assist you throughout the program, **you are responsible for accessing and knowing the information contained in these publications and for keeping apprised of deadlines and ongoing requirements.**

Your adviser is your primary point of contact for all matters. You can contact your adviser or other faculty members by calling their office phone numbers during their office hours or writing to them via email (see the contact information list enclosed in your acceptance packet, the faculty page of our website, or the department bulletin board outside BH 524 for office hours, email addresses, phone numbers, and locations).

DEPARTMENT OF COUNSELING - MISSION

We aspire to produce culturally competent, psychologically-minded, emotionally grounded, socially responsible professionals who will become Licensed Psychotherapists (Marriage & Family Therapists), Licensed Professional Clinical Counselors (LPCC), Credentialed School Counselors, Certified Rehabilitation Counselors, Career Counselors, College Counselors, and Gerontological Counselors.

Through our six graduate programs, our undergraduate minor in counseling, and our partnerships with community agencies, collaboratively we strive to prepare students to help meet the growing counseling needs in our society. Our department's faculty and the curriculum we have designed aspire to achieve excellence in the following core areas: strength-based professional identity, recovery focus, multicultural competence, community betterment, social engagement and advocacy, and action research.

To these ends, our faculty have made local, national, and international scholarly contributions to multicultural competence in counseling, social justice, and health equity. Our faculty work to provide a solid learning environment for students with disabilities, students from diverse ethnic and sexual orientations, as well as students from a range of socioeconomic groups. By the end of graduate studies, our students should embody multicultural competence and humility, have grown deep connections to the local community, and embrace best practices in counseling.

The Department of Counseling is committed to excellence and professionalism, and the faculty strives to guide and to prepare students towards that end. Combined, our students provide thousands of hours per year of counseling services to San Francisco Bay Area communities. They are in schools, community mental health and rehabilitation agencies, colleges and universities, careers centers, nonprofits, and hospitals. Our students reflect the diversity of California and especially the San Francisco Bay Area.

All six counseling specializations are accredited by one or more national accrediting bodies including the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Council on Rehabilitation Education (CORE), and the National Council for Accreditation of Teacher Education (NCATE).

PROGRAMS OF STUDY

The Department of Counseling offers **three degree objectives**. These include:

- (1) Master of Science in Counseling with specializations in career, college, gerontology, and school counseling; MSC
- (2) Master of Science in Counseling with a concentration in Marriage, Family, and Child Counseling (MFCC); MSCMFCC
- (3) Master of Science in Rehabilitation Counseling; MSRC

A detailed description follows, to help you clarify these degree options. After reading this, if you have additional questions, your adviser can help.

1. Master of Science in Counseling

The Master of Science in Counseling is a 60-unit degree with specializations in the following:

A. Specialization – Career Counseling

Students who choose the Career Counseling specialization focus on counseling persons of all ages in career and work related issues in a wide range of settings such as colleges, universities, high schools, private career counseling and consultation, private industry and public agencies (see page 8).

B. Specialization – College Student Personnel Counseling

Students who choose the College Counseling and Student Personnel specialization focus on counseling in community and four-year colleges and universities (see page 13).

C. Specialization – Gerontological Counseling

Students who choose the Gerontological Counseling specialization focus on working with transitional issues of older adults and their families (see page 17).

D. Specialization – School Counseling

Students who choose the School Counseling specialization focus on counseling children and their families in PK-12 public and private schools. These students are eligible, upon passing the CBEST, to receive a California Pupil Personnel Services Credential in School Counseling (see page 22).

2. Master of Science in Counseling: Concentration in Marriage, Family, and Child Counseling

The Master of Science in Counseling with a Concentration in Marriage, Family, and Child Counseling is a 60-unit degree that fulfills most of the educational requirements to sit for the Marriage and Family Therapy (MFT) licensing examination in the State of California (see page 28).

3. Master of Science in Rehabilitation Counseling

The Master of Science in Rehabilitation Counseling is a 60-unit degree leading to eligibility to sit for the Certified Rehabilitation Counselor (CRC) exam. Students choosing this degree option work in many different settings with people with a range of disabilities and chronic illnesses, including physical, neurological, psychological, and developmental conditions (see page 35). Please read the ***Rehabilitation Counselor Training Program (RCTP) Handbook*** available on-line on the RCTP's website: <http://counseling.sfsu.edu/rehabCoun.aspx>

4. Optional Emphases recognized by the Department of Counseling

In addition to specializations, the department offers the opportunity for students to gain an additional expertise in one other area of counseling by adding an emphasis to their course of study. The Department of Counseling recognizes an emphasis as the completion of additional coursework, and the completion of an appropriate field placement in an area other than that of one's specialization. An emphasis is designed to allow students specializing in one field to gain additional expertise in another field, but it is not equivalent to a specialization.

A. Emphasis – Career Counseling

Students who choose an emphasis in Career Counseling are required to take additional coursework (COUN 721/727), and must have 600 hours of field placement in a setting where career counseling is the focus.

B. Emphasis – College Student Personnel Counseling

Students who choose an emphasis in College Counseling are required to take additional coursework (COUN 792/793), and must have 600 hours of field placement in a college setting where college counseling is the focus.

C. Emphasis – Gerontological Counseling

Students who choose an emphasis in Gerontological Counseling are required to take additional coursework (COUN 820: Counseling the Older Adult as well as COUN 704: Psychosocial Aspects of Disability and Chronic Illness, and COUN 766: Medical, Functional and Environmental Aspects of Disability and Chronic Illness) and must have 600 hours in a setting where gerontological counseling is the focus.

D. Emphasis – School Counseling

Students who choose an emphasis in School Counseling are required to take additional coursework (COUN 716/717/718) and must have 600 hours of field placement in appropriate school counseling field sites under the supervision of a PPS credentialed supervisor. This experience must be in two of three school settings (elementary, middle, and/or high school).

E. Emphasis – Rehabilitation Counseling

Students who choose an emphasis in Rehabilitation Counseling are required to take additional coursework (COUN 762/766/704/778 and 870), unless they are required already by the specialization (i.e., Gerontological Counseling). Students must have 600 hours of field placement in appropriate rehabilitation counseling field sites working with persons with chronic illness or disability, preferably under the supervision of a Certified Rehabilitation Counselor (although this is not required).

Adding an emphasis to a program of study might require completion of more than two years in field placement sites. For example, a combination of a specialization in School Counseling and an emphasis in College Counseling will mean that students need to have field placements in two of three school settings (elementary, middle and high school), **and** one year in a college placement. This cannot be accomplished in two years. Another example: A combination of a specialization in Marriage Family Child Counseling and an emphasis in School Counseling will mean that students will need to satisfy the field requirements for the MFT specialization and for the emphasis in School Counseling. It is important to consider the requirements of each of the areas of specialization and the requirements of each emphasis when adding programs of study.

Please note that:

- Students who wish to sit for the Certified Rehabilitation Counseling (**CRC**) exam must graduate with a specialization or an emphasis in Rehabilitation Counseling. Students choosing a rehabilitation emphasis will receive a Certificate of Completion granted by the Division of Graduate Studies which will allow them to sit for the Certified Rehabilitation Counseling exam.
- Students who wish to be eligible for the licensing examination for Marriage Family Therapists (**LMFT**) must graduate with a specialization in Marriage, Family, and Child Counseling.
- One step toward the LPCC is to sit for the Graduate Student Administration of the National Counselor Examination (GSA-NCE). Students in their last semester at SFSU and recent graduates are eligible to sit for the Graduate Student Administration of the National Counselor Examination (GSA-NCE) (visit www.nbcc.org, the website of the National Board of Certified Counselors for more information). The Department of Counseling is a National Examination site and hosts the examination once a year. We announce this opportunity via Coun-L, the Department's listserv and via postings on the bulletin boards outside the Department's main office.
- Students who wish to be eligible for the examination for the California Licensed Professional Clinical Counselor (**LPCC**) will need to complete additional coursework (e.g., Psychopharmacology) and, depending on their specialization and future practice aspirations, they may need to take other courses as well (please refer to the specialization specific sections in this Handbook to determine what additional coursework you will need; in addition, please check out the websites of the California Association for Licensed Professional Clinical Counselors, www.calpcc.org, and the Board of Behavioral Sciences, www.bbs.ca.gov). Please note that in addition to coursework you will need 3000 hours of practice accrued in their entirety **after** you have earned your degree. The information provided herein is believed to be correct (at the time of printing) yet each student ultimately is responsible for understanding and fulfilling all requirements for LPCC eligibility.

General Objectives and Competencies

The Department of Counseling program is composed of general skill areas and/or competencies considered necessary for the preparation of all professional counselors.

1. Human Development. To understand concepts of normal and abnormal human development.
2. Theoretical Framework. To understand theories of counseling.
3. Professional Counseling. To provide knowledge and training in basic interviewing and helping skills, individual and group counseling methods, and consultation.
4. Socio-Cultural Factors. To understand the characteristics and trends related to various cultural, economic, and ethnic groups, including such factors as disability, gender, and life style.
5. Career Development. To provide knowledge of career information, job satisfaction, job-seeking skills, and instruments used to assist career choice.
6. Assessment, Evaluation, and Research. To provide a working knowledge of assessment tools and research findings useful to the professional counselor.

7. Professional Development. To provide knowledge about the professional, legal, and ethical foundations of counseling, and to be aware of the community resources and cultures of the various agencies serving the public.
8. Personal Growth. To foster awareness of self and others in the development of empathic, helping relationships. While it is not a mandatory requirement, we strongly suggest that you consider some kind of counseling that will enable you to focus upon yourself in a meaningful way while you are undergoing the training program. Many graduate students decide to enter individual or group psychotherapy as a part of facilitating their learning process.

Sequence of Courses

The program is carefully structured to follow specific curricular, pedagogical logic. The following curricular outline for each specialization is the recommended sequence of classes. Please note that some courses are offered only once each year (fall or spring), and many courses have prerequisites (see course descriptions on page 73). Carefully plan your program with your adviser. Students who enroll in **more than 16 units** must submit a Request to Exceed Regular Academic Units form (see appendices). In some cases, the summer session minimizes the necessity of heavy semester schedules or overloads, yet only a few courses in the curriculum are offered during the summer. As such, careful consultation with your adviser is necessary.

RECOMMENDED 2-YEAR CURRICULAR SEQUENCE*

Pre-requisite: COUN 690 (3 units--except Rehab Counseling ONLY majors)

<u>SEMESTER</u>	<u>CAREER</u>	<u>COLLEGE</u>	<u>GERON</u>	<u>SCHOOL</u>	<u>MFCC</u>	<u>REHAB</u>
FALL	(3) 702	(3) 702	(3) 702	(3) 702	(3) 702	(3) 702
	(3) 705	(3) 705	(3) 705	(3) 705	(3) 705	(3) 705**
	(3) 706	(3) 706	(3) 706	(3) 706	(3) 706	(3) 706**
	(3) 720	(3) 720	(3) 833	(3) 716	(3) 833	(3) 762
	(3) 721	(3) 792	(3) 857	(3) 794	(3) 857	(3) 857
Total Units	15	15	15	15	15	15
<u>SEMESTER</u>	<u>CAREER</u>	<u>COLLEGE</u>	<u>GERON</u>	<u>SCHOOL</u>	<u>MFCC</u>	<u>REHAB</u>
SPRING	(3) 700	(3) 700	(3) 700	(3) 700	(3) 700	(3) 700
	(3) 715	(3) 715	(3) 703	(3) 703	(3) 703	(3) 736**
	(3) 727	(3) 736	(3) 736	(3) 717	(3) 736	(3) 766
	(3) 736	(3) 793	(3) 738	(3) 736	(3) 738	(3) 794
	(3) 794	(3) 794	(3) 766	(3) 857	(3) 861	(3) 833
Total Units	15	15	15	15	15	15

<u>SEMESTER</u>	<u>CAREER</u>	<u>COLLEGE</u>	<u>GERON</u>	<u>SCHOOL</u>	<u>MFCC</u>	<u>REHAB</u>
FALL	(3) 703	(3) 703	(3) 704	(3) 718	(3) 720	(3) 703
	(3) 811	(3) 811	(3) 720	(3) 720	(3) 794	(3) 704
	(3) 833	(3) 833	(3) 794	(3) 811	(3) 811	(3) 738
	(3) 857	(3) 857	(3) 811	(3) 833	(3) 858	(3) 811
	(3) 890	(3) 890	(3) 890	(3) 890	(3) 890	(3) 890**
Total Units	15	15	15	15	15	15
<u>SEMESTER</u>	<u>CAREER</u>	<u>COLLEGE</u>	<u>GERON</u>	<u>SCHOOL</u>	<u>MFCC</u>	<u>REHAB</u>
SPRING	(3) 738	(3) 738	(3) 715	(3) 715	(3) 715	(3) 715
	(3) 741	(3) 741	(3) 741	(3) 738 or 858	(1) 827	(3) 778
	(3) 858	(3) 858	(3) 820	(3) 741	(2) 859	(3) 870
	(3) 891	(3) 891	(3) 891	(3) 891	(3) 860	(3) 891**
	(3) 892	(3) 892	(3) 892	(3) 892	(3) 891	(3) 892**
					(3) 892	
Total Units	15	15	15	15	15	15

* This curricular sequence is subject to change without prior notice. Consult your adviser to determine if any changes have been made.

** Rehabilitation Counseling students must enroll in a rehabilitation counseling section.

1. MASTER OF SCIENCE IN COUNSELING

A. Specialization: Career Counseling

Prerequisite to Program: COUN 690 Field of Counseling

Program		Units
COUN 700	Theories of Counseling and Psychotherapy.....	3
COUN 702	Developmental Foundations for Counselors.....	3
COUN 703	Psychological Foundations for Counselors.....	3
COUN 705	Supervision and Coaching.....	3
COUN 706	Practicum and Counseling Process.....	3
COUN 715	Assessment in Counseling.....	3
COUN 720	Career Counseling.....	3
COUN 721	Computer Applications in Counseling.....	3
COUN 727	Advanced Career Counseling.....	3
COUN 736	Advanced Counseling Process and Internship.....	3
COUN 738	Addictions.....	3
COUN 741	Crisis Counseling.....	3
COUN 794	Seminar in Research.....	3
COUN 811	Group Counseling Process.....	3
COUN 833	Social and Cultural Foundations in Counseling.....	3
COUN 857	Law and Ethics in Counseling.....	3
COUN 858	Couple and Family Counseling I.....	3
COUN 890	Integrative Counseling and Internship.....	3
COUN 891	Case Studies and Internship.....	3
COUN 892	Culminating Experience.....	3
Minimum Total	60

4. A. Area of Professional Emphasis

Career Counseling as an Emphasis

COUN 721	Computer Applications in Counseling.....	3
COUN 727	Advanced Career Counseling.....	3

Recommended Electives:

COUN 850	Professional Emphasis/Fieldwork or equivalent (upon advisement) up to 6 units	
COUN 859	Counseling Aspects of Sexuality.....	2

FACULTY

Rebecca Toporek, Ph.D. (Program Coordinator)

Norm Meshriy, M.S. (Lecturer)

The Career Program. The Career Counseling specialization and/or emphasis prepares graduates to have expertise in career counseling and programs for high schools, colleges, universities, private career counseling and consultation, private industry and public agencies. This specialization/emphasis blends expertise in career counseling with interpersonal development and family dynamics. Issues such as work and family balance, career and life goals, workplace conflict, employment rights, healthy workplace, job search strategies, and the emotional aspects of career change are covered in the curriculum. Graduates who are interested in providing holistic career counseling and addressing the range of issues that affects clients' lives and work may be interested in working toward eligibility for Licensed Professional Clinical Counselor (LPCC).

Fieldwork in Career Counseling

Students who identify Career Counseling as their Specialization must complete a minimum of 840 fieldwork hours focused on career counseling or 600 hours for an emphasis in Career Counseling. Students may combine the Career Specialization with other emphases in the department (or complete an emphasis in Career Counseling with a different specialization). In some cases, hours accrued in other specializations/emphases may also count as Career Counseling hours. See Career Counseling Coordinator for more information.

Career Counseling Knowledge, Skills and Competencies

Students who are preparing to work as career counselors will demonstrate the professional knowledge, skills, and practices necessary to help a person develop a life career plan, with a focus on the definition of the worker role and how that role interacts with other life roles.

The Career Counseling Program emphasizes:

Foundations in career counseling including an understanding of the profession of career counseling and associated professional organizations and standards, ethical and legal issues related to counseling and career development programs, and the range of roles and settings in which career counselors work. Skills include the ability to:

- Apply and adhere to ethical and legal standards in career counseling.
- Explain career development as an integral subset of human development.

Counseling, prevention and interventions in career counseling with individuals and groups including techniques of career development, career counseling, career choice, career programming, and information delivery; ability to use career theories, strategies, and models of consultation; and be able to address the impact of crises, emergencies, and disasters on a person's career planning and development. Skills include the ability to:

- Identify and understand clients' personal, family, and cultural characteristics related to their career development.
- Identify and understand clients' attitudes toward work and workers, and their career decision-making processes.
- Support and challenge clients in preparing for and initiating life-work role transitions
- Help the client acquire a set of employability and job search skills.
- Establish and maintain a consulting relationship with persons who can influence a client's career.
- Ability to recognize his or her own limitations as a career counselor and to seek supervision or refer clients when appropriate.

Diversity and advocacy are essential competencies in career counseling including understanding the role of multicultural issues in career counseling as well as the effects of racism, discrimination, power, privilege, and oppression in one's own life and career and those of the client. The Career Counseling Program strives to help students understand sociopolitical and socioeconomic forces that affect career opportunities of ethnic and cultural minorities as well as the changing roles and responsibilities of women and men, and the implications of these changes for employment, education, family, and leisure. The impact of globalization on life role(s), careers, and the workplace is integrated into training. Skills include the ability to:

- Make counseling culturally relevant to a wide range clients' career planning needs.
- Design and deliver career development programs and materials for populations that have had limited access to career counseling and opportunities.
- Advocate for clients' career development and employment as well as removal of barriers
- Consult with others to help them understand the unique needs/characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and economic/social issues.

- Explain, articulate, and advocate for the importance of career counseling, career development, life-work planning, and workforce planning to legislators, other policymakers and/or the general public.

Career assessment with individuals and groups is a central tool of career counselors. Students gain an understanding of assessment strategies for career development and career counseling programs and how to choose appropriate career assessment tools and techniques. Ethical assessment includes awareness of bias in career assessment and interpretation as well as methods for increasing the cultural relevance of assessment. Specific skills in assessment include the ability to:

- Identify, select, and provide appropriate career assessment tools for clients.
- Administer, score, and interpret career assessment addressing issues such as interests, skills, self-concept, identity, career indecision, work environment preference and other related life-career development issues.
- Assess conditions of the work environment.

Research and evaluation is relevant in the role of career counseling particularly in assessing the effectiveness and outcomes of career counseling interventions as well as program evaluation. Skills include the ability to:

- Understand and apply current advances and research to inform career counseling.
- Develop measurable objectives for career counseling programs, activities, and experiences.
- Assess the effectiveness of career counseling using concrete outcomes data.

Promoting, managing and implementing career programs is a critical asset addressed in the Career Counseling program through theories and approaches in organizational development, leadership theories, organizational change, and resources available for forecasting and planning. Skills include:

- Planning and organization of a comprehensive career resource center or career program.
- Implementing career development programs in collaboration with others.
- Training others in the appropriate use of technology for career information and planning.
- Providing effective supervision to career development facilitators.
- Initiating and implementing career counseling program marketing and public relations.

Information resources are an important part of providing career services and counselors need to understand trends, labor market information and resources that provide occupational information. Career counselors are familiar with technology, community/professional resources and skills clients use in life-work planning and management. Skills in using career resources include the ability to:

- Manage career, educational, and personal-social information resources.
- Evaluate and disseminate career and educational information.

*These knowledge and skill areas reflect those identified by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the Career Counseling Competencies of the National Career Development Association (NCDA).

Curriculum Sequence. The recommended sequence of classes for the specialization in Career Counseling is:

2-Year Sequence

Prerequisite to the program: COUN 690 Field of Counseling

Fall - 15 units			Spring - 15 units		
Course	Units	Title	Course	Units	Title
Coun 702	3	Develop. Fnds/ Counselors	Coun 700	3	Theories/Counseling
Coun 705	3	Supervision & Coaching	Coun 715	3	Assessment in Counseling
Coun 706	3	Practicum & Counseling Process	Coun 727	3	Advanced Career Counseling
Coun 720	3	Career Counseling	Coun 736	3	Advanced Counseling Process/ Internship
Coun 721	3	Computer Applications in Counseling	Coun 794	3	Seminar in Research

Fall - 15 units			Spring - 15 units		
Course	Units	Title	Course	Units	Title
Coun 703	3	Psych. Fnds./Counselors	Coun 738	3	Addictions
Coun 833	3	Social/Cultural Foundations	Coun 741	3	Crisis Counseling
Coun 811	3	Group Counseling Process	Coun 858	3	Couple & Family Counseling I
Coun 857	3	Law/Ethics in Counseling	Coun 891	3	Case Studies/Internship
Coun 890	3	Integrative Counseling/ Internship	Coun 892	3	Culminating Experience

3-Year Sequence

Prerequisite to the program: COUN 690 Field of Counseling

Fall - 9 units			Spring - 9 units		
Course	Units	Title	Course	Units	Title
Coun 702	3	Develop. Fnds/Counselors	Coun 700	3	Theories/Counseling
Coun 720	3	Career Counseling	Coun 715	3	Assessment in Counseling
Coun 721	3	Computer Applications in Counseling	Coun 727	3	Advanced Career Counseling

Fall - 12 units			Spring - 12 units		
Course	Units	Title	Course	Units	Title
Coun 703	3	Psych. Fnds./Counselors	Coun 794	3	Seminar in Research
Coun 705	3	Supervision & Coaching	Coun 736	3	Advanced Counseling Process/ Internship
Coun 706	3	Practicum & Counseling Process	Coun 738	3	Addictions
Coun 833	3	Social/Cultural Fnds	Coun 858	3	Couple & Family Counseling I

Fall - 9 units			Spring - 9 units		
Course	Units	Title	Course	Units	Title
Coun 811	3	Group Counseling Process	Coun 741	3	Crisis Counseling
Coun 857	3	Law/Ethics in Counseling	Coun 891	3	Case Studies/Internship
Coun 890	3	Integrative Counseling/ Internship	Coun 892	3	Culminating Experience

Licensed Professional Clinical Counselor (LPCC)

Graduates of the Career Counseling program who are interested in furthering their clinical counseling skills and addressing the range of issues that affect clients' lives and work may be interested in working toward eligibility for Licensed Professional Clinical Counselor (LPCC). The majority of courses are completed as requirements of the Masters' degree program. It is recommended that students pursue an internship that integrates a clinical focus. Additional requirements for the LPCC of SFSU Career Counseling graduates who begin their MS in Counseling in Fall semester 2012 are as follows:

- COUN 737 Psychopharmacology (3 units)
- 15 semester units of advanced coursework to develop knowledge of specific treatment issues or special populations (consult advisor to determine if existing courses will cover requirement)
- 3000 Post-Masters Supervised Internship Hours

In addition, graduates interested in acquiring the LPCC must receive a passing score on the National Clinical Mental Health Counselor Examination (NCMHCE) and the California Law and Ethics Exam. By law, it must be taken after all other licensure requirements are met.

1. MASTER OF SCIENCE IN COUNSELING

B. Specialization: College Student Personnel Counseling

Prerequisite to Program: COUN 690 Field of Counseling

Program		Units
COUN 700	Theories of Counseling and Psychotherapy.....	3
COUN 702	Developmental Foundations for Counselors.....	3
COUN 703	Psychological Foundations for Counselors.....	3
COUN 705	Supervision and Coaching.....	3
COUN 706	Practicum and Counseling Process.....	3
COUN 715	Assessment in Counseling.....	3
COUN 720	Career Counseling.....	3
COUN 736	Advanced Counseling Process and Internship.....	3
COUN 738	Addictions.....	3
COUN 741	Crisis Counseling.....	3
COUN 792	Seminar for Counselors in Student Personnel Services.....	3
COUN 793	Organization/Administration of Student Services.....	3
COUN 794	Seminar in Research.....	3
COUN 811	Group Counseling Process.....	3
COUN 833	Social and Cultural Foundations in Counseling.....	3
COUN 857	Law and Ethics in Counseling.....	3
COUN 858	Couple and Family Counseling I.....	3
COUN 890	Integrative Counseling and Internship.....	3
COUN 891	Case Studies and Internship.....	3
COUN 892	Culminating Experience.....	3
Minimum Total	60

4. B. Area of Professional Emphasis

College Counseling as an Emphasis

COUN 792	Seminar for Counselors in Student Personnel Services.....	3
COUN 793	Organization/Administration of Student Services.....	3

Recommended Electives:

COUN 850	Professional Emphasis/Fieldwork or equivalent (upon advisement) up to 6 units	
COUN 859	Counseling Aspects of Sexuality.....	2

FACULTY

Hsin-Ya Liao, Ph.D. (Program Coordinator)

Alvin N. Alvarez, Ph.D.

The College Program. The mission of the specialization/emphasis in College Counseling is to prepare master's level professionals to work in both counseling and student services roles at the community college and four-year university levels.

Specifically, the program is designed to develop the ability to facilitate the development of college students in both cognitive and personal areas. Its focus is on prevention, remediation, and developmental counseling skills. In addition to the core competencies of the master's program, this specialization and emphasis develop knowledge and skills in the areas of group counseling, educational counseling, problem solving and decision making, assessment, evaluation and research, teaching, consulting and management, supervision, and organizational development.

Fieldwork in College Counseling

Students who identify College Counseling as their specialization must complete a minimum of 840 fieldwork hours (CACREP program certification requirement) where college counseling is the focus. Students may combine the College specialization with other emphases in the department; however, regardless of the combinations, all students with a College specialization or emphasis must complete a minimum one-year traineeship in a college or university. As a result, students need to recognize that certain combinations of specialization or emphasis will result in additional time and field placement work through the Department of Counseling. As an example, the combination of College and School Counseling requires students to complete three years of traineeships: one (1) year at a college or university; and two (2) years at an elementary, middle and/or high school.

College Counseling Skills and Competencies

1. Specialized Counseling. The ability to facilitate the development of college students, including skill development and remediation. The main types of skills essential for competency in this area are:
 - a. Prevention: intervention designed to prevent potential deficits from deteriorating.
 - b. Remediation: intervention designed to ameliorate skill deficits (academic, personal, social, etc.).
 - c. Development: intervention designed to intentionally enhance or enrich persons and/or their environment.
2. Group Processes. The ability to assess the dynamics of group processes and to facilitate growth and development through group interaction with specific reference to adult concerns.
3. Educational Counseling. The ability to facilitate students in formulating and clarifying educational values and goals.
4. Problem-Solving and Decision-Making Skills. The ability to help students learn systematic problem-solving and decision-making strategies, including the ability to clarify values, formulate goals and objectives, design and implement programs of action, and evaluate their effectiveness. Two areas in which these skills are typically applied are (a) educational planning and (b) career and life planning. Focus in these areas is on developmental tasks of adults of all ages.
5. Specialized Assessment, Evaluation, and Research Techniques. The ability to assess college students' needs in such areas as learning skills, interests, personal development, etc., and the ability to communicate findings and results to other members of the college community.
6. Consulting. The ability to provide relevant and effective consultation to students, teachers, peers, administrators, and community members.

Curriculum Sequence. The recommended sequence of classes for specialization in College Counseling is:

2-Year Sequence

Prerequisite to the program: COUN 690 Field of Counseling

Fall - 15 units			Spring - 15 units		
Course	Units	Title	Course	Units	Title
Coun 702	3	Develop. Fnds/ Counselors	Coun 700	3	Theories/Counseling
Coun 705	3	Supervision & Coaching	Coun 715	3	Assessment in Counseling
Coun 706	3	Practicum & Counseling Process	Coun 736	3	Advanced Counseling Process/ Internship
Coun 720	3	Career Counseling	Coun 793	3	<u>Organization and Administration of Student Services in Higher Education</u>
Coun 792	3	<u>Seminar for Counselors in Student Personnel Services</u>	Coun 794	3	Seminar in Research

Fall - 15 units			Spring - 15 units		
Course	Units	Title	Course	Units	Title
Coun 703	3	Psych. Fnds./Counselors	Coun 738	3	Addictions
Coun 833	3	Social/Cultural Foundations	Coun 741	3	Crisis Counseling
Coun 811	3	Group Counseling Process	Coun 858	3	Couple & Family Counseling I
Coun 857	3	Law/Ethics in Counseling	Coun 891	3	Case Studies/Internship
Coun 890	3	Integrative Counseling/ Internship	Coun 892	3	Culminating Experience

3-Year Sequence

Prerequisite to the program: COUN 690 Field of Counseling

Fall - 9 units			Spring - 9 units		
Course	Units	Title	Course	Units	Title
Coun 702	3	Develop. Fnds/Counselors	Coun 700	3	Theories/Counseling
Coun 720	3	Career Counseling	Coun 715	3	Assessment in Counseling
Coun 792	3	<u>Seminar for Counselors in Student Personnel Services</u>	Coun 793	3	Computer Applications in Counseling

Fall - 12 units			Spring - 12 units		
Course	Units	Title	Course	Units	Title
Coun 703	3	Psych. Fnds./Counselors	Coun 736	3	Advanced Counseling Process/ Internship
Coun 705	3	Supervision & Coaching	Coun 738	3	Addictions
Coun 706	3	Practicum & Counseling Process	Coun 794	3	Seminar in Research
Coun 833	3	Social/Cultural Fnds	Coun 858	3	Couple & Family Counseling I

Fall - 9 units			Spring - 9 units		
Course	Units	Title	Course	Units	Title
Coun 811	3	Group Counseling Process	Coun 741	3	Crisis Counseling
Coun 857	3	Law/Ethics in Counseling	Coun 891	3	Case Studies/Internship
Coun 890	3	Integrative Counseling/ Internship	Coun 892	3	Culminating Experience

Licensed Professional Clinical Counselor (LPCC)

Graduates of the College Counseling program who are interested in furthering their clinical counseling skills and addressing the range of issues that affect clients' lives and work may be interested in working toward eligibility for Licensed Professional Clinical Counselor (LPCC). The majority of courses are completed as requirements of the Masters' degree program. It is recommended that students pursue an internship that integrates a clinical focus. Additional requirements for the LPCC of SFSU College Counseling graduates who begin their MS in Counseling in Fall semester 2012 are as follows:

- COUN 737 Psychopharmacology (3 units)
- 15 semester units of advanced coursework to develop knowledge of specific treatment issues or special populations (consult advisor to determine if existing courses will cover requirement).
- 3000 Post-Masters Supervised Internship Hours

In addition, graduates interested in acquiring the LPCC must receive a passing score on the National Clinical Mental Health Counselor Examination (NCMHCE) and the California Law and Ethics Exam. By law, it must be taken after all other licensure requirements are met.

1. MASTER OF SCIENCE IN COUNSELING

C. Specialization: Gerontological Counseling

Prerequisite to Program: COUN 690 Field of Counseling

Program		Units
COUN 700	Theories of Counseling and Psychotherapy.....	3
COUN 702	Developmental Foundations for Counselors.....	3
COUN 703	Psychological Foundations for Counselors.....	3
COUN 704	Psychosocial Aspects of Disability and Chronic Illness.....	3
COUN 705	Supervision and Coaching.....	3
COUN 706	Practicum and Counseling Process.....	3
COUN 715	Assessment in Counseling.....	3
COUN 720	Career Counseling.....	3
COUN 736	Advanced Counseling Process and Internship.....	3
COUN 738	Addictions.....	3
COUN 741	Crisis Counseling.....	3
COUN 766	Medical, Functional and Environmental Aspects of Disability and Chronic Illness.....	3
COUN 794	Seminar in Research.....	3
COUN 811	Group Counseling Process.....	3
COUN 820	Counseling the Older Adult.....	3
COUN 833	Social and Cultural Foundations in Counseling.....	3
COUN 857	Law and Ethics in Counseling.....	3
COUN 890	Integrative Counseling and Internship.....	3
COUN 891	Case Studies and Internship.....	3
COUN 892	Culminating Experience.....	3
Minimum Total		60

4. C. Area of Professional Emphasis

Gerontological Counseling as an Emphasis

COUN 704	Psychosocial Aspects of Disability and Chronic Illness.....	3
COUN 766	Medical, Functional and Environmental Aspects of Disability and Chronic Illness.....	3
COUN 820	Counseling the Older Adult.....	3
COUN 850	Professional Emphasis/Fieldwork or equivalent (upon advisement) up to 6 units	

FACULTY GERONTOLOGICAL SPECIALIZATION

John Blando, Ph.D. (Program Coordinator)

Gloria Gregg, Ph.D. (Lecturer)

The Gerontology Program. The major objective of this specialization/emphasis is to provide training for students who want to counsel elder persons consistent with the requirements for accreditation by CACREP and the National Board of Certified Counselors. It is the intent of this specialization/emphasis to focus on generic and specific efforts toward professional development, which include basic communication skills, theoretical and developmental foundations, mental health assessment, and the aging process. Consistent with the general mission of the Department of Counseling, the Gerontology specialization/emphasis recognizes the need for close coordination with the field.

Gerontological Counseling Skills and Competencies

1. Demonstrates and actively advocates for positive, respectful, wellness-enhancing attitudes toward older persons and a concern for empowerment of persons throughout the life span.
2. Demonstrates skill in applying extensive knowledge of human development for older persons, including major theories of aging, the relationship between physical and mental health and aging, the difference between normal and pathological aging processes, gender-related developmental differences, and coping skills for life transitions and loss.
3. Demonstrates skill in applying extensive knowledge of social and cultural foundations for older persons, including characteristics and needs of older minority subgroups, factors affecting substance and medication abuse, recognition and treatment of elder abuse, and knowledge of social service programs.
4. Demonstrates the ability to function in the multiple roles required to facilitate helping relationships with older persons (e.g., advocate, family consultant) and to mobilize available resources for functioning effectively in each role.
5. Demonstrates skill in recruiting, selecting, planning, and implementing groups with older persons.
6. Demonstrates skill in applying extensive knowledge of career and lifestyle options for older persons, age-related assets, barriers to effective choices, and resources for maximizing exploration of career and lifestyle options.
7. Demonstrates skill in appraisal of older persons, including identifying characteristics of suitable appraisal instruments and techniques and in using assessment results in developing treatment plans.
8. Demonstrates skill in applying extensive knowledge of current research related to older persons and the implications of research findings for helping relationships.
9. Demonstrates skill in applying extensive knowledge of the intellectual, physical, social, emotional, vocational, and spiritual needs of older persons and strategies for helping to meet those needs.
10. Demonstrates skill in applying appropriate intervention techniques in collaboration with medical and other care providers, for physical and mental impairments common to older persons, such as acute, chronic, and terminal illness, depression, suicide, and organic brain syndromes.
11. Demonstrates extensive knowledge of public policy and legislation affecting older persons and knowledge of a continuum of care that will allow older persons to maintain their highest level of independence.
12. Demonstrates skill in applying appropriate intervention techniques for situational and developmental crises commonly experienced by older persons, such as bereavement, isolation, divorce, relocation, sexual concerns, illness, transportation, crime, abuse, and relationships with adult children and caregivers.
13. Demonstrates skill in the use of a wide variety of specialized therapies to assist older persons in coping with both developmental and non-normative issues such as creative arts therapies, pet therapy, peer counseling, and family counseling.
14. Demonstrates skill in applying extensive knowledge of ethical issues in counseling older persons, their families, and care providers.
15. Demonstrates the ability to act as a consultant to individuals and organizations on issues related to older persons and their families.

16. Demonstrates skill in program development for the older population, including needs assessment, program planning, implementation, and evaluation.

Two-Year Curriculum Sequence. The recommended 2-year sequence of classes for the specialization in Gerontological Counseling is:

2-Year Sequence

Prerequisite to Program: COUN 690 Field of Counseling

Fall – 15 units			Spring – 15 units		
Course	Units	Title	Course	Units	Title
Coun 702	3	Develop. Fnds/ Counselors	Coun 700	3	Theories/Counseling
Coun 705	3	Supervision & Coaching	Coun 703	3	Psych Foundations for Counseling
Coun 706	3	Practicum & Counseling Process	Coun 736	3	Advanced Counseling Process/ Internship
Coun 833	3	Social/Cultural Foundations In Counseling	Coun 738	3	Addictions
Coun 857	3	Law and Ethics in Counseling	Coun 820	3	Counseling the Older Adult

Fall – 15 units			Spring – 15 units		
Course	Units	Title	Course	Units	Title
Coun 704	3	Psychosocial Aspects of Disability & Chronic Illness	Coun 715	3	Assessment in Counseling
Coun 720	3	Career Counseling	Coun 741	3	Crisis Counseling
Coun 794	3	Seminar in Research	Coun 766	3	Medical, Functional and Environmental Aspects of Disability & Chronic Illness
Coun 811	3	Group Counseling	Coun 891	3	Case Studies/ Internship
Coun 890	3	Integrative Counseling/ Internship	Coun 892	3	Culminating Experience

Three-Year Curriculum Sequence. The recommended 3-year sequence of classes for the specialization in Gerontological Counseling is:

3-Year Sequence

Prerequisite to Program: COUN 690 Field of Counseling

Year 1: Fall – 9 units			Year 1: Spring – 12 units		
Course	Units	Title	Course	Units	Title
Coun 702	3	Develop. Fnds/Counselors	Coun 700	3	Theories/Counseling
Coun 833	3	Social/Cultural Foundations In Counseling	Coun 703	3	Psych Foundations for Counseling
Coun 857	3	Law and Ethics in Counseling	Coun 738	3	Addictions
			Coun 820	3	Counseling the Older Adult

Year 2: Fall – 12 units			Year 2: Spring – 12 units		
Course	Units	Title	Course	Units	Title
Coun 704	3	Psychosocial Aspects of Disability & Chronic Illness	Coun 715	3	Assessment in Counseling
Coun 705	3	Supervision & Coaching	Coun 736	3	Advanced Counseling Process/ Internship
Coun 706	3	Practicum & Counseling Process	Coun 741	3	Crisis Counseling
Coun 794	3	Seminar in Research	Coun 766	3	Medical, Functional and Environmental Aspects of Disability & Chronic Illness

Year 3: Fall – 9 units			Year 3: Spring – 6 units		
Course	Units	Title	Course	Units	Title
Coun 720	3	Career Counseling	Coun 891	3	Case Studies/ Internship
Coun 811	3	Group Counseling	Coun 892	3	Culminating Experience
Coun 890	3	Integrative Counseling/ Internship			

LPCC for Gerontological Counseling

Requirements for licensure as a Licensed Professional Clinical Counselor is separate from (but overlaps with) requirements for the MS in Counseling: Gerontological Counseling degree. If you are interested in pursuing LPCC status, we strongly encourage you to join the California Association for Licensed Professional Clinical Counselors (www.calpcc.org) or a comparable organization.

Below is an overview of LPCC regulations as stipulated by the California Board of Behavioral Sciences (BBS) as well as a preliminary and tentative list of courses that are intended to meet the LPCC requirements, pending approval from the BBS. For specific details, refer to the BBS (www.bbs.ca.gov) and/or the California Association for Licensed Professional Clinical Counselors (www.calpcc.org).

LPCC Requirement	Intended to be met by MS in Counseling: Gerontological Counseling program requirement:
3 semester units of coursework in at least 10 of the following 13 core content areas (all of which must be completed before licensure):	
(A) Counseling and psychotherapeutic theories and techniques	COUN 700
(B) Human growth and development across the lifespan	COUN 702
(C) Career development theories and techniques	COUN 720
(D) Group counseling theories and techniques	COUN 811
(E) Assessment, appraisal and testing	COUN 715
(F) Multicultural counseling theories and techniques	COUN 833
(G) Principles of diagnosis, treatment planning and prevention of mental and emotional disorders and dysfunctional behavior	COUN 703
(H) Research and evaluation	COUN 794
(I) Professional orientation, ethics and law in counseling, including California law and professional ethics	COUN 857
(J) Psychopharmacology	<i>Will be taken outside of degree program</i>
(K) Addictions counseling	COUN 738
(L) Crisis/Trauma Counseling	COUN 741
(M) Advanced counseling and psychotherapeutic theories and techniques	COUN 736
II. 15 semester units of advanced coursework to develop knowledge of specific treatment issues or special populations.	COUN 766, 890, 704, 820, 891
III. Instruction in the following 4 areas:	
(1) Human sexuality and the study of the physiological, psychological and social cultural variables associated with sexual behavior, gender identity and psychosexual dysfunction	COUN 703, 833
(2) Spousal or partner abuse assessment, intervention strategies and same-gender abuse dynamics	COUN 736, 890, 891
(3) Child abuse assessment and reporting	COUN 857
(4) Aging and long-term care, including biological, social, cognitive and psychological aspects of aging	COUN 703 or 820
IV. Supervision: A minimum of 3,000 post-degree hours of supervised experience (see BBS for specifics of requirement).	<i>By law, must be completed post-degree.</i>
V. Examination: Passing score on the National Clinical Mental Health Counselor Examination (NCMHCE) and the California Law and Ethics Exam.	<i>By law, must be taken after all other licensure requirements are met.</i>
(VI. Optional: If you plan to work with families (which is an essential aspect of Gerontological Counseling) you must meet an additional LPCC requirement of 6 hours of coursework in family therapy.)	(Optional: COUN 858, 860)

1. MASTER OF SCIENCE IN COUNSELING

D. Specialization: School, PPS Credential

Prerequisite to Program: COUN 690 Field of Counseling

Program	Units
COUN 700 Theories of Counseling and Psychotherapy.....	3
COUN 702 Developmental Foundations for Counselors.....	3
COUN 703 Psychological Foundations for Counselors.....	3
COUN 705 Supervision and Coaching.....	3
COUN 706 Practicum and Counseling Process.....	3
COUN 715 Assessment in Counseling.....	3
COUN 716 Professional Seminar I - Structural Elements.....	3
COUN 717 Professional Seminar II - Functional Elements.....	3
COUN 718 Professional Seminar III - Professional Issues.....	3
COUN 720 Career Counseling.....	3
COUN 736 Advanced Counseling Process and Internship.....	3
COUN 741 Crisis Counseling.....	3
COUN 794 Seminar in Research.....	3
COUN 811 Group Counseling Process.....	3
COUN 833 Social and Cultural Foundations in Counseling.....	3
COUN 857 Law and Ethics in Counseling.....	3
COUN 890 Integrative Counseling and Internship.....	3
COUN 891 Case Studies and Internship.....	3
COUN 892 Culminating Experience.....	3
<i>Elective (Choose one of the following two courses)</i>	
COUN 738 Addictions.....	3
COUN 858 Couple and Family Counseling I.....	3
Minimum Total	60

4. D. Area of Professional Emphasis

School Counseling as an Emphasis

COUN 716 Professional Seminar I - Structural Elements.....	3
COUN 717 Professional Seminar II - Functional Elements.....	3
COUN 718 Professional Seminar III - Professional Issues.....	3
COUN 850 Professional Emphasis/Fieldwork or equivalent (upon advisement) up to 6 units	

FACULTY

Patricia Van Velsor, Ph.D. (Acting Program Coordinator)

Terry Gutkin, Ph.D.

Graciela Orozco, Ed.D. (on Sabbatical Leave)

The School Program. School Counseling is a program of professional specialization or emphasis concerned with assisting students in public and private schools (grades PK-12) with effective counseling and guidance programs and services that are designated to meet students' academic, personal, social, and career needs. The program is designed to expose students to both didactic and experiential learning. The program focus is on children and adolescent performance in a learning environment utilizing both preventative and intervention strategies.

The program may be completed in two years on a full-time basis, or may be taken on a part-time basis. The program consists of 60 units. While much of the course work is generic in nature and is common to all counseling majors, some generic courses have specific sections reserved for School Counseling majors, and some courses are unique to the School Counseling

program. The School Counseling curriculum is a component within the Department of Counseling with all of the required course work offered through this department. Graduates will be recommended for a PPS credential in school counseling to the California Commission on Teacher Credentialing upon completion of all credentialing requirements.

Students may combine the School specialization with another emphasis in the program. As a result, students need to recognize that certain programs will result in additional time and field placement work in the program. For example, the combination of College and School Counseling will require students to complete three years of traineeships: (1) two years at two of the following three settings: elementary, middle, and/or high school; and (2) one year in a college/university setting.

Field Practice. Practical experience in the field of School Counseling is integrated with academic study throughout the program. During the first year, each student spends 12 hours per week in supervised practice in a school setting. In the second year, each student spends 16 hour per week in supervised fieldwork in a different school setting. The state-mandated requirements are as follows:

Each candidate in field practice must demonstrate knowledge and skill in the areas of educational assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, legal issues, and professional ethics.

1. A minimum of eight hundred and forty (840) clock hours of field practice are required in a PK-12 school setting in direct contact with pupils:
 - a. Fieldwork shall be provided in at least two of three settings (elementary, middle and/or high school) with a minimum of two hundred (200) hours at each setting;
 - b. At least one hundred fifty (150) clock hours shall be devoted to issues of diversity, focusing on developing and implementing a program that addresses diversity issues; and/or working with at least ten (10) pupils 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.
2. Up to two hundred (200) of eight hundred and forty (840) clock hours may be in a setting other than the public schools provided that the candidate is supervised by an experienced practitioner who holds the Pupil Personnel Services credential.

Credential Requirements. The following state-mandated requirements for anyone applying for a credential in a California public school must be completed in a timely fashion. There will be no reminder given by the department, and it is the student's responsibility to address these requirements in a timely manner:

1. Fingerprinting (application for Character and Identification Clearance). This must be completed **before** starting to work in any California public school. The forms are available in the Credentialing Office in the College of Education.
2. Evidence that the student had a current TB test with negative results.
3. Successful completion of the CBEST **before** your credential is approved. We strongly recommend that you take this test either before or soon after starting our program.
4. Payment of a credential processing fee to the Credential Office in the School of Education.

5. Submission of a CAP (Credential Approved Program) accompanied by one (1) unofficial transcript to the School Counseling Coordinator in the Department of Counseling. The signed CAP form becomes part of the packet submitted to the Credential Office.
6. Submission to the Credential Office of one (1) unofficial transcript in the final semester at SFSU.
7. Completion of your official credential application with accompanying fee to be sent to the Commission on Teacher Credentialing. The final document will not be issued to you by the Credential Office until all of the above items have been completed (items 1-6).

Upon completion of this course of study, students will be recommended by the Department of Counseling at San Francisco State University for the California State Pupil Personnel Services Credential in School Counseling. Any questions regarding your credential after you leave the university should be directed to:

State of California - Commission of Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811
1-888-921-2682

Curriculum Sequence. The recommended sequence of classes for the specialization in School Counseling is:

2-Year Sequence

Prerequisite to Program: COUN 690 Field of Counseling

Fall – 15 units			Spring – 15 units		
Course	Units	Title	Course	Units	Title
Coun 702	3	Develop. Fnds/ Counselors	Coun 700	3	Theories/Counseling
Coun 705	3	Supervision & Coaching	Coun 703	3	Psych. Fnds/Counselors
Coun 706	3	Practicum & Counseling Process	Coun 717	3	Professional Seminar II Functional Elements
Coun 716	3	Professional Seminar I- Structural Elements	Coun 736	3	Advanced Counseling Process/ Internship
Coun 794	3	Seminar in Research	Coun 857	3	Law & Ethics

Fall – 15 units			Spring – 15 units		
Course	Units	Title	Course	Units	Title
Coun 720	3	Career Counseling	Coun 715	3	Assessment in Counseling
Coun 718	3	Professional Seminar III Prof. Issues	Coun 738 or 858	3	Addictions or Couple & Family Counseling I
Coun 811	3	Group Counseling Process	Coun 741	3	Crisis Counseling
Coun 833	3	Social/Cultural Foundations in Counseling	Coun 891	3	Case Studies/ Internship
Coun 890	3	Integrative Counseling/ Internship	Coun 892	3	Culminating Experience

Some of our graduate students complete the program in two years while others do it in three years. If you wish to complete the program in three years, please find below a suggested class sequence.

3-Year Sequence

Prerequisite to Program: COUN 690 Field of Counseling

Fall - 9 units			Spring - 9 units		
Course	Units	Title	Course	Units	Title
Coun 702	3	Develop. Fnds/ Counselors	Coun 700	3	Theories of Counseling
Coun 794	3	Seminar in Research	Coun 703	3	Psych. Fnds/Counselors
Coun 833	3	Social/Cultural Foundations in Counseling	Coun 857	3	Law & Ethics

Fall - 12 units			Spring - 12 units		
Course	Units	Title	Course	Units	Title
Coun 705	3	Supervision & Coaching	Coun 715	3	Assessment in Counseling
Coun 706	3	Practicum & Counseling Process	Coun 717	3	Professional Seminar II Functional Elements
Coun 716	3	Professional Seminar I Structural Elements	Coun 736	3	Advanced Counseling Process/ Internship
Coun 720	3	Career Counseling	Coun 738 or 858	3	Addictions or Couple & Family Counseling I

Fall - 9 units			Spring - 9 units		
Course	Units	Title	Course	Units	Title
Coun 718	3	Professional Seminar III Prof. Issues	Coun 741	3	Crisis Counseling
Coun 811	3	Group Counseling Process	Coun 891	3	Case Studies/ Internship
Coun 890	3	Integrative Counseling/ Internship	Coun 892	3	Culminating Experience

Pupil Personnel Services Credential-Only Program

This program is designed for individuals who currently hold a master's degree in Counseling or a closely related field, such as social work and psychology, and who wish to obtain a credential enabling them to work as a school counselor in a PK-12 school setting.

Students completing this program will meet the standards of quality and effectiveness as recommended by the California Commission on Teacher Credentialing (CCTC). This program does not fall under the auspices of CACREP.

The Program: designed to supplement an already completed master's degree in Counseling. It comprises a minimum of 15 semester units:

COUN 716	Structural Elements for School Counseling.....	3 units
COUN 717	Functional Elements for School Counseling.....	3 units
COUN 718	Professional Issues for School Counseling.....	3 units
COUN 850	Post-Masters Internship.....	6 units

Upon admission, in order to meet the Commission on Teacher Credentialing (CCTC) standards, students may be required to take additional coursework to meet program and credential requirements.

Sample Courses that PPS Credential-Only students may be required to complete upon admission to that program:

COUN 715	Assessment in Counseling.....	3 units
COUN 738	Addictions	3 units
COUN 811	Group Counseling Process.....	3 units
COUN 833	Social and Cultural Foundations in Counseling.....	3 units
COUN 857	Law and Ethics for Counselors.....	3 units
COUN 858	Couple and Family Counseling I.....	3 units

The exact number of units to be taken by PPS Credential-Only students will be determined upon admission following a review of the transcript from their master’s level coursework. The total number of semester credit hours must be a minimum of 48 semester units, which may include units from the candidate’s master’s degree program.

Field Practice: The parameters of field practice are those that are described in the degree program above.

The total number of semester credit hours, as specified by the CTC, must be a minimum of 48 semester units, which may include units from the candidate’s Master’s Degree program.

Field Practice: The state-mandated requirements are as follows:

Each candidate in field practice must demonstrate knowledge and skill in the areas of educational assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, legal issues, and professional ethics.

1. A minimum of six hundred (600) clock hours of field practice are required in a PK-12 school setting in direct contact with pupils:
 - a. Fieldwork shall be provided in at least two of three settings (elementary, middle and/or high school) with a minimum of two hundred hours at each setting;
 - b. At least one hundred fifty (150) clock hours shall be with at least ten (10) pupils (individually and/or in a group) of a racial/ethnic background different from that of the candidate; and
 - c. A minimum of twenty-five (25) clock hours will involve group counseling and guidance activities in a school setting.
2. Up to two hundred (200) clock hours may be in a setting other than schools counseling school age (PK-12) youth provided that the candidate is supervised by an experienced practitioner who holds the Pupil Personnel Services Credential and has been practicing in the field for at least two years under the PPS credential.

Credential Requirements:

The following state-mandated requirements for anyone applying for a credential in a California public school must be completed in a timely fashion. There will be no reminder given by the department, and it is the student's responsibility to address these requirements in a timely manner:

1. Fingerprinting (application for Character and Identification Clearance). This must be completed ***before*** starting to work in any California public school. The forms are available in the Credentialing Office in the College of Education.
2. Evidence that the student had a current TB test with negative results.

3. Successful completion of the CBEST ***before*** your credential is approved. We strongly recommend that you take this test either before or soon after starting our program.
4. Payment of a credential processing fee to the Credential Office in the School of Education.
5. Submission of a CAP (Credential Approved Program) accompanied by one (1) official transcript to the School Counseling Coordinator in the Department of Counseling. The signed CAP form becomes part of the packet submitted to the Credential Office.
6. Submission to the Credential Office of one (1) unofficial transcript the semester in the final semester at SFSU.
7. Completion of your official credential application with accompanying fee to be sent to the Commission on Teacher Credentialing. The final document will not be issued to you by the Credential Office until all of the above items have been completed (items 1-6).

Upon completion of this course of study, students will be recommended by the Department of Counseling at San Francisco State University for the California State Pupil Personnel Services Credential in School Counseling. Any questions regarding your credential after you leave the university should be directed to:

State of California - Commission of Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811
1-888-921-2682

Credential Application: To apply for the award of your Professional Clear Pupil Personnel Services (PPS) credential, please follow the instructions given on the College of Education's website at <http://coe.sfsu.edu/cstpc/pps-school-counseling-professional-clear-credential-procedures-0>.

Consult with your program adviser for the current procedural requirements at the time of your application. Further questions about this program should be directed to the Commission on Teacher Credentialing (see address above).

Licensed Professional Clinical Counselor (LPCC)

Graduates of the school counseling program who are interested in furthering their clinical counseling skills and addressing the range of issues that affect clients' lives and work may be interested in working toward eligibility for Licensed Professional Clinical Counselor (LPCC). Additional requirements for the LPCC of SFSU school counseling graduates who begin their MS in Counseling in Fall semester 2012 are as follows:

- COUN 737 Psychopharmacology (3 units)
- COUN 738 Addictions (3 units)
- 3000 Post-Masters Supervised Internship Hours

2. MASTER OF SCIENCE IN COUNSELING

Concentration in Marriage, Family and Child Counseling

Prerequisite to Program: COUN 690 Field of Counseling

Program	Units
COUN 700 Theories of Counseling and Psychotherapy.....	3
COUN 702 Developmental Foundations for Counselors.....	3
COUN 703 Psychological Foundations for Counselors.....	3
COUN 705 Supervision and Coaching.....	3
COUN 706 Practicum and Counseling Process.....	3
COUN 715 Assessment in Counseling.....	3
COUN 720 Career Counseling.....	3
COUN 736 Advanced Counseling Process and Internship.....	3
COUN 738 Addictions.....	3
COUN 794 Seminar in Research.....	3
COUN 811 Group Counseling Process.....	3
COUN 827 Consultation.....	1
COUN 833 Social and Cultural Foundations in Counseling.....	3
COUN 857 Law and Ethics in Counseling.....	3
COUN 858 Couple and Family Counseling I.....	3
COUN 859 Counseling Aspects of Sexuality.....	2
COUN 860 Couple and Family Counseling II.....	3
COUN 861 Seminar on Child Treatment.....	3
COUN 890 Integrative Counseling and Internship.....	3
COUN 891 Case Studies and Internship.....	3
COUN 892 Culminating Experience.....	3
Minimum Total	60

FACULTY - MFCC CONCENTRATION

Kwong-Liem Karl Kwan, Ph.D. (Program Coordinator)

John Blando, Ph.D. (Program Coordinator)

Mary Cavagnaro, LMFT, Clinical Coordinator of the Peggy H. Smith Counseling Clinic

Andrés J. Consoli, Ph.D.

Gloria Gregg, Ph.D. (Lecturer)

Robert A. Williams, Ph.D.

The MFT Program. The major objective of this specialization is to provide training for students in the specialization of marriage family therapy consistent with State of California requirements for licensing and with national CACREP requirements for certification. We are guided by these requirements and by the emergence of mental health counseling as one of the major service providers for the society. As such, it is our responsibility to train students as generalists with specific knowledge and skills in professional counseling domains, which include theoretical and developmental foundations, psychodiagnostic skills, and a broad range of counseling and therapeutic abilities with a culturally diverse population. Consistent with the general mission of the Department of Counseling, the MFT specialization recognizes the need for close coordination with the field and the development of a curriculum that is responsive to state licensing requirements and national accreditation standards.

Legal Notification: The Master of Science in Marriage and Family Therapy is designed to meet the requirements of Sections 4980.36, 4980.40 of the Business and Professions Code of the State of California for the Marriage and Family Therapist license.

Marriage, Family, and Child Counseling Skills and Competencies

1. Relationship Counseling. Comprehension of approaches, dynamics, and techniques appropriate to assisting individuals with intimate couple relationships, including marital and nonmarital arrangements.
2. Family Dynamics and Therapy. Knowledge and understanding of family dynamics, communication patterns, role systems, and implications for family therapy; knowledge and understanding of techniques that are of major import in the field and their crosscultural interpretations.
3. Child Counseling. Knowledge and understanding of major approaches for working with children in therapeutic counseling.
4. Separation, Divorce, and Relation Dissolution Counseling. Knowledge and understanding of major dynamics and techniques relating to individuals experiencing relationship loss.
5. Assessment. Exposure to and familiarity with major psychological tests and appraisal procedures related to behavioral dynamics, personality adjustment, and general mental health status of individuals in marriage and family, education, and career counseling settings; includes training in ethical use, selection, administration, scoring, and interpretation of select instruments.
6. Sexuality Counseling. Knowledge and understanding of basic dynamics, techniques, and approaches to working with individuals experiencing functional or nonfunctional difficulty with sexuality.
7. Family Law. Knowledge and understanding of basic laws and legal issues relating to working with individuals and families in institutional and private practice.
8. Consultation. The ability to provide relevant consultation with peers, clients, other helping professionals and agencies; ability to perform independent consultant tasks.

Information Relating to Obtaining the Marriage/Family Therapy License

All students who elect to complete the M.S. in Counseling: Marriage, Family, and Child Counseling concentration will be eligible to apply for the MFT license through the California State Board of Behavioral Sciences (BBS). The graduate degree is one part of the overall process. It is important to note that the license is granted only after the applicant has completed the following requirements:

1. A master's degree in Counseling: Concentration in Marriage, Family, and Child Counseling. All students must have graduate standing; i.e., must have earned an undergraduate degree, and must enroll and complete all program requirements.
2. Three thousand (3,000) hours of supervised clinical experience (students must complete 12 units of graduate study before beginning to count hours towards licensure – please note that COUN 690 cannot be included in this 12 units requirement) under the direct supervision of a licensed MFT, psychologist, clinical social worker, or board certified psychiatrist with at least 1,700 hours to be obtained on a post-master's basis. Please refer to the *Practicum and Trainee Handbook* for details.
3. Successful completion of a standard written examination administered by the Board of Behavioral Sciences.

4. Completion of a 3-semester unit Psychopharmacology course. Our department does not offer this course on a regular basis; it has been offered in the past as a summer course through the College of Extended Learning (CEL).

There are numerous regulations and criteria that relate to these requirements, and the Board of Behavioral Sciences frequently changes them. The department makes every attempt to keep current with changes and communicate such changes to students. Because of this fact, however, it is recommended that you be alert to departmental communications and attend any informational meetings that are announced. In addition, it is also suggested that you write to the Board of Behavioral Sciences and request an application packet. It will contain current laws and regulations, forms for you to verify clinical experience, and other relevant information. The address is:

Board of Behavioral Sciences
1625 North Market Boulevard, Suite S-200
Sacramento, California 95834
Phone (916) 574-7830 or TTD (916) 322-1700

We strongly encourage you to access the Board of Behavioral Sciences web site (<http://www.bbs.ca.gov>), which contains up-to-date information concerning the range of licensing requirements as well as a plethora of extremely relevant material, including but not limited to the most up-to-date version of all the BBS forms you will need. Furthermore, you may contact the Board with your questions via email at BBSWebMaster@dca.ca.gov.

Clinical Practice Hours

COUN 706, COUN 736, COUN 890 or COUN 891, instructors' supervision, are not enough to meet BBS supervision requirements. All students must be concurrently placed at a clinical training site and be enrolled in a practicum course (COUN 706, 736, 890, 891). Field supervisors (staff at the clinical training site) must indicate whether (a) the student's clinical hours qualify under BBS regulations; and (b) the supervision hours qualify under BBS regulations. The Department of Counseling must approve all clinical training sites, and also monitors hours accumulated for BBS purposes. As indicated before, hours towards licensure will be counted only after a student has completed 12 units in the program (again, not including COUN 690).

Students who elect to meet the professional requirements in Marriage Family Therapy specialization must document 840 hours of supervised fieldwork in this specialization (this is a departmental accreditation [CACREP] requirement, not a BBS requirement). These hours are not equivalent to hours that count toward licensure. Only some of these 840 hours will be applied to licensure.

After Graduating: Obtaining an Intern Registration Number

Upon graduation, you will have to wait until your degree officially appears on your transcript. This usually occurs in July after graduation in May. This transcript can be obtained from the Registrar and may take up to six weeks after completing all requirements. Conferring of your degree is performed in the Registrar's office in conjunction with documentation of your coursework verified by the Division of Graduate Studies. Once you have applied for graduation, the degree process is completely out of our hands. The Division of Graduate Studies at SFSU is aware of the 90-day requirement to apply to the BBS for a change from student to intern status, and has agreed to process all applications for MFCC degrees before they process any others. If you have any questions about this, please telephone the Registrar or Graduate Division. To obtain the MFTi application and program certification form, go to www.bbs.ca.gov.

BBS Program Certification Form

When applying to be an MFT intern, the applicant must complete the upper portion of the program certification (name, social security number, and enrollment date [08/20xx]). The

yes/no statements are to be left blank. You must also obtain your **official** (sealed) **transcript**. Mail the Program Certification Form and sealed transcript to:

Chair, Department of Counseling, BH 524
 San Francisco State University
 1600 Holloway Avenue
 San Francisco, California 94132

The signed program certification form will be returned to you in a sealed envelope via the U.S. mail. Be sure the department has your current address on file (see “Contact Information” on page 61). **Please follow this process to ensure timely processing and service.**

It will take about a week to turnaround the paperwork upon receipt. Some graduates choose to submit a self-addressed stamped envelope, while others request that we leave it for them to pick up in the pickup box. Email the department office for a status update if two weeks pass and you haven't received the package from us.

We have prepared a logical sequence of courses and we expect you to follow it accordingly. The two-year plan is detailed below. We expect you to complete the foundational courses (690, 700, 702, 703, 833, 857) and the first-year practicum sequence (705/706 & 736) before attempting second-year courses. Consultation with your adviser on these matters should help you organize your course of study. If further consultation is desired, please confer with the MFT coordinator.

Note: As you consider becoming a psychotherapist, you should be aware that a personal background containing certain types of serious (criminal) offenses will prevent you from becoming license eligible, while other offenses may make it quite difficult. We suggest that you consult with the Board of Behavioral Sciences about any questions you might have regarding any legal issues in your background with which you are concerned. You should also be aware that while the department and university do not require fingerprinting or any other type of verification of criminal records, some field placements do so on a regular basis, particularly those where you work with children. Furthermore, some field placements require your consent to urine analysis to ascertain your drug-free status.

Curriculum Sequence. The recommended sequence of classes for the Master of Counseling – Concentration in Marriage, Family and Child Counseling is:

2-Year Sequence

Prerequisite to Program: COUN 690 Field of Counseling

Year 1: Fall (15 units)

Course Title	Course Number	Units	Comments
Developmental Foundations	702	3	Must complete undergrad Human Dev. prereq.
Supervision & Coaching	705	3	Must take with COUN 706
Practicum & Counseling Process	706	3	Must take with COUN 705
Social/Cultural Foundations in Counseling	833	3	
Law and Ethics in Counseling	857	3	

Year 1: Spring (15 units)

Course Title	Course Number	Units	Comments
Theories of Counseling & Psychotherapy	700	3	Must complete undergrad Theories of Personality prereq.
Psych. Foundations for Counselors	703	3	Must complete undergrad Abnormal Psych/Psychopathology prereq.
Advanced Counseling Process/ Internship	736	3	
Addictions	738	3	
Child Treatment	861	3	

Year 2: Fall (15 units)

Course Title	Course Number	Units	Comments
Career Counseling	720	3	
Seminar in Research	794	3	
Group Counseling	811	3	
Couple & Family Couns I	858	3	
Integrative Counseling/ Internship	890	3	

Year 2: Spring (15 units)

Course Title	Course Number	Units	Comments
Assessment in Counseling	715	3	
Consultation	827	1	
Couns Aspects of Sexuality	859	2	
Couple & Fam Couns II	860	3	
Case Studies/Internship	891	3	Must take with COUN 892
Culminating Experience	892	3	Must take with COUN 891

THREE-YEAR RECOMMENDED SEQUENCE. Some of our MFCC graduate students complete the program in two years while others do it in three years. If you wish to complete the program in three years, please find below a suggested course sequence. If you are considering a “three-year plan,” we strongly recommend that you seek some type of volunteer or paid counseling-related field experience (e.g., crisis hotline, women’s shelter, family service agency, etc.). Many of our three-year students tell us that they did not profit as much from their academic classes in the first year because they were not seeing clients. Work in the field will permit you to apply the knowledge and principles learned in class to your fieldwork.

3-Year Sequence**Prerequisite to Program: COUN 690 Field of Counseling**

Year 1: Fall – 9 units			Year 1: Spring – 12 units		
Course	Units	Title	Course	Units	Title
Coun 702	3	Develop. Fnds/Counselors	Coun 700	3	Theories/Counseling
Coun 833	3	Social/Cultural Foundations In Counseling	Coun 703	3	Psych Foundations for Counseling
Coun 857	3	Law and Ethics in Counseling	Coun 715	3	Assessment in Counseling
			Coun 738	3	Addictions

Year 2: Fall – 12 units			Year 2: Spring – 9 units		
Course	Units	Title	Course	Units	Title
Coun 705	3	Supervision & Coaching	Coun 736	3	Advanced Counseling Process/ Internship
Coun 706	3	Practicum & Counseling Process	Coun 827	1	Consultation
Coun 720	3	Career Counseling	Coun 859	2	Couns. Sexuality
Coun 794	3	Seminar in Research	Coun 861	3	Child Treatment

Year 3: Fall – 9 units			Year 3: Spring – 9 units		
Course	Units	Title	Course	Units	Title
Coun 811	3	Group Counseling	Coun 860	3	Couple & Family Counseling II
Coun 858	3	Couple & Family Counseling I	Coun 891	3	Case Studies/ Internship
Coun 890	3	Integrative Counseling/ Internship	Coun 892	3	Culminating Experience

LPCC for Marriage and Family Therapy

Requirements for licensure as a Licensed Professional Clinical Counselor is separate from (but overlaps with) requirements for the MS in Counseling: Marriage, Family and Child Counseling (MFCC) degree and BBS MFT licensing requirements. If you are interested in pursuing LPCC status, we strongly encourage you to join the California Association for Licensed Professional Clinical Counselors (www.calpcc.org) or a comparable organization.

Below is an overview of LPCC regulations as stipulated by the California Board of Behavioral Sciences as well as a preliminary and tentative list of courses that are intended to meet the LPCC requirements, pending approval from the BBS. For specific details, refer to the BBS (www.bbs.ca.gov) and/or the California Association for Licensed Professional Clinical Counselors (www.calpcc.org).

LPCC Requirement	Intended to be met by MS in Counseling: Marriage, Family & Child Counseling program requirement:
3 semester units of coursework in at least 10 of the following 13 core content areas (all of which must be completed before licensure):	
Counseling and psychotherapeutic theories and techniques	COUN 700
Human growth and development across the lifespan	COUN 702
Career development theories and techniques	COUN 720
Group counseling theories and techniques	COUN 811
Assessment, appraisal and testing	COUN 715
Multicultural counseling theories and techniques	COUN 833
Principles of diagnosis, treatment planning and prevention of mental and emotional disorders and dysfunctional behavior	COUN 703
Research and evaluation	COUN 794
Professional orientation, ethics and law in counseling, including California law and professional ethics	COUN 857
Psychopharmacology	<i>Will be taken outside of degree program</i>
Addictions counseling	COUN 738

Crisis/Trauma Counseling	<i>Will be taken outside of degree program.</i>
Advanced counseling and psychotherapeutic theories and techniques	COUN 736
II. 15 semester units of advanced coursework to develop knowledge of specific treatment issues or special populations.	COUN 858, 860, 861, 890, 891
III. Instruction in the following 4 areas:	
Human sexuality and the study of the physiological, psychological and social cultural variables associated with sexual behavior, gender identity and psychosexual dysfunction	COUN 859
Spousal or partner abuse assessment, intervention strategies and same-gender abuse dynamics	COUN 858, 860
Child abuse assessment and reporting	COUN 857
Aging and long-term care, including biological, social, cognitive and psychological aspects of aging	COUN 702
IV. Supervision: A minimum of 3,000 post-degree hours of supervised experience (see BBS for specifics of requirement)	<i>By law, must be completed post-degree.</i>
V. Examination: Passing score on the National Clinical Mental Health Counselor Examination (NCMHCE) and the California Law and Ethics Exam.	<i>By law, must be taken after all other licensure requirements are met.</i>

3. MASTER OF SCIENCE IN REHABILITATION COUNSELING

Program	Units
COUN 700 Theories of Counseling and Psychotherapy.....	3
COUN 702 Developmental Foundations for Counselors.....	3
COUN 703 Psychological Foundations for Counselors.....	3
COUN 704 Psychosocial Aspects of Disability and Chronic Illness.....	3
COUN 705* Supervision and Coaching.....	3
COUN 706* Practicum and Counseling Process.....	3
COUN 715 Assessment in Counseling.....	3
COUN 736* Advanced Counseling Process and Internship.....	3
COUN 738 Addictions.....	3
COUN 762 Professional Identity and Ethics in Rehabilitation Counseling.....	3
COUN 766 Medical, Functional and Environmental Aspects of Disability and Chronic Illness.....	3
COUN 778** Career Development and Job Placement in Rehabilitation Counseling.....	3
COUN 794 Seminar in Research.....	3
COUN 811 Group Counseling Process.....	3
COUN 833 Social and Cultural Foundations in Counseling.....	3
COUN 857 Law and Ethics in Counseling.....	3
COUN 870 Rehabilitation Services, Case Management and Related Services.....	3
COUN 890* Integrative Counseling and Internship.....	3
COUN 891*,*** Case Studies and Internship.....	3
COUN 892*,*** Culminating Experience.....	3
Minimum Total	60

4. E. Area of Professional Emphasis

Rehabilitation Counseling as an Emphasis

COUN 704 Psychosocial Aspects of Disability and Chronic Illness.....	3
COUN 762 Professional Identity and Ethics in Rehabilitation Counseling.....	3
COUN 766 Medical, Functional and Environmental Aspects of Disability and Chronic Illness.....	3
COUN 778** Career Development and Job Placement in Rehabilitation Counseling.....	3
COUN 850 Professional Emphasis/Fieldwork or equivalent (upon advisement) up to 6 units	
COUN 870 Rehabilitation Services, Case Management and Related Services.....	3

* These sections are taught by a certified Rehabilitation Counselor.

** For students with other emphases, COUN 778 can be substituted for COUN 720.

*** For those with both a specialization and an emphasis, the second year of clinical sequence, i.e., 890, 891, should be taken in your specialization. For example, if you are MFT/Rehab, you will take a class taught by MFT faculty and the liaison assigned to you will be a CRC Instructor who will provide the required CRC supervision. Refer to section below titled "Practicum and Internship".

FACULTY - REHABILITATION COUNSELING

Julie Chronister, PhD, CRC (Program Coordinator)

The Rehabilitation Counseling Training Program (RCTP)

The Department of Counseling Student Advising Handbook is basic guide to Department requirements. However, as a rehabilitation counseling student, the most thorough and program specific guide is provided in the **RCTP Handbook** located on our website @ <http://counseling.sfsu.edu/rehabCoun.aspx>. Please refer to this handbook for detailed information about the rehabilitation mission, objectives, history, curriculum, and suggested course sequence, etc.

Mission

The mission of the RCTP is to train empathic, culturally competent rehabilitation counselors to work in partnership with persons with disabilities and chronic illnesses and their families, in a manner that considers the barriers and assets of each individual and his/her environment, in order to facilitate and empower the individual to achieve optimal access and community integration. Program faculty accomplishes this mission by facilitating training that is:

- Responsive to the contemporary needs of those we serve;
- Grounded in multicultural competency and social justice;
- Integrated with community partners including persons with disabilities and chronic illness;
- Clinically rigorous; students complete two full years of field-work prior to graduation.

Roles and Functions of Rehabilitation Counselors

The RCTP recruits, admits, and retains a culturally diverse student body who is prepared to work in a variety of rehabilitation counseling and allied settings. The program strives to prepare professionals who are multiculturally competent and able to provide rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession. The RCTP program provides a high quality learning environment which stimulates interactions and communication with faculty and with other students. The program provides opportunities for students to have exposure and interaction with leaders and workers in the profession, consumer and advocacy groups and other helping professionals. Students are encouraged to develop skills for lifelong learning through involvement with professional organizations, access to rehabilitation publications, and other conference participation. Rehabilitation counselors stand apart from other helping professionals because of their combined focused expertise in the areas of psychosocial adjustment to disability and chronic illness, vocational counseling and their medical knowledge of disabilities and chronic illness. Rehabilitation counseling professionals are trained in counseling, advocacy, and case management with a general focus on assisting people with disabilities and chronic illness in attaining their optimal potential in life.

Employment Opportunities

There is a high demand for rehabilitation counselors in both the public and private sectors. Places of employment include state vocational rehabilitation agencies, private non-profit agencies, Veteran's Administration Hospitals, 4-year colleges and universities, community colleges, K-12 schools, substance abuse agencies, non-profit rehabilitation facilities, and mental health agencies. In the private sector, there are opportunities in the area of disability management

Degree Objective

The MS in Rehabilitation Counseling is the degree objective for students whose sole specialization is Rehabilitation Counseling. Students with an emphasis in Rehabilitation Counseling or any of the emphases falling under the M.S. Counseling degree may choose to receive either an M.S. in Rehabilitation Counseling or an M.S. Counseling degree. Students who are specializing in both Rehabilitation Counseling and MFT will receive an M.S. in Counseling with a Concentration in Marriage, Family and Child Counseling degree and a Certificate in Rehabilitation Counseling. Students are encouraged to seek advising from coordinators of each specialization on a routine basis.

Curriculum Sequence

The recommended full-time two-year sequence of classes for the Master of Science in Rehabilitation Counseling is:

YEAR ONE

Fall - 15 units			Spring - 15 units		
Course	Units	Title	Course	Units	Title
Coun 702	3	Developmental Foundations	Coun 700	3	Theories of Counseling & Psychotherapy
Coun 705*	3	Supervision & Coaching	Coun 736*	3	Advanced Counseling Process/ Internship
Coun 706*	3	Practicum & Counseling Process	Coun 766	3	Medical, Functional & Environmental Aspects of Disability & Chronic Illness
Coun 762	3	Professional Identity & Ethics in Rehabilitation Counseling	Coun 794	3	Seminar in Research
Coun 857	3	Law and Ethics	Coun 833	3	Social and Cultural Foundations of Counseling

YEAR TWO

Fall - 15 units			Spring - 15 units		
Course	Units	Title	Course	Units	Title
Coun 703	3	Psychological Foundations	Coun 715	3	Assessment in Counseling
Coun 704	3	Psychosocial Aspects of Disability & Chronic Illness	Coun 778	3	Career Development and Job Placement in Rehabilitation Counseling
Coun 738	3	Addictions	Coun 870	3	Rehabilitation Services, Case Management and Related Services
Coun 811	3	Group Counseling			
Coun 890*	3	Integrative Counseling/ Internship	Coun 891*	3	Case Studies/ Internship
			Coun 892*	3	Culminating Experience

* Students with a specialization or emphasis in rehabilitation counseling should register for the rehabilitation section.

** If you have an emphasis, you may register for another section in your area of emphasis upon approval by your adviser.

THREE-YEAR RECOMMENDED SEQUENCE. Some of our rehabilitation graduate students complete the program in two years while others do it in three years. If you wish to complete the program in three years, please find below a suggested course sequence.

Year 1: Fall – 12 units			Year 1: Spring – 9 units		
Course	Units	Title	Course	Units	Title
Coun 702	3	Development Foundations	Coun 700	3	Theories of Counseling
Coun 762	3	Professional Identity & Ethics in Rehabilitation Counseling	Coun 766	3	Medical, Functional & Environmental Aspects of Disability & Chronic Illness
Coun 833	3	Social and Cultural Foundations in Counseling	Coun 794	3	Seminar in Research
Coun 857	3	Law and Ethics			

Year 2: Fall – 9 units			Year 2: Spring – 12 units		
Course	Units	Title	Course	Units	Title
Coun 703	3	Psychological Foundations	Coun 715	3	Assessment in Counseling
Coun 705*	3	Supervision & Coaching	Coun 736*	3	Advanced Counseling Process/ Internship
Coun 706*	3	Practicum & Counseling Process	Coun 778	3	Career Development and Job Placement in Rehabilitation
			Coun 811	3	Group Counseling

Year 3: Fall – 9 units			Year 3: Spring – 9 units		
Course	Units	Title	Course	Units	Title
Coun 704	3	Psychosocial Aspects of Disability & Chronic Illness	Coun 870	3	Rehabilitation Services, Case Management and Related Services
Coun 738	3	Addictions	Coun 891**	3	Case Studies/ Internship
Coun 890**	3	Integrative Counseling/ Internship	Coun 892**	3	Culminating Experience

* Students with a specialization or emphasis in rehabilitation counseling should register for the rehabilitation section.

** If you have an emphasis, you may register for another section in your area of emphasis upon approval by your adviser.

Field work

There are at least two ways in which you can obtain internship placements: Locate one on your own in consultation with the Field Placement Coordinator and/or have the Coordinator provides leads. The internship site should provide you with direct contact with people with disabilities or chronic disease in a counseling/group relationship where you use counseling, advocacy, and case management skills. The onsite supervisor must hold a master's degree or higher in the field of rehabilitation counseling or a closely related field and be willing to provide supervision according to Department of Counseling requirements. Approval by the Coordinator is required.

For Rehabilitation Counseling students only, it is possible, with prior approval, to do your internship at your job if you are employed full time. Your job must fit the description of a rehabilitation counselor, and must be approved by the Coordinator. Please see the **RCTP Handbook** and the **Internship Manual** for detailed information about field placements.

Accreditation, Certification, and Licensure

The RCTP is accredited by the Council on Rehabilitation Education (CORE) and our graduates are eligible for national certification as a Certified Rehabilitation Counselor (CRC) through the Commission on Rehabilitation Counselor Certification (CRCC). Students can sit for the exam after 75% of their coursework is completed. Applications are typically due in February and May of a student’s graduating year in order to take the exam the following summer or fall. We highly encourage students to take the exam as early as possible. For additional information regarding certification, consult with the Coordinator and/or contact the following:

Commission on Rehabilitation Counselor Certification
 The Board for Rehabilitation Certification
 1699 E. Woodfield Road, Suite 300
 Schaumburg, Illinois 60173
 Ph. (847) 944-1325, Fax (847) 944-1326
 Website: www.crccertification.com, email: info@crccertification.com

The RCTP curriculum also provides RCTP students with the opportunity for meeting the educational requirements for the Licensed Professional Clinical Counselor (LPCC) in California.

LPCC for Rehabilitation Counseling

Requirements for licensure as a Licensed Professional Clinical Counselor is separate from (but overlaps with) requirements for the MS in Rehabilitation Counseling. To become eligible for the LPCC, rehabilitation counseling students must take an additional two courses (6 units total) above the 60 units required for the degree. If you are interested in pursuing LPCC status, we strongly encourage you to join the California Association for Licensed Professional Clinical Counselors (www.calpcc.org) or a comparable organization.

Below is an overview of LPCC regulations as stipulated by the California Board of Behavioral Sciences. For specific details, refer to the BBS (www.bbs.ca.gov) and/or the California Association for Licensed Professional Clinical Counselors (www.calpcc.org).

LPCC Requirement	Intended to be met by MS in Rehabilitation Counseling:
I. 3 semester units of coursework in at least 10 of the following 13 core content areas (all of which must be completed before licensure):	
Counseling and psychotherapeutic theories and techniques	COUN 700
Human growth and development across the lifespan	COUN 702
Career development theories and techniques	COUN 778
Group counseling theories and techniques	COUN 811
Assessment, appraisal and testing	COUN 715
Multicultural counseling theories and techniques	COUN 833
Principles of diagnosis, treatment planning and prevention of mental and emotional disorders and dysfunctional behavior	COUN 703
Research and evaluation	COUN 794

Professional orientation, ethics and law in counseling, including California law and professional ethics	COUN 857, 762
Psychopharmacology	<i>Will be taken outside of degree program</i>
Addictions counseling	COUN 738
Crisis/Trauma Counseling	<i>Will be taken outside of degree program</i>
Advanced counseling and psychotherapeutic theories and techniques	COUN 736
II. 15 semester units of advanced coursework to develop knowledge of specific treatment issues or special populations.	COUN 704, 762, 766, 870, 890, 891
III. Instruction in the following 4 areas:	
Human sexuality and the study of the physiological, psychological and social cultural variables associated with sexual behavior, gender identity and psychosexual dysfunction	COUN 703, 704, 766, 736, 833, 890, 891
Spousal or partner abuse assessment, intervention strategies and same-gender abuse dynamics	COUN 736, 890, 891
Child abuse assessment and reporting	COUN 857
Aging and long-term care, including biological, social, cognitive and psychological aspects of aging	COUN 704, 766
IV. Supervision: A minimum of 3,000 post-degree hours of supervised experience (see BBS for specifics of requirement).	<i>By law, must be completed post-degree.</i>
V. Examination: Passing score on the National Clinical Mental Health Counselor Examination (NCMHCE) and the California Law and Ethics Exam.	<i>By law, must be taken after all other licensure requirements are met.</i>
(VI. Optional: If you plan to work with families (which is an essential aspect of Gerontological Counseling) you must meet an additional LPCC requirement of 6 hours of coursework in family therapy.)	(Optional: COUN 858, 860)

Please be advised that while our program positions you for the CRC and LPCC, certification and licensure are ultimately determined by outside entities. For CRC certification information, you must contact the CRCC; for LPCC information, you must contact the Board of Behavioral Sciences (BBS). Details regarding certification and licensure are provided later in this handbook.

ADVISING & REGISTRATION INFORMATION

Admission into the Department of Counseling is contingent upon the successful completion of a bachelor's degree, a department acceptance, and a final acceptance by the Division of Graduate Studies at SFSU.

Advising

You must meet with your adviser a minimum of once each semester while in the program.

Advising is mandatory. Advising holds will be placed on each student's course registration. These holds will be removed according to our *Seating Priority* policy and after you have met with your adviser during Advising Week. Dates for Advising Week are determined at the beginning of the each semester and announced via the Department's listserv (Coun-L@sfsu.edu).

If you intend to take courses the following semester you must make an appointment to meet with your adviser during Advising Week. You must bring to this meeting:

- (1) a completed Advising Form, (see appendices)
- (2) a completed Consent of Adviser Forms [COAF, two per page (see appendices)], and
- (3) a recent unofficial transcript

The Advising form and COAF can be obtained in the department office or downloaded from our website at www.counseling.sfsu.edu.

At this meeting, you will plan with your adviser the sequence of courses, and discuss other issues pertinent to your progress in the program. You and your adviser will agree on the courses that are appropriate for you to take during the next academic term. You will keep one copy of the form for guidance in registering for courses through *Gator Reg* (go to *MySFSU* website at www.sfsu.edu/student). You must make additional copies for submission to each instructor of each course in which you are registered. Only those courses listed on this form may be enrolled in, and only your adviser may sign your COAF. The COAF form provides permission to register for the course per the department, however you must formally register through the university registration system at your designated time and date of registration (you can get this information from www.sfsu.edu/student).

For information on the academic calendar, associated deadlines, holidays, add and drop deadlines, go to www.sfsu.edu/~admisrec/reg/regsched.html.

Registration

A signed COAF does not guarantee enrollment in a course. Newly admitted students who have attended the May New Student Orientation will receive a registration time slot from the university some time before registration begins and after you have paid your fees. Your time slot (priority position) is based upon the total number of units completed. To realize your priority status, you must access *Gator Reg* (or call 415-338-3333 to telephone register) during your assigned time--do not miss this opportunity. If you fail to register during your assigned time, you will not have priority course registration. *Remember, it is your responsibility to register for the courses you have been advised into.*

While we encourage you to monitor the online course schedule to determine if any changes have been made to it please note that the schedule posted on the department bulletin board is the most up to date and complete source of information.

First Day of Class

Students must come to the first class meeting and submit a copy of their signed COAF to the instructor of each course in which they are registered.

Students that do not attend the first day of class will be considered a “No Show”. Yet students with this status must drop themselves from the course through *Gator Reg*.

Students that are trying to add a course that they were not initially advised during Advising Week into must first meet with their adviser to obtain an updated COAF.

Please note that you are responsible for managing your own enrollment and that you must adhere to the add and drop dates specified in the university registration calendar.

For the Registrar’s Office *Important Dates and Deadlines* website, go to www.sfsu.edu/~admisrec/reg/regsched.html.

Seating Priority in Counseling Courses

Enrollment in a course does not ensure a seat in class. Students in the Department of Counseling who come to the first class meeting are given priority seating based upon COAF tiers.

Tier 1 consists of students who meet with their adviser during the designated Advising Week and have obtained their adviser’s signature on the COAF.

Tier 2 consists of students who meet with their adviser after Advising Week but before Late Advising Day (always held the day before classes start in the fall and spring semesters) and have obtained the appropriate adviser’s signature on the COAF.

Tier 3 consists of students who meet with their adviser on Late Advising Day and have obtained the appropriate adviser’s signature.

Counseling Practicum Course Registration

Students select a practicum section (COUN 706, COUN 736, COUN 850, COUN 890, COUN 891) that reflects their specialization. Rehabilitation counseling students must register in a COUN 706, COUN 736, COUN 890 and COUN 891 section taught by a Certified Rehabilitation Counselor instructor. The rehabilitation counseling training program faculty are CRCs. Rehabilitation Counseling students with an emphasis in another area should register in COUN 890 and COUN 891 sections that correspond to their emphasis. Finally, please note that if you are taking COUN 706 you MUST be concurrently registered in COUN 705. Similarly, if you are taking COUN 891 you MUST be concurrently registered in COUN 892. Be sure to consult with your adviser or Coordinator(s) if you have any questions about this or other related matters.

Course Syllabi

We strongly recommend that you retain copies of all your course syllabi. Many students decide to pursue doctoral studies and will have to submit these documents at some time during the application process. In addition, many agencies require copies of syllabi to determine whether or not graduates meet certain criteria and have been trained in certain areas. It is not possible for the department to provide these after you graduate because content may change and instructors often do change.

Prerequisite Requirements

Before you can take COUN 700, 702, and 703, you need to have taken the appropriate undergraduate prerequisite courses. Specifically, prior to enrolling in:

COUN 700, you must have completed a theories of personality course (at SFSU the course is PSY 451),

COUN 702, you must have completed a lifespan developmental psychology course (at SFSU the course is PSY 431), and

COUN 703, you must have completed a psychopathology course (at SFSU the course is PSY 452).

All of these undergraduate prerequisite requirements must have been completed within ten years prior to the date of enrollment or by the end of the first fall semester in which students enroll in the program. In addition, courses taken credit/no credit (pass/no pass) will not be

accepted. You must receive a grade of C or better in each of these prerequisite courses. A grade of C- or lower will not be accepted. **Please follow the department instructions provided to you in your admission's letter for submitting verification of completion of these prerequisites.**

In addition, students entering the program need to successfully complete COUN 690 with a grade of *B* or better either before entering the program or during their first semester of enrollment (exception: students with a degree objective of M.S. Rehabilitation Counseling do not take 690). If COUN 690 is taken prior to acceptance into the program, it must have been completed no longer than five years prior to enrollment in the program. Failure to complete this prerequisite within the five years prior to or during the first semester in the program means that the student will be placed on probation and given until the end of the fall semester of the following academic year to complete COUN 690 with a grade of *B* or better. Failure to fulfill this requirement will result in removal from the program. While on probation as a result of failing to complete COUN 690 successfully, students will not be permitted to enroll in COUN 890, 891, or 892.

STUDENT STATUS/PROGRAM POLICIES

Full Time/Part Time

Full-time students usually carry 12-16 units per semester. To complete the program within two years, not counting summer school, a 15-unit load will be necessary. The ability to take regularly scheduled courses in the summer semester will make both the academic load per semester and the total amount of the time in the program easier to plan and handle. Part-time students usually carry 3-9 units per semester. *(Please note: the university considers anyone taking 7 units or more full-time).* The department makes every effort to accommodate part-time students by offering some classes at afternoon and evening times; however, it is not possible to plan a semester schedule without scheduling classes throughout the day as well as evening. Please keep your schedule sufficiently flexible to accommodate fieldwork requirements and department course schedules.

Students must complete most of their first-year course work before registering for COUN 890, which is the second-year, fall semester practicum.

Unit Load Policy

The typical full-time load for graduate students is 12-16 units per semester. A student may take up to 16 units with permission of the designated faculty adviser. If you need to take **more than 16 units** in a given semester you must submit a Request to Exceed Regular Academic Units form along with a copy of your unofficial transcript(s) to your adviser and the Department Chair for approval. If an overload is granted, it will be for one semester only.

Under no circumstances is any graduate student given permission to exceed or given credit for more than 18 units in any semester. Students enrolling for more than the approved number of units will be administratively disenrolled from their excess units.

24-Unit Fieldwork Policy

It is advisable that you start fieldwork as early as possible. You will not be permitted to enroll in more than 24 units before beginning fieldwork (Coun 690 & Coun 714 are not included in the 24 unit computation). Appeals to this policy can be directed to the chair in writing, but be aware that we rarely if ever deviate from this policy.

Transfer Credits

Once admitted into the program, students may petition to transfer up to 12 units from another graduate program, taken prior to admission, **providing those units were not used as part of another degree**. Fill out the "Request for Graduate Program Transfer Unit Evaluation" form and submit it to your adviser. Your coursework will be evaluated by appropriate department faculty.

Students may receive credit for the following SFSU courses taken before acceptance into the Department of Counseling: COUN 700, 702, and 703. If any of these courses were taken while still an undergraduate at SFSU, they must have been taken in the last semester prior to graduation AND cannot have been used to earn your SFSU undergraduate degree.

Credit/No Credit Course Policy

The **ONLY** course approved for credit/no credit that is part of your degree program is COUN 705 Supervision and Coaching. All other courses that are part of your degree program must be taken for a letter grade.

Additional Fees

A number of courses may require students to pay an additional fee to defer the costs of test materials, scoring tests, assembling test packets, copying course materials, mailing, and other direct expenses. You should expect fees to be assessed in some courses.

Independent Study

From time to time, students may wish to initiate a special study or some kind of independent activity. In all cases, planning for special studies must be discussed with the adviser to ascertain the way they will fit into the student's overall graduate program. The following option is available:

COUN 899: Independent Study. Students can earn a maximum of 6 units in COUN 899. University and department policy limits subject matter for special study to areas that are not covered by courses in an existing curriculum. This means that independent study will not be approved as a substitute for an existing course except under very special circumstances and subject to approval by the department chair and the dean of the Division of Graduate Studies.

Procedure for Initiating an 899 Enrollment

1. Discuss with graduate adviser the relevance of the proposed special study to the student's graduate program.
2. Obtain a Petition for Course by Individual Study from the department.
3. Identify and meet with a member of the faculty who is willing to supervise the special study. Criteria include the faculty member's willingness to work with the student, special interest and/or expertise in the topic or activity being proposed, and chair approval.
4. Complete the petition specifying the title, activity, plan for evaluation, etc., prior to formal registration for credit. The petition for Course by Individual Study needs to be filed in the department office before the end of Advising Week.
5. The faculty member will contact the department office manager, who will make the course available for registration during the first add period. The student obtains the permit number from the faculty member to add the course via online registration. The student must use the permit code to add the 899 before the Add Deadline.

Class Attendance

You are expected to attend classes regularly because classroom work is one of the necessary and important means of learning and of attaining the educational objectives of the program and the institution.

You should not miss classes except for valid reasons such as illness, accidents, religious holidays, jury summons, or participation in officially approved university activities. When absent from classes, it is your responsibility to inform your instructor(s) of the reason for the absence and to arrange to make up missed assignments and class work insofar as this is possible.

Special Note: You may not miss more than two practicum course meetings (COUN 706, 736, 890, and 891) or you will be dropped by the instructor and will need to retake the course(s) at a later time.

The instructor may consider class participation when assigning grades. In that case, the requirement for regular participation must be stated in writing as part of the course requirements, including specific effects on grade, and must be distributed to students at the beginning of the semester.

Incompletes and Withdrawals

When a student is unable to complete a course, there are several options. In all cases, consideration of options begins with consultation with the instructor of the course. Upon consultation, the following choices can be made:

Incomplete. This is appropriate when a substantial portion of the course work has been completed (75%), and the student and instructor agree that the grade will be deferred until all work is complete. The chair of the department must approve all requests for incomplete grades. Students have one calendar year to complete requirements or the grade for that course will turn into a "F." In all cases, incomplete grades are granted only for serious and compelling reasons, and the department grants this grade only in rare instances.

Withdrawal. The department strictly abides by the College of Health and Human Services (CHHS) Policy on Withdrawals. As stated by CHHS, the withdrawal policy is:

“Withdrawal from a course after the specified drop deadline will be considered for serious and compelling reasons only, and must have accompanying documentation. The following reasons are not considered serious and compelling: Changing your major, poor performance, course not required for graduation/major, or more time needed for other classes. If you wish to withdraw from course due to unexpected changes in your work schedule, illness or family emergencies, documentation will be required, along with a copy of unofficial transcripts. If you are requesting a withdrawal, bring your petition and appropriate documentation to the instructor. Past the Course Withdrawal deadline, you may not withdraw from a course or the University, except in the case of a serious, documented illness or verified accident.”

In situations where an incomplete or withdrawal is agreed upon, it is your responsibility to obtain the appropriate forms (www.sfsu.edu/~admisrec/forms/formstoc.htm), complete the student's portion, and give it to the instructor. All petitions for incomplete and withdrawal are reviewed and if approved by the department chair, are then forwarded to the appropriate university offices.

Leaves of Absence

You may initiate a leave of absence by writing to the chair of the Department of Counseling requesting a leave of absence for one semester only and by stating the reasons for the request. The department chair will reply in writing. No leave of absence will be granted until you have completed at least one semester. *The Department Chair will consider exceptions to this policy if and only if the student has a documented emergency that prevents the student from enrolling* (e.g., personal injury or disaster). If a student needs a second consecutive semester leave of absence, he/she will again need to request permission in writing to take a leave in order to remain in good standing. ***No more than two consecutive semester leaves of absence will be granted.*** Students who do not enroll in courses and do not request a leave of absence are considered to be absent without leave.

Students planning to re-enter the department after an approved leave of absence of two consecutive semesters must reapply to the university for admission. The Division of Graduate Studies also requires that you obtain a memorandum from the department approving your reapplication, so please contact the department no later than June 1st (for fall registration) and November 1st (for spring registration). Please note: you will not be eligible for an Early Priority Registration date (assigned by the Registrar's Office) for the semester you are readmitted to the program.

Before returning from a leave of absence, students in good standing **MUST** consult an adviser during the advising week in the semester prior to the planned return. Advising for the fall semester always occurs in the first or second week in May, while advising for the spring

semester occurs in the first week of December. **Failure to participate in the advising process will also severely limit your opportunities for enrollment.**

Students who have not requested a leave of absence and are not in attendance will be removed from the list of active graduate students and must reapply to the Department of Counseling.

Grading Policy Statement

It is important that students are fully aware that our programs are demanding and must meet the high standards not only of our faculty, San Francisco State University, and the CSU system, but also of our accrediting and licensing agencies. It is unwise, therefore, for entering students to have the expectation, regardless of their undergraduate GPA, that they will get As if they do the minimum of work required in each course. In many cases, Cs reflect that the work was done, and Bs indicate that students have exceeded the minimum of work in quality and/or quantity. As may be given only to those students who have performed exceptional work. A grade of C is considered passing, as long as the overall graduate GPA remains 3.0 (see ATC/GAP section, p. 43) unless the grade is in a practicum course where a B is required for passing.

Grade Appeals

If you believe that you received an incorrect grade, you must first discuss this issue with the course instructor. If agreement cannot be reached, please visit the office. Staff will provide you with a copy of the College of Health and Human Services forms and procedures.

Accommodating Students with Disabilities in Courses

The Department and the University are committed to providing reasonable academic accommodations to students with disabilities. Any student wishing accommodation for a verified disability should let their instructor(s) know in writing--with documentation from the Disability Programs and Resource Center (DPRC)--by the second class meeting of a semester. We highly encourage students to talk directly with their course instructor about the course accommodation needs. If a disability arises during the course of the semester, students should notify their instructor(s) within two weeks and provide appropriate documentation from the DPRC. The DPRC is located in the Student Services Building, Room 110, and may be reached at (415) 338-2472 (Voice/TTY) or visit their website at www.sfsu.edu/~dprc.

Changing Specializations

Some students' long-range objectives are best served by changing specializations. Students who wish to add or drop a specialization need to obtain an "Application Specialization Change" form from the Department of Counseling. Students may drop a specialization at any time; however, students may change their specialization or add an emphasis only once per year. **You will need to discuss your plans with your adviser and once agreed, you must have your request on file in the Counseling Department Office SIGNED BY YOUR ADVISER by February 1st.** The request to change your specialization and/or emphasis does not guarantee that change. You will be notified by the end of April of the outcome of your request. You are encouraged to consider these choices seriously. Changing specializations does not necessarily lead to increased career opportunities. Specializations, to a large extent, reflect one's professional identity. Consult your adviser to see if it makes sense to pursue a specialization and an emphasis. And please keep in mind that adding an area of emphasis almost always results in your extending the length of your program by one or more semesters.

Note: If you want to change your specialization to MFT, you must either be enrolled in first year practicum already, or have completed first year practicum.

To change a **specialization**, please complete the following steps:

- Download the [Application for Specialization Change](#) from our "Current Students" webpage, or take a copy from the appropriate bin in the department office.

1. Attach the following required documentation to your application:
 - a. An unofficial copy of your transcript.
 - b. A one-page statement discussing your reasons for changing specializations.
 - c. A new ATC/GAP (Advancement to Candidacy/Graduate Approved Program) form, **ONLY** if you already filed your ATC/GAP with the Graduate Studies office. (Download the form here: <http://www.sfsu.edu/~gradstdy/atc.htm>). Note: ATCs are filed for your specialization only.
 2. Complete part B of the application if:
 - a. You are changing your specialization to/from MFT.
 - b. You are changing your specialization to/from School.
 - c. Your change in specialization will result in a change to your degree objective.
 3. Submit a separate "Application for Addition or Deletion of Emphasis" form, if you wish to retain or drop your current specialization as an emphasis.
- Discuss your application with your adviser and obtain his/her signature on the application.
 - Submit your Application for Specialization Change form and all required documents to the department office **NO LATER THAN February 1st**. If February 1st falls on a weekend, submit your application the preceding Friday. We are unable to accept requests submitted after February 1st.
 - The selections committee will review all applications for specialization change in early spring semester only. A decision will be made by the end of April and we will notify you as soon as possible.

To change an **emphasis**, please complete the following steps:

- Download the Application for Addition or Deletion of Emphasis from our "Current Students" webpage, or take a copy from the appropriate bin in the department office.
 1. If you are adding an emphasis, attach the following required documentation to your application:
 - a. An unofficial copy of your transcript.
 - b. A one-page statement discussing your reasons for adding, changing or deleting an emphasis.
- Discuss your application with your adviser and obtain his/her signature on the Application.
- Submit your Application to the department office **NO LATER THAN February 1st**. If February 1st falls on a weekend, this form is due in the department the preceding Friday. We are unable to accept requests submitted after February 1st.

Note: Deletion of an emphasis does not require any approvals, but you must consult your adviser. Simply fill out the Application for Addition or Deletion of Emphasis, and submit this form to the department office after discussing it with your adviser. Please visit our website for examples of correctly completed specialization and emphasis change applications.

ALL DOCUMENTS NOTED ABOVE MUST BE ATTACHED TO YOUR REQUEST TO CHANGE SPECIALIZATION OR EMPHASIS OR YOUR REQUEST CANNOT BE PROCESSED.

Changing Degree Objectives

Changing specializations within the department's program may require the student to change his/her degree objective with the university.

For example, if your specialization is School Counseling and after consulting with your adviser you wish to change to MFT, you will need to petition to change your degree objective from "M.S. in Counseling" to a "M.S. in Counseling, Concentration in MFCC." This is achieved by filling out the university's "Request for Change of Graduate Program" (www.sfsu.edu/~gradstdy/current-form.htm). Fill in the student portion and note your current GPA. Bring your Application for Specialization Change and **all appropriate paperwork** to your adviser for his/her signature. Your adviser will then forward the documents to the department for consideration. Keep in mind that if you have filed your ATC/GAP already and you are now changing your degree objective you will need to file a NEW ATC/GAP.

Please note that changing specializations and/or degree objectives requires you to accumulate the necessary traineeship hours for the new specialization or degree objective. Your degree objective, specialization, and emphasis need to match those in the traineeship hour logs so as to be able to fulfill this graduation requirement.

Students who combine the “M.S. in Counseling, Concentration in MFCC” with a Rehabilitation Counseling emphasis must have the MFCC degree objective, but are eligible to receive a Rehabilitation Certificate at the conclusion of their course of study. Likewise, students who combine the “M.S. in Counseling, Concentration in MFCC” with a School Counseling emphasis are eligible to receive the Pupil Personal Services Credential in Counseling at the conclusion of their studies and once they pass the CBEST. See “Frequently Asked Questions” on page 71.

PRACTICUM and FIELDWORK

Field Placements: Traineeships.

Trainee placements are an integral part of the graduate program--the student's opportunity to gain direct experience with clients and to develop skills. The department has prepared a separate handbook detailing all policies, procedures, and expectations relating to trainees. The Practicum and Trainee Handbook is available online on the fieldwork website at <http://userwww.sfsu.edu/~counfld>. Students at the time they enter the program are responsible for knowing its contents. A copy will be given to field supervisors and they can be referred to the web site. All forms required to be completed during the two years of field placement is also available for download from the fieldwork website.

Marriage Family Therapy students must consult the Board of Behavioral Sciences at www.bbs.ca.gov. It is essential that MFT students start a personal file with copies of all BBS forms. Note: SFSU does not keep documents for use for the BBS licensure. This is the responsibility of each individual student.

Rehabilitation Counseling students should also refer to the **Rehabilitation Counseling Training Program Student Handbook** available on the RCTP website @ <http://counseling.sfsu.edu/rehabCoun.aspx>. Rehabilitation Counseling students must take their first year of practicum (i.e., COUN 706 and COUN 736) with an instructor who is a Certified Rehabilitation Counselor. For students with an additional emphasis, the second year of practicum (i.e., COUN 890 and COUN 891) should be taken in their area of emphasis.

The following are some of the general policies regarding trainee placements (Please consult the *Practicum and Trainee Handbook* for a full description of all policies and practices):

1. Placements are for the full academic year (two semesters);
2. You will complete two separate and different one-year placements during your graduate program.
3. If you request to use your place of employment as a traineeship setting you cannot expect to fulfill all four semesters in the setting--at least two semesters must be in a placement other than the one in which you are employed. This setting must conform to Department of Counseling requirements and must be approved by the Field Placement Coordinator.
4. You must complete 840 hours of field placement in your respective specialization, including at least 280 hours of direct client contact (40 hours in practicum [COUN 705/706] and 240 hours in traineeship [COUN 736, 890, 891, 892]).
5. You are required to lead or co-lead a group during the course of your work in the field. This may be done any time during the field placements (first or second year), and must be supervised by agency supervisors. Once you have lead or co-lead a group or groups for ten sessions or more, please fill out a verification form available from the department and turned it in to the Field Placement Coordinator. You will not be able to graduate if this requirement is not fulfilled.
6. You will not be allowed, without the consent of the chair, to take more than 24 units before beginning fieldwork.
7. You may not miss more than two class meetings in COUN 706, 736, 890 and 891.
8. Students completing a school counseling credential must divide their trainee placements between both elementary and secondary school levels. The ratio of this division will be determined by the student's adviser and the Coordinator of the School Counseling Specialization, conforming to credential program standards.
9. A traineeship setting is considered appropriate if it meets a variety of criteria:
 - a. An identified supervisor with a Master's Degree in Counseling or its equivalent and two years of experience in the field.
 - b. Availability of regular (at least 1 hour per week) supervision. For each 12 hours of trainee placement, students must receive at least 1 hour of individual supervision per week spread out over the entire semester;
 - c. Availability of a client caseload appropriate for the student;

- d. Location within a 30-mile radius of SFSU’s campus; and
 - e. Approval by field placement coordinator and liaison faculty.
10. Trainee placements are developed by the Field Placement Coordinator in concert with practicum and trainee instructors. Students will be asked to specify preferred geographical locations and areas of specialization. Students need to check with the coordinator of field placements for each specialization to obtain approval of any particular setting for a specialization. The final selection of a placement is a matter of negotiation between the student and the Field Placement Coordinator.

Field Placements for Emphases.

Students who have completed four semesters of practicum and need to continue to accrue hours in the field to satisfy the requirements of an additional emphasis must enroll in COUN 850.

Practicum Sequence.

For more detailed information, please see the *Practicum and Trainee Handbook* (available at the fieldwork website at <http://userwww.sfsu.edu/~counfld>). The practicum sequence consists of specific courses and concurrent fieldwork. Students who take either a practicum and traineeship courses must take them concurrently and sequentially (COUN 705 together with 706; 736; 890; 891 together with 892); specifically:

	FIRST YEAR		SECOND YEAR	
	First Semester	Second Semester	First Semester	Second Semester
	Fall	Spring	Fall	Spring
Supervision & Coaching	705			
Practicum Course & Internship	706			891
Practicum Course & Internship		736	890	
Culminating Experience				892

Confidentiality is a critical element in the student’s relationship with his/her clients. In practicum supervision, the confidentiality of the client’s relationship with the student is part of their professional relationship. The practicum instructor is privy to the client-student interactions. The practicum instructor and student instruction are, however, not confidential. Students are being instructed and evaluated at the same time.

The minimum number of clients seen at the fieldwork placement site per week is as follows:

Number of Ongoing Individual Client Interviews Per Week				
	Fall* 1st Year	Spring* 1st Year	Fall** 2nd Year	Spring** 2nd Year
Minimum	2	2	5	5
Maximum	8	8	12	12

* Based upon 12 hours per week in the field

** Based upon 16 hours per week in the field

Fieldwork Liaison.

Each student is assigned a faculty member who acts as the liaison contact between the fieldwork site and the university. The faculty person acts on behalf of the student to ensure an optimal learning situation. If problems arise with your field placement, you should contact your fieldwork liaison. You are expected to contact your liaison as soon as a problem begins to develop. Problems caught early stand a better chance of being successfully resolved. You must

complete and turn in to your liaison a field progress report each semester. Rehabilitation counseling liaison faculty who are certified rehabilitation counselors will provide additional required CRC supervision for rehabilitation students as needed.

Evaluations.

At the end of each semester, the student gives the fieldwork supervisor's evaluation and the completed log of hours to their practicum instructor. Any problems will be noted and followed up by the liaison. The evaluation is then given to the Field Placement Coordinator for processing. The evaluation and the log must be submitted on or before the last day of instruction of the semester.

**YOU ARE REQUIRED TO KEEP COPIES OF ALL LOGS
SUBMITTED TO THE DEPARTMENT**

Liability for Professional Practice.

The CSU system has purchased liability insurance for all students working in field placements. If you wish to purchase additional liability insurance there are several professional associations that offer inexpensive professional practice insurance coverage either as a part of general membership or through additional coverage that can be purchased (see below). As specific rates and options vary from time to time, we recommend that you consider requesting information from one of the following organizations prior to looking for a field placement.

American Counseling Association

www.counseling.org

American Rehabilitation Counseling Association (ARCA)

www.arcaweb.org

California Association for Licensed Professional Clinical Counselors (CALPCC)

www.calpcc.org

California Association of Marriage & Family Therapists (CAMFT)

www.camft.org

California Career Development Association (CCDA)

www.ccdaweb.org

PROGRAM REQUIREMENTS

Graduate Level Writing Proficiency:

1. The first level graduate writing proficiency requirement is:
 - a. A score 4.0 or higher on the Analytical Writing Test of the Graduate Record Examinations (GRE).
 - b. Those who do not meet a score of 4.0 or higher on the GRE must enroll during their first semester and pass COUN 714, Writing for Counselors, a graduate level writing course approved by the department.
 - c. Except under extraordinary circumstances, students who have not met this criterion will not be permitted to take counseling courses.
2. A second level of writing proficiency will be demonstrated through the culminating experience paper, completed in COUN 891. The writing assignments for this course involve writing in professional contexts.

English Language Proficiency

All international students whose undergraduate education was principally in a language other than English are required to take a test of English language proficiency, the Test of English as a Foreign Language (TOEFL). A minimum score of 570 is required for those students who elect to take the pencil-and-paper test, a score of 230 is required for those who elected to take the computer-based test, and a score of 88 is required for those who elected to take the internet-based test.

Advancement to Candidacy (ATC) / Graduate Approved Program (GAP)

An ATC/GAP is the university's way of verifying that a student has completed all of the requirements for the degree that they have chosen; therefore, if you have changed your degree objective (e.g., from M.S. in Counseling to M.S. in Rehabilitation Counseling), you will also need to CHANGE YOUR ATC/GAP. **ATC/GAPs are filed for your specialization only.**

Students must file an ATC/GAP the semester before they graduate. Look for specific due dates on the university website (www.sfsu.edu/deptpage/acal4.htm) for the filing deadline, which is different from the department deadline. The department deadline will be posted on the department listserv and will be announced in class. No student can enter the final trainee semester without an approved ATC/GAP on file. Students may follow the format as outlined in the appendices for his/her particular degree. You must **MEET** with your adviser, and obtain his/her signature. **You must also attach a copy of your unofficial transcript.** The ATC/GAP is then submitted to the department chair for signature. Once the ATC/GAP is approved and on file, your status changes to conditionally classified to classified graduate student.

Substitutions in your program (e.g., courses to be considered for transfer credit, course substitutions, etc.) need to be documented. If you wish to have the university consider courses that you took from another university, you must follow the university procedure outlined in the SFSU *Bulletin* (see "Transfer Credits from Other Institutions Graduate"). To substitute other courses, you must fill out and submit to your adviser for signature an ATC/GAP substitution form. The form is then sent to the chair for signing and processing.

A 3.0 GPA is required and must be maintained in all graduate work taken at San Francisco State University. The ATC/GAP must include only courses with grades of C or better (grades of C- and lower may not be included on the ATC/GAP).

ATC/GAP forms and ATC/GAP Substitution Forms are available in the Graduate Office in ADM 254 and can be downloaded from <http://www.sfsu.edu/~gradstudy/current-form.htm>. It is your responsibility to submit the ATC/GAP form to your adviser, along with a copy of an unofficial transcript on or before the posted deadline. Completed forms require the Department Chair's signature. The office will process these forms once completed.

For students seeking the School Counseling Credential, a Credential Approved Program (CAP) must also be filed, and the statement "Pupil Personnel Services: Counseling, (Option)" must be included in the appropriate section on credential objectives at the top of the form.

For students who have an emphasis in rehabilitation counseling, a Certificate Approved Program (CAP) must also be filed with the Division of Graduate Studies.

Application for Graduation

Candidates for degrees must file an application for graduation in accordance with the university calendar. The Application for Graduation, which is available at the Division of Graduate Studies' webpage <http://www.sfsu.edu/~gradstudy/current-form.htm>, requires master's candidates to pay the graduation fee in the Bursar's Office and then file the form with the Division of Graduate Studies.

Submit the Application for Graduation to the department chair for approval. You must include a copy of your unofficial transcript, a current course schedule, and a copy of your ATC/GAP. Applications will not be approved for a specified term unless all requirements have been met as of the deadline date for filing. If a candidate does not complete the requirements as planned in a particular semester, he/she must re-file the application for graduation to be considered in a subsequent semester.

Once you obtain the department chair's signature, retain a copy of the application for your records and submit the original with your application fee* to:

GradStop-ADM 250
Division of Graduate Studies
1600 Holloway Avenue
San Francisco, CA 94132

**Refer to Division of Graduate Studies for the current fee.*

Endorsement of Specialization and Emphasis.

Every student graduating from the program will receive an endorsement of the specialization and/or emphasis that he/she has successfully completed. The endorsements will be distributed once the department has certified that the students have fulfilled all program requirements. Make sure the department has your current address on file. We strongly suggest that you keep copies in several locations. Replacement endorsements require considerable research and department resources; therefore, replacements will be provided at a cost of \$25.00 each.

EVALUATION AND DESELECTION PROCEDURES

Evaluation of the performance of students is an integral part of the department's program. Learning the profession of counseling is an ongoing process that challenges you to examine your own strengths and areas for growth. Feedback from academic and professionally focused courses along with supervision from the field and practica provide you with ample opportunity to examine your cognitive and emotional responses to learning the craft. The degree to which you adjust and accommodate your professional behavior to this network of feedback is critical for your successful professional development.

A student may be deselected (dropped) from the Department of Counseling for a range of reasons including, but not restricted to, unprofessional conduct in class or field work; professional judgment of the department faculty that a student is incapable of completing degree requirements; and failure to meet grade requirements to maintain good standing in the department and/or university.

Students in good standing are required to maintain the following standards:

1. A grade point average (GPA) of 3.0 or better throughout your residency. **Failure to maintain a 3.0 in a single semester automatically places students on a probationary status.** Low GPA probation students must meet with their adviser and complete a Mandatory Graduate Probation Advising form found at SFSU Division of Graduate Studies' website (www.sfsu.edu/~gradstdy/probation.htm). The department chair must sign this form. Then probation students must take the form to the HHS Student Resource Center for additional academic counseling. It is, therefore, incumbent upon the student to take a proactive stance and contact his/her adviser when this requirement is not met. Faculty will review and monitor the student's progress throughout the course of the program. Continued probationary status will require special faculty review and could lead to deselection from the program.
2. Grades of "B" or better in each of the practicum seminars: COUN 706, COUN 736, COUN 890 and COUN 891.
3. A "CR" grade in fieldwork; COUN 705.

Faculty members owe you open and direct feedback on your progress. We also have a responsibility to current and future consumers of counseling. In addition, the department has a long-range responsibility to the field of counseling and society to provide competent, well-trained practitioners to meet people's needs. Toward this end, we have a responsibility to adequately train entry-level counselors and to deselect those students whose performance does not meet the department's standards.

We regularly review the progress of our students. There are three designated faculty meetings per semester that focus on student evaluations. Students' performance during their first field placement and in the accompanying COUN 706, COUN 736, COUN 890, and COUN 891 seminars is especially important. If instructors in any course, including the liaison, have concerns about a student's progress, that student's work may be discussed and evaluated at one of these meetings utilizing the **Criteria for Faculty Review of Graduate Trainees** form (see below, end of this section). If in the judgment of the faculty a student is not progressing satisfactorily, one of the following courses of action may be taken:

1. A student may receive in writing the faculty's concerns about his/her performance;
2. A student may be required to repeat COUN 706, 736, 890 or 891 if his/her grade in any of these courses is lower than B or if more than two absences have been incurred. Students may only repeat COUN 705-706, 736, 890, and 891 one time. Failure to obtain a grade of B or better on the second attempt will result in declassification. For the purposes of this policy, incompletes and withdrawals will be considered to be grades below a B.

3. Another consequence of a *B-* grade or lower in COUN 706, 736, 890, or 891, at the discretion of the faculty, may be the recommendation that a student be deselected from the program.
4. A student may be suspended from taking further courses in the program until specific conditions are met.
5. A student may be deselected from the program. Once deselected, a student must reapply to the program and be accepted in order to resume classes.

If, as a consequence of departmental action, a student believes his/her rights have been violated or is in disagreement with a decision, an appeal in writing can be made to the department chair. Students may review their files with their adviser.

Probation

Failure to meet or exceed the academic and professional standards described in this Handbook and the SFSU *Bulletin* can result in a student being deselected from our department or being placed on probation. In those instances when students are placed on probation, they must take the following steps:

1. Meet with their adviser within a month of being notified that they are on probation.
2. Develop a written probation plan with their adviser that details how the student will earn his/her way off probation. This plan should include an explicit time line for each step to be accomplished, and a statement that failure to fulfill the contract will result in being deselected from the department.
3. The probation plan should be signed by the student and his/her adviser and then submitted to the Department Chair for review. If approved, the probation plan will be signed by the Chair and placed in the student's file. If not approved, it will be returned to the adviser for revision and resubmission to the Chair.

Failure to fulfill the probation policy requirements described above will result in being deselected from the Department of Counseling.

Criteria for Faculty Review of Graduate Trainees

Readiness for Professional Role	YES	NO	Needs attention
1. Demonstrates personal readiness for and commitment to professional responsibilities and role.			
2. Show signs of personal impairment that is interfering with professional responsibilities and role.			
Academic Performance	Adequate	Needs attention	Not Adequate
1. Meets academic expectations according to syllabus in each class.			
2. Attends required liaison & advising meetings & is prepared w/necessary paperwork.			
3. Takes responsibility to follow department requirements regarding pre-requisites for coursework as outlined in DOC student handbook.			
4. Meets writing standards for graduate program.			
Professional & Personal Characteristics for Graduate Trainee			
1. Adheres to Ethical Guidelines of ACA and of relevant licensing or accrediting organization for specializations.			
2. Displays good listening skills.			
3. Respects divergent points of view.			
4. Expresses thoughts/knowledge effectively.			
5. Demonstrates realistic expectations of self as counselor-in-training.			
6. Demonstrates self-awareness regarding skills and talents as counselor.			
7. Demonstrates ability to develop & sustain rapport with diverse clients.			
8. Works collaboratively with others.			
9. Uses personal power and authority appropriately with clients.			
10. Demonstrates an ability to articulate needs appropriately.			
11. Demonstrates awareness & respect regarding issues of diversity including race, culture, gender, disabilities, age, religion, and sexual orientation			
12. Demonstrates the ability to receive, give, and integrate feedback.			
13. Demonstrates appropriate boundaries: professional, ethical, interpersonal			
14. Exhibits ability to take responsibility for one's actions.			
15. Interacts respectfully with instructors and peers.			
16. Demonstrates the ability to contribute to a positive class environment.			
17. Takes initiative to discuss difficulties with instructor and liaison.			
18. Adheres to all policies including dress, punctuality & professional role.			
19. Understands agency mission and purpose of clinical work in that setting.			
20. Performs professional responsibilities in agency setting in a consistent and dependable manner.			
21. Demonstrates ability to maintain respectful and professional collegial and supervisory relationships and peer relationships.			
22. Consistent and thorough documentation of clinical records.			
23. Takes initiative to discuss problems/difficulties with field supervisor.			
24. Demonstrates ability to recognize & monitor personal stress & emotional reactions to professional responsibilities.			
25. Demonstrates ability to use interviewing skills appropriately to build working alliance.			
26. Demonstrates ability to evaluate and assess clients' needs and presenting issues including sensitivity to cultural and cross-cultural issues.			
27. Demonstrates ability to evaluate and assess clients' needs and presenting issues including sensitivity to cultural and cross-cultural issues.			
28. 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.			

FAILURE TO ACHIEVE PROFESSIONAL STANDARDS

Plagiarism and Cheating.

Plagiarism and cheating are unacceptable practices in graduate school. Plagiarism means "to steal or purloin and pass off as one's own the ideas, words, writings, etc., of another." See also the San Francisco State University's *Bulletin* and web site on this topic (<http://www.sfsu.edu/~bulletin/current/supp-reg.htm#ppg339>, scroll to *Standards for Student Conduct*).

Cheating means "to deceive by trickery; to mislead; the fraudulent acquisition of another's property" (*The American Heritage Dictionary*.)

In compliance with Title V of the California Administrative Code (Section 41301), the Department of Counseling has the following policies with regard to plagiarism and cheating:

Department actions resulting from plagiarism and/or cheating:

1. The instructor may give the student an automatic F for the assignment. This could result in failing the course if the assignment's points account for a significant portion of the overall grade.
2. The instructor is also required to refer the student to a special faculty committee for further action. This committee is authorized to impose additional penalties. This may include a one semester or one year's suspension or an outright dismissal from the program.
3. The student will have the opportunity to have a fair hearing and present any pertinent evidence to the committee.

Professional Ethics and Standards.

All students in the program are expected to maintain satisfactory ethical standards (as presented in the ethical standards of the American Counseling Association) as well as to demonstrate adequate self-understanding. These standards, which include advertisement, provision of services, client responsibility, confidentiality, respect for diversity and the values of others, and the ethics of the profession, are covered in COUN 690 and COUN 857 as well as in COUN 762 for those in the Rehabilitation Counseling program.

Students are also expected to comply with the standards of conduct for students as outlined in the *University Bulletin*. The faculty of the Department of Counseling endeavor to establish and maintain a community of mutual trust among students. The faculty expect students to respect and contribute to this community by maintaining their honesty and integrity in all academic and professional matters. We want all members of the academic community – faculty, students, staff, and clients – to feel safe and respected so that individuals may learn from one another. Students are expected to do their part in all courses, including academic and professional work, by keeping an open mind, communicating clearly, and maintaining an attitude of tolerance and respect.

Student performance is monitored by means of semester grades and behavioral evidence of appropriate adjustment and professional conduct. Unprofessional behavior includes but is not limited to missing class, coming late to class, leaving class early, disrespectful interactions with students and faculty, dishonesty, etc.

Violation of professional ethics and standards may result in litigation, suspension, or deselection from the Department of Counseling.

Practice Without a License.

No student may advertise, perform, or appear to be engaged in marriage, family, child counseling or psychological counseling in a private practice without the proper state license. Students may, however, be gainfully employed by a government agency, school, or non-profit charitable organization and provide counseling under the supervision of a licensee of the organization (not SFSU). Any students found in violation of this law (Section 17800.2 Business and Profession Code) will be dropped from the Department of Counseling, and their names forwarded to the appropriate state licensing agency for prosecution.

GENERAL INFORMATION

Communication

The Department of Counseling makes every attempt to keep students fully informed through announcements in class, through email and listserv messages, and by posting notices on the bulletin boards outside the department office (BH 524). Please remember, **it is your responsibility to inform the department of any relevant changes in your status**, e.g., changes to contact information, leaves, prolonged absences, name change, and fieldwork changes.

Contact Information: Students

- **Current Address and Phone Number.** Your phone number and address must be kept current with the department office. This is essential for students in the program as well as graduates so that you will receive department communications. Neither your phone number nor address will be released to anyone other than faculty members without your permission. Change of Contact Information forms are always available and can be found in the brochures stand just outside the department office. Fill out a form and turn it into the office. You must also change your information with the university as well. Go to MySFSU to update your information with the university. Please note that changing your information via MySFSU will **not** update your information with the department. You will need to do both.
- **Name Change.** If you have a name change after you have been accepted by the department and the university, for example through marriage or divorce or in some other legal respect, it is vital that you inform the department and the university.
 - a. For the department, use the Change of Contact Information. You can download this form from our website or obtain one from the brochures stand just outside the department office.
 - b. For the university, download and complete a Name Change form found at the Office of the Registrar's website at <http://www.sfsu.edu/~admisrec/reg/formstoc.html>. Submit this form at the One Stop kiosk area in the Student Service Building. You will need to provide the appropriate documentation when submitting this form.
- **Student Pickup Box.** As you enter the department office, there is a bin on the right, just past the front door. Papers and documents from faculty and staff will be left in the pickup box for students to pickup during regular department office hours.

Contact Information: Faculty

- **Office Hours.** Full-time faculty members set aside four hours each week for office hours. Faculty members will not know their office hours until the second or third week of the semester when they set their coaching/supervision hours. The specific schedule of each faculty member's office hours will be posted near his/her office. A complete listing will be posted on the bulletin board outside the department office and on our website, under "Faculty", no earlier than the second week of the semester.
- **Phone and Email.** You may also leave voicemail and email messages for faculty at their phone numbers and email addresses. A complete listing will be posted on the bulletin board outside the department office and on our website, under "Faculty", no earlier than the second week of the semester. Please keep a record of faculty contact information.

Contact Information: Department Office

- **Office Hours.** The main office is open daily from 10-12 pm and 1-4:30 pm. We are closed and unavailable over the lunch hour.
- **Phone and Email.** The department phone number is 415-338-2005. Email counsel@sfsu.edu. Staff will respond to messages during normal hours of operation and at their earliest convenience.
- **Fax.** If students choose to fax materials to the department, a cover sheet indicating the recipient's name and number of transmitted pages must be included. Materials addressed to multiple department members must be faxed separately with an appropriate cover sheet and number of transmitted pages included. The department fax number is 415-338-0594.

- **Department Inbox.** An inbox is located as you walk into the main department office. This box can be used to leave messages, assignments, etc., when a faculty member cannot be reached. There is a bin to the right of the inbox that contains envelopes for student use. Please address the materials you wish to leave for a particular faculty accordingly. Access to faculty mailboxes is strictly prohibited due to privacy and confidentiality.
- **After Hours Student Drop Box.** If the office is closed, leave your items for faculty in the After Hours Drop Box just to the right of the main office front door in BH 524.

Please do not slip documents for faculty or front office staff under their respective office door. Slipping documents under a door will not guarantee that your material will get to the intended person, and can be easily lost, thrown, or swept away early in the morning by the university's custodians. Instead, please use the After Hours Student Drop Box if the office is closed.

Department Announcements

The Department of Counseling has a general information bulletin board (outside BH 524, the department office). Please check these areas regularly for information of relevance to you. You can expect to find information such as department and university deadlines, job information, conferences (national, state and local), and CSA (Counseling Student's Association) announcements.

Email and Coun-L Listserv

- **Email.** As a student at SFSU you are required to obtain an SFSU email account (your name@mail.sfsu.edu). You may initiate your SFSU email account online at www.sfsu.edu/~doit/account.htm, or go to ADM 110 to set up your account.
- **Listserv.** The Department of Counseling requires that you subscribe to the department listserv (Coun-L), which was established so that we can readily communicate with you about a myriad of subjects, such as schedule changes, advising information, student activities, etc. The department will automatically subscribe you to the listserv sometime in August, after we can verify that you have a valid SFSU email account on record. While you may choose to have your email from your SFSU account forward to another email address, please make sure that the spam filter at this other email address does not prevent you from getting SFSU email messages.

If you change your SFSU email account name for any reason, use the "Change of Contact Information" form to update your SFSU email with the department so that we may resubscribe you to the listserv.

Emergencies

When you have an emergency at the university, **dial 911**. For non-emergencies, call the campus police 24 hour non-emergency line at 415-338-7200.

If there is a campus wide emergency, such as a fire or power outage, the SFSU Office of Emergency Services will use their notification system to alert students directly. In the event of an emergency within the department, faculty and students can sometimes be reached by calling the department office at 415-338-2005. Reaching students can be difficult, but an effort will be made in an emergency.

Forms

Throughout your course of study, many procedural forms and processes are required in order to satisfy university and department documentation requirements. We strongly suggest that each student retain copies of all documents submitted to the department or to the university. Unfortunately, due to budget constraints, the Department of Counseling is unable to provide copies for you. Department forms can be found at the brochures stand just outside the department office or to the right as you enter the department office in BH 524. You can download university's form either at the Division of Graduate Studies or at the Office of the Registrar's websites.

Awards and Scholarships

The Department of Counseling sponsors department awards and scholarships, which are awarded in the spring semester. Eligibility for these awards varies:

1. Distinguished Student Award. This award is based on a record of distinguished scholarship and outstanding service to the community as determined by faculty feedback, the students' transcripts, and essays written by the nominees.

Members of the faculty of the Department of Counseling nominate graduating students whom they feel have an outstanding record of achievement in their work with us. This pool of nominees is then discussed and, by consensus, the faculty determines who will make up the final pool of nominees to represent our finest students. From this finalist pool, four winners are selected by the department Honors Committee.

One of these winner's names is forwarded to the College of Health and Human Services as our nominee for college Hood recipient. The hood recipient is then selected by the college from among a number of department nominees.

\$1500 per year.

Faculty coordinator: Dr. Graciela Orozco, orozco@sfsu.edu.

2. Virginia Lee Block Scholarship. Ms. Block was a founding member of the Department of Counseling at San Francisco State University and for many years was the chair of the department. After her death, her family made a donation to scholarships for general counseling students in the department.

The Department Virginia Lee Block Scholarship Committee chooses up to four individuals for this scholarship. The scholarship winners are selected from a pool of students nominated and discussed by the faculty of the Department of Counseling.

Students nominated by the faculty for this award must be in their first year of practicum courses, and must have shown distinction in the development of their clinical skills, as well as showing outstanding promise for their future professional development based upon evaluations by the faculty, the students' transcripts, and an essay written by each nominee.

Award winners are given a check from the office of Financial Aid in the fall semester following the receipt of the award. Students must be registered for at least nine units in this fall semester.

\$100 each (variable number of scholarships given each year).

Faculty coordinator: Dr. Patricia Van Velsor, pvanvels@sfsu.edu.

3. Ida Sweeney LeBlanc Scholarship. This scholarship is awarded to students who have a demonstrated track record of service to African Americans. Each scholarship shall be for a period of one year, and any additional scholarship to a student shall be granted only upon a reapplication by the student.

Eligible students will have enrolled for a minimum of 7 units in the semester when being considered for the award. Further, the student must have completed a minimum of one semester in the program with a grade point average of no less than 3.0. Demonstration of track record of service to African Americans by:

- a. Verified counseling, counseling-related, human service, employment, or participation in civic organizations that specifically promote the well-being of African Americans. Verification may be in the form of two letters of recommendation from individuals in responsible professional positions (i.e., community leaders, employers, supervisors, teachers outside of the department). And,
- b. A personal statement describing a commitment and service to African Americans, as well as why the student should be awarded the scholarship.

\$1000 each (up to three per year).

Faculty coordinator: Dr. Robert Williams, rwill@sfsu.edu.

4. Rehabilitation Counselor Training Program Scholarships. The RCTP has a stipend program available for rehabilitation counseling students. The stipends are provided by the Rehabilitation Services Administration and fund students who are working towards getting their master's degree in rehabilitation counseling. The stipends require a "payback" which involves a two-year commitment to working in a state vocational rehabilitation agency or non-profit rehabilitation agency for each year in which the student received the stipend. The stipend is approximately \$5900 per year but the amount can vary depending on need. Please contact Dr. Julie Chronister [@jchronis@sfsu.edu](mailto:ajchronis@sfsu.edu) for additional information.
5. MFT/Mental Health Services Act Stipend. Competitive stipend for second-year MFT graduate students who are serving psychiatric populations with co-occurring disorders (Serious Mental Illness & Substance Use Disorder). Students must pay back this stipend by working with this population for one year in a community setting upon graduation. Bilingual/bicultural applicants preferred.
Please note that the MFT/MHSA Stipend is not a scholarship per se; it is a stipend that requires one year of work AFTER GRADUATION in an MHSA approved community setting. Students apply for the stipend (which is competitive) in the autumn of their second-year and hear back in the spring of their second-year. The most recent stipend was \$18,500.
Faculty coordinator: Dr. John Blando, jblando@sfsu.edu.
6. Limited Research Assistantships available to work with various faculty members through their grants.
Announcements are made throughout the year.

For general financial aid and tuition information, including student employment, visit the Financial Aid website at www.sfsu.edu/~finaid.

Job Opportunities and Placement

The Department of Counseling posts the notices it receives outside the department office and on the Coun-L listserv. The university also has a career center with listings for job announcements in counseling and human services. In addition, the center offers workshops in job searching, resume writing, and other job seeking skills.

Counseling Clinic

Counseling and Psychological Services and the Department of Counseling jointly sponsor and operate the Peggy H. Smith Counseling Clinic in Burk Hall. The Clinic serves as a training site for a limited number of second year graduate counseling students who are closely supervised by Counseling and Psychological Services Staff. The Clinic trainees provide free counseling services to students in the SFSU community during the Fall and Spring semesters. Furthermore, the Clinic is utilized as a teaching/demonstration/practice site by a large number of our students in their practicum courses.

Disability Programs and Resource Center (DPRC)

Students with disabilities should contact the Disability programs and Resource Center if education-related accommodations are needed. In addition, we strongly suggest that you communicate your accommodation needs directly to your instructor as soon as possible (in addition to the communication provided by DPRC). For more information students should contact DPRC at (415) 338-2472 or visit their website at www.sfsu.edu/~dprc.

Counseling Students Association (CSA)

CSA, a student led group, is organized by and for the students enrolled in the Department of Counseling. It is an organization of students who are involved in their own education, and who work with the faculty to enhance the program and their training experiences. CSA is invited to send representatives to department faculty and committee meetings, conduct workshops and professional convocations, and organize social activities for the students. CSA also coordinates

the Department of Counseling graduation ceremony that takes place immediately after SFSU's commencement at the end of Spring Semester.

Dates, times, and locations of meetings and events will be posted on the CSA information bulletin board (outside BH 524) or on their website www.csasf.com.

You are encouraged to be active in CSA, and use the programs and structure of CSA to facilitate your learning and experience in the program. The department has an additional student association related to particular aspects or interests represented in the department.

Rehabilitation Student Association (RSA)

The mission of the Rehabilitation Student Association is to strengthen the rehabilitation counseling community at San Francisco State University through social and educational events, professional development workshops, networking, student advocacy, and the advancement of the rehabilitation counseling profession within our multicultural communities. The RSA seeks to:

- To strengthen the professional network among Rehabilitation Counseling Students.
- To educate prospective students and the general public about the Rehab Profession.
- Enhance the program through professional development workshops.
- Advocate on behalf of students and support new students.

The RSA in conjunction with the Rehabilitation Counseling Training Program is committed to a culture that is inclusive of, but not limited to, ethnicity, race, gender, sexual identity, sexual orientation, religion, socioeconomic status, national origin, disability, age and indigenous status. Therefore, we encourage students from all cultural backgrounds to join our organization. Please visit the website at www.rsasfsu.com.

Chi Sigma Iota National Honor Society

The Department of Counseling has organized its own chapter, Theta Chi, as a branch of Chi Sigma Iota (CSI), the National Honor Society for counselors and counselor educators. CSI's mission is to recognize student leader-scholars in counseling. To be eligible, students must have completed at least 15 semester graduate hours in counseling with an overall GPA of 3.5 or better while enrolled in the program. Students who meet the minimum GPA requirement will receive a letter outlining additional criteria for membership. CSI members must also hold a leadership position in a student counseling organization (e.g., CSA, RSA) and/or actively participate in community service related to counseling.

Graduation Ceremony

The Counseling Student Association coordinates the once-a-year, Department of Counseling Graduation Ceremony that takes place immediately after SFSU's annual commencement. SFSU's commencement is held the Saturday at the end of finals' week every Spring semester. Please get involved with CSA to help plan this student-driven event.

Professional Organizations

All students are strongly encouraged to join appropriate professional organizations. Doing so will significantly enhance the quality of your professional life, both while you are a student and subsequent to graduation. The list below is only a partial representation of professional organizations the student may wish to contact. Flyers are available from some of the organizations listed in the department office.

ACPA - College Student Educators International
<http://www2.myacpa.org/>

American Counseling Association
www.counseling.org

American Rehabilitation Counseling Association (ARCA)
www.arcaweb.org

American School Counselor Association (ASCA)
www.schoolcounselor.org

American Society on Aging (ASA)
www.asaging.org

Bay Area California Career Development Association
<http://www.bayareaccda.org/>

California Association for Licensed Professional Clinical Counselors (CALPCC)
www.calpcc.org

California Association of Marriage & Family Therapists (CAMFT)
www.camft.org

California Career Development Association (CCDA)
www.ccdaweb.org

Counselors for Social Justice
<http://counselorsforsocialjustice.com/>

National Board of Certified Counselors
www.nbcc.org

National Career Development Association
www.ncda.org

National Council for Rehabilitation Educators (NCRE)
<http://www.ncre.org/>

National Rehabilitation Association (NRA)
<http://www.nationalrehab.org/cwt/external/wcpages/index.aspx>

National Rehabilitation Counseling Association (NRCA)
<http://nrca-net.org>

How Things Work Around Here

This section is devoted to those students who want to know why they can't get a certain course, or have that course at a convenient time, or have a certain professor teach it, or have a class be smaller than it is, or whatever else seems to be fairly reasonable.

There is a short answer and a long answer, both of which will follow. The short answer can be summarized in one word: *money*. The long answer is complex and requires us to go beyond SFSU to establish the context in which we exist. California's economy benefited immensely from its three-tiered system of higher education. Its investment in what used to be virtually free public education has made California a rather prosperous state. As the social-political climate changed and since education has had to compete with the correctional system for a larger share of the tax dollar, education funding has experienced serious cutbacks in the state.

SFSU receives a fixed amount of dollars from the California State University system via the state legislature. With this strict limit on the amount of dollars that SFSU receives, the administration doles out money for all sorts of things, such as instructors, clerical assistance, administrators, janitors, police, water, electricity, etc. Every year departments make requests for what they need. As you can imagine, there is fierce competition for funds.

Teaching/instruction is the main activity of a university. Each department defines its mission or purpose differently. We in Counseling have external professional accrediting organizations as well as licensing and certification requirements that influence the subject matter we offer. The accrediting bodies (and we are fully accredited) also make recommendations as to what the student/faculty ratio (SFR) should be for our program in general and for our practicum courses in particular. The university's Academic Resources Office takes these and other factors into consideration and then makes a recommendation as to how much money is available to hire instructors based on a "reasonable" SFR (student/faculty ratio). We have one of the lowest SFRs in the university or, to put it another way, one of the most expensive programs. The money to hire faculty to teach comes through two channels--permanent and temporary or tenure-track and lecturer dollars. This is our predetermined budget, and enrollment definitely affects how much money we receive. The faculty dollars will, however, pay for a given number of courses. The department decides which courses to offer based on their understanding of what constitutes a sound, well-grounded graduate program. We might add here, however, that we have never had enough money to realize the ideal program that we would like to be able to offer.

Once we know how many courses we can offer, a schedule is developed by the chair in collaboration with the faculty and input from the Counseling Students Association. Scheduling decisions are based on a number of factors: courses students need to progress through the program; the amount of money available; faculty availability; faculty teaching interests and strengths; room availability (a formidable obstacle); class size; scheduling faculty so they do not have to teach more than one course a day, if they wish; scheduling the sections of a course with multiple sections on different days and hours; student demand for a course; and being sensitive to competing needs of students for late and early courses.

A certain portion of teaching funds (lecturer dollars) is dedicated to part-time faculty. We try to hire instructors with specific expertise to fill certain curricular needs. Some work out perfectly, others with some opportunity to teach and to develop their style work out fine, while others may not be suited to teaching.

All teachers (tenure-track and lecturers) are evaluated by their peers and by their students. These evaluations guide the department and are not in and of themselves final. Some teachers, based on feedback, can and do make adjustments in their approach to teaching. Some need time, while others may have an expertise that has not been conveyed best through teaching.

The system has certain set boundaries and at the same time has a certain built-in fluidity. There are balancing and competing forces that vie for resources, time slots, sections, etc. Additionally, there is the human factor to contend with that has manifest and latent, as well as rational and irrational levels. In spite of limits from many directions, we are able to mount an excellent, nationally recognized program in counseling. We are proud of what we have and are continuing to do.

CAST OF CHARACTERS

Roles, functions, and titles in the department can sometimes be confusing. This explanation will, hopefully, clarify these for you.

The Department of Counseling is one of nine departments in the College of Health and Human Services. The College of Health and Human Services is one of six colleges at San Francisco State University. SFSU is one of the 23 campuses of the California State University System. CSU is one of three systems of publicly assisted higher education in California (the other two are the University of California and the Community College system).

First-year student: This term is used to identify students up until and through completion of their first year of practicum courses (705-706 and 736).

Second-year student: This term is used to identify all students who have completed the first year of practicum and applies until the student has actually graduated from the program.

Professor: Some of the faculty are hired as full-time, tenure-track professors. *These faculty members must have a doctorate in counseling, psychology, social work, education, or a related area.* Most of these faculty members have a clinical license and/or an appropriate professional credential. There are three ranks: assistant, associate, and full professor. By the seventh year of their employment here, all full-time tenure-track professors must either earn tenure or be given a terminal year of employment. Tenure can be granted to assistant professors and to associate professors. In order to become a full professor, you must already have tenure. Being granted tenure means that they have job security unless there are layoffs or they are terminated for seriously violating university or contract policies. As professors go through personnel actions, whether “coming up for tenure” or requesting to be promoted in rank (from assistant to associate, or from associate to full professor), the Retention, Tenure and Promotion Committee (RTP) may ask students for feedback on the professors’ performance. Sometimes professors may ask for a “reduction in their time base” so that they are not actually working at SFSU full time. Professors also may take a sabbatical leave for a semester or an academic year. Some professors may be involved in an early retirement program (FERP) teaching on a half-time basis each semester or full-time one semester and off the next.

Lecturers: Some of the faculty members are hired on a semester-by-semester basis and others are hired depending upon the collective bargaining agreement in force at the time. Some of these faculty members have a doctorate; some have master’s degrees. They may also have a clinical license and/or an appropriate professional credential. These people are usually hired because of specific expertise that they can bring to the department.

CFA and CSEA: The faculty are represented by a union, the California Faculty Association. Our contract also contains policies and procedures that faculty and administration must follow. Department staff are represented by California State University Employees Union (CSUEU).

Practicum Instructor: Each practicum course (706, 736, 890, 891) is taught by a faculty member. This may be a full-time, tenure-track professor or a part-time lecturer. Most of the practicum courses are identified with a specific specialization.

Liaison: The liaison may also be a professor or a lecturer. This person is responsible for the fieldwork component of the practicum (705). The functions of the liaison, briefly, are to act as a conduit for information between the department and the fieldwork placement, and to be a troubleshooter if any problems arise in a placement. These functions are explained quite thoroughly in the *Practicum and Trainee Handbook*, which you use when you begin your first practicum course (706).

Fieldwork/Internship Coordinator: Nancy A. Bavis is a member of the faculty who assists students and faculty in the identification and selection of trainee placements and the placement of students in those settings. She maintains lists of agencies and schools, develops new site possibilities, maintains ongoing site relationships, consults with agencies, and is responsible for Fall and Spring Supervisors Meetings and the Spring Traineeship Fair.

Specialization Coordinators: Each specialization (MFT, School, Rehabilitation, Gerontology, College, and Career) has a Coordinator. The Coordinators are professors in the department who may also be instructors of your classes, your adviser, and/or your liaison. These coordinators are responsible for curricular development in their specializations. They also may act as fieldwork coordinators (as in the case of school, rehabilitation, college, and career counseling). It is essential that you get to know the Coordinator of your specialization. Their names are also posted outside the department office, and are included in your orientation packet.

Adviser: Each student in the program has an assigned adviser. This person may also be, at some time, your practicum instructor and/or your liaison. Your adviser is assigned to you prior to the fall semester. This adviser remains the same throughout your matriculation in our program, unless you request a change (use the Change of Adviser Form in the department office to do this). The role of the adviser is to oversee your progress through the program, to meet with you at least once a semester during mandatory advising week, to sign your “Consent of Adviser Form” each semester, to sign your ATC/GAP and any other official documents (such as a request for a change of specialization), and to meet with you at other times as needed. Your adviser should be able to give you information and advice about your work with us, assist you through the “red tape,” and to explain department and university policies and procedures. This latter function can be particularly important since the department must follow rules and regulations from the California State University System, SFSU, the College of Health and Human Services, our accrediting agencies, the Council for Accreditation of Counseling and Related Educational Programs and the Council on Rehabilitation Counseling, several licensing and credentialing bodies (such as the Board of Behavioral Sciences, the state of California for the PPS Credential, etc.)—so sometimes policies and procedures become very complex!

Office Hours: Each faculty member has regular, weekly office hours when they are available for phone calls and visits. The specific times of these hours may change every semester, but these times are posted both by the faculty member’s door, outside the department office, and under the faculty link on our website at www.counseling.sfsu.edu (once they are made available). These hours are handled differently by different faculty members (some ask you to sign up for an appointment, others have a “first come, first-served” policy) but, in general, these are good times to meet with your adviser and with faculty who are your instructors in courses. Each faculty member is also here at other times, but it is best to email or call them directly to make an appointment. *Please note that faculty members, not the Department’s office, schedule their own appointments.*

Department Office Hours: the main office in BH 524 has the following hours of operation: Monday through Friday, 10-12 p.m. and 1-4:30 p.m. If the office is closed and you have something to leave, drop your items off in the After Hours Drop Box in the stand just to the right of the main office front door in BH 524. Make sure to address your items accordingly.

THE DEPARTMENT OF COUNSELING FACULTY AND STAFF

Tenured and/or Tenure-Track Faculty

Alvin Alvarez, Ph.D., Professor (on leave, Associate Dean, College of Health & Human Services)
John Blando, Ph.D., Professor
Julie Chronister, Ph.D., CRC, Associate Professor
Andrés Consoli, Ph.D., Professor
Terry Gutkin, Ph.D., Professor
Kwong-Liem Karl Kwan, Ph.D., Assistant Professor
Wanda Lee, Ph.D., Professor
Hsin-Ya Liao, Ph.D., Assistant Professor
Graciela Orozco, Ed.D., Associate Professor
Rebecca Toporek, Ph.D., Associate Professor
Patricia Van Velsor, Ph.D., Associate Professor
Robert Williams, Ph.D., Associate Professor and Chair

Partial List of Part-Time Faculty

Nancy Bavis, Lecturer/Fieldwork Coordinator
Mary Cavagnaro, LMFT, Lecturer/ Clinical Coordinator of the Peggy H. Smith Counseling Clinic
Gloria Gregg, Ph.D., Lecturer
Norm Meshriy, M.S., Lecturer

Staff

Katsufumi Araki, Office Manager
Prescilla Ng, Support Coordinator
Student Assistants

FREQUENTLY ASKED QUESTIONS

1. What is the difference between an MFT and an MFCC?

The accepted terminology in the field of marriage, family, and child counseling is MFT. Most professionals now refer to this field of counseling as marriage & family therapy (MFT). At San Francisco State University the official name of the degree is M.S. Counseling; Concentration in Marriage, Family, and Child Counseling; therefore, when we are referring to the specific degree we will use the term MFCC, while we will use the term MFT for discussion purposes.

2. How do I obtain an MFT Intern Registration Number? How do I obtain the BBS Program Certification form?

Go to page 30 of this handbook for detailed instructions.

3. What is a CRC?

CRC is the acronym for Certified Rehabilitation Counselor. Rehabilitation counseling students are eligible to sit for the CRC national examination during their last semester, and upon completion of 600 hours of CRC-certified supervision provided by your on-site internship supervisor, your practicum instructor, your adviser, and/or your liaison.

4. What is a degree objective?

The Department of Counseling offers three master's degrees:

a. Master of Science in Counseling. (Specializations: Career, College Student Personnel, Gerontology or School)

b. Master of Science in Counseling, Concentration in Marriage, Family & Child Counseling.

c. Master of Science in Rehabilitation Counseling

Your choice of **one** of the three degrees constitutes your degree objective.

5. a. What is the difference between a degree objective and a specialization?

A degree objective is the formal name of the degree that you must select from the three Master of Science degrees that are offered in the Department. If your degree objective is Master of Science in Rehabilitation Counseling your specialization will be rehabilitation counseling. If your degree objective is Master of Science in Counseling, Concentration in Marriage, Family & Counseling your specialization will be MFT. If your degree objective is Master of Science in Counseling, your specialization must be **one** of the following: Career, College Student Personnel, Gerontology or School. An emphasis area reflects a group of courses with an area of clinical and theoretical focus such as career, college student personnel, gerontology, school, and rehabilitation counseling.

b. What is an emphasis?

An emphasis area reflects a group of courses with an area of professional and theoretical focus. In addition to your specialization, you may choose an area of emphasis such as career, college student personnel, gerontology, school, and rehabilitation counseling.

6. Can I study more than one content area; e.g., career, college student personnel, gerontology, school, or rehabilitation counseling? If so, what do I do?

Yes, you can. You still have to choose **one degree objective** at the time of your application; however, you may also indicate **one** additional content area (emphasis) in addition to your degree objective. You must declare this second content area in the space provided on the first page of the department application.

If you choose a second area, you will be expected to elaborate on your decision to choose this second area when you write your personal statement. Your application will then be evaluated with regard to both of the areas to which you are applying. Although you may be accepted into both areas you have chosen, please note that it is also possible for you to only be accepted into one of the areas you have selected. If accepted into the department, your acceptance letter will indicate the area(s) to which you have been admitted.

Keep in mind, however, that an additional emphasis involves additional time in the program to complete all the requirements.

7. Can I add an emphasis after I am admitted to the program?

Yes, you can. The request to add an emphasis once you are in the department must be made by February 1st. Go to page 47 for specific instructions. You will be evaluated like any other prospective applicant for that additional content area.

8. Must I select a second content area for admission into the program?

No, you don't have to select a second area. Once you enter the department and become more familiar with the different content areas, you should consult with your adviser about this issue should you want to add another content area.

9. If I choose an M.S. in Rehabilitation Counseling as my degree objective and take all of the MFCC coursework, can I sit for MFCC licensure?

No, you can't because the Board of Behavioral Sciences requires that your degree objective be an M.S. in Counseling with a Concentration in Marriage Family Therapy; however, you can study MFT and Rehabilitation Counseling at the same time. If you choose to study both, please be aware that your degree objective must be an M.S. in Counseling with a Concentration in Marriage Family Therapy; you will receive a university-approved certificate for your completion of the rehabilitation counseling coursework and you will be eligible to sit for the national Certified Rehabilitation Counselor test. However, you will not receive an M.S. in Rehabilitation Counseling.

10. Can I obtain a Pupil Personnel Services Credential (PPSC) in school counseling if my degree objective is MFCC?

Yes, you can. If you choose to take both School Counseling and the MFT, your degree objective must be an M.S. in Counseling with a Concentration in Marriage Family Therapy. Once you complete all the requirements for both the school counseling and the MFT programs, you will be eligible for the PPSC after passing the CBEST; however, you will not earn a second degree.

11. Can I defer my enrollment if I am recommended for admission to the Counseling program in the fall?

Since we have no spring cohort and since we must plan resource allotment as efficiently as possible, we are unable to grant enrollment deferrals under any circumstances.

12. I misplaced/lost/threw away my course syllabi, hours logs, practicum handbook, etc. How can I obtain copies of the materials needed after I have graduated?

The department strongly recommends that you retain copies of all your course syllabi, logs, bulletins, and handbooks. Graduates may decide to pursue doctoral studies at a later time and may have to submit such documents. In addition, many agencies (e.g., BBS) require copies of syllabi to determine whether or not graduates meet certain criteria and have been trained in certain areas (e.g., substance abuse). It is not possible for the department to provide these after you graduate because content may change and instructors often do change.

13. How do I join the Counseling Alumni listserv upon graduation from the program?

The CounAlum listserv has been used for posting job notices, keeping in contact with other alums and the department. To join, pick a non-SFSU email account. From that account, send an email to majordomo@sfsu.edu. In the body of the email, type: "subscribe CounAlum. Send the email. That's it! You will get a welcome message once your subscription is approved.

COURSE DESCRIPTIONS

The following is the list of courses regularly offered by the Department of Counseling. A full and official listing of department courses is found in the University *Bulletin*. Discrepancies between the information here and the University *Bulletin* reflect changes that the Department of Counseling is currently finalizing. Students are advised to use the information provided here.

Consent of Instructor is Required for All Department of Counseling Courses

COUN 690 Field of Counseling I (3)

Prerequisite: PSY 200 or graduate standing. Professional identity for career, college, marriage and family, rehabilitation, school, gerontological counseling. Career decision making, mid life, career change, pre-retirement guidance, and mental illness. Computer technology and counseling; history, ethics and self-awareness. [Note: Not required for Rehabilitation Counseling students without an area of Professional Emphasis.]

COUN 691 Multicultural Human Relations (3)

Prerequisite: SW 410 or PSY 431, COUN 690 or graduate standing. Basic counseling methods for different career stages, students, persons with disabilities and mental illness; gay, lesbian, bisexual, transgendered, and ethnic groups. Computers integrated with counseling method.

COUN 700 Theories of Counseling and Psychotherapy (3)

Prerequisite: Consent of instructor; undergraduate course in personality theories; proof of compliance. Selected theories of counseling and personality. Overview of counseling process and practice relating to major approaches. Introduction to therapeutic practices with illustration of relevant techniques and cases.

COUN 702 Developmental Foundations for Counselors (3)

Prerequisite: Consent of instructor; undergraduate course in lifespan human development; proof of compliance. Theories of human development and learning, adaptive behavior to normal development and congenital and traumatic disability, dynamics of family, home and societal influences, and their implications for counseling.

COUN 703 Psychological Foundations for Counselors (3)

Prerequisite: Consent of instructor; undergraduate course in psychopathology or abnormal psychology; proof of compliance. Theories of mental health and mental illness, classification of behavior disorders, diagnosis and prognosis, psychological impairment, psychological issues related to physical disability, and implications for counseling and therapeutic interventions.

COUN 704 Psychosocial Aspects of Disability and Chronic Illness (3)

Prerequisites: COUN 762 and 766. This course is designed to explore the psychological and social aspects of disability and chronic illness. This course focuses on definitions and models of disability/chronic illness, societal response and other environmental factors, and individual response to disability/chronic illness. This course also examines the impact of disability/chronic illness on the family. Adjustment to disability models will be explored. Individual factors such as coping, culture, sexual orientation, type and course of disability, and issues related to aging will be addressed.

COUN 705 Supervision & Coaching (3)

Prerequisites: Must be taken concurrently with COUN 706, and contracted with an approved field training site. Enrolled counseling graduate student. Initial practicum experience. Clinical interviewing skills. Development of clinically and culturally competent interviewing, assessment and intervention skills that reflect an integration of a counselor's understanding of oneself and others as well as the integration of counseling theories that inform interventions.

Minimum of 12 hours per week at fieldwork site. Placement lasts for academic year. Consent of Field Placement Coordinator is required. Contact with a liaison supervisor is required.

COUN 706 Practicum & Counseling Process (3)

Must take concurrently with COUN 705 and with or after COUN 702. Must meet prerequisites, concurrent enrollment requirement, have instructor consent, and attain B or better. Clinical interviewing skills; individual growth in clinical process. [Note: Rehabilitation Counseling Students must take this section with a CRC Instructor. Career Counseling and College Counseling students may take Coun 706 prior to completing 703].

COUN 714 Writing for Counselors (3)

Prerequisite: Graduate standing in counseling or consent or instructor. Designed to develop graduate writing skills for counseling students, strengthen writing organization and report writing, learn to integrate bibliographic sources and use APA style. May not be used to meet GAP requirement. CR/NC only.

COUN 715 Assessment in Counseling (3)

Instruction and practice in the clinical process of testing. Focus on individual counselor's ability to clinically analyze and interpret assessment instruments, including diagnostic tests for various counseling specializations. When appropriate rehabilitation evaluation will be included.

COUN 716 Professional Seminar I - Structural Elements for School Counseling (2-4)

Must take with or after COUN 706. Familiarize students with the institutional structure and culture of schools, relevant laws and ethics, trends in guidance and counseling, and ability to design a comprehensive counseling program.

COUN 717 Professional Seminar II - Functional Elements for School Counseling (2-4)

Prerequisite: COUN 716. This course will familiarize students with normative roles of school counselors in a changing world; provide skills necessary to deal with these issues and develop a philosophy of school counseling.

COUN 718 Professional Seminar III - Professional Issues for School Counseling (2-4)

Prerequisite: COUN 716 and COUN 717. The purpose of this course is to explore professional issues, aspects of professional identity, and to develop an understanding of a systems' theoretical approach to working in schools.

COUN 719 Behavior Management (3)

Behavioral, cognitive-behavioral, and ecobehavioral theory and intervention applied to human behavior change. Primary focus on classroom behavior management.

COUN 720 Career Counseling (3)

Dynamics of vocational choice and occupational adjustments; social learning and developmental tasks, educational and vocational information; counseling process in occupational planning. [Note: Students with a Rehabilitation emphasis and a specialization in MFT, College or Career may substitute COUN 778 for this course. Students with Career or College as a specialization or emphasis must take 720 prior to, or concurrently with 890.]

COUN 721 Computer Applications in Counseling (3)

Prerequisites: COUN 720 must be taken prior, or concurrently with 721. The use of computers in counseling and guidance for such functions as advising, course registration/reservation, articulation between high schools and colleges and between community colleges and four-year colleges, test scoring and interpretation, career guidance, and computer assisted instruction.

COUN 727 Advanced Career Counseling (3)

Prerequisites: COUN 720 and 721 or COUN 778. Seminar for career counseling specialists that emphasizes techniques in conducting personal career research and informational interviews, and skills and knowledge necessary to establish a viable career placement center.

COUN 736 Advanced Counseling Process and Internship (3)

Prerequisites: COUN 705/706. Instructor consent. Must take with or after COUN 700 and 703. Clinical counseling case analysis; individual counselor growth assessment, management and disposition of clients. Second semester of field placement. Minimum of 12 hours per week at a fieldwork site. Contact with a liaison supervisor is required. [Note: Rehabilitation Counseling Students must take this section with a CRC Instructor. Career Counseling and College Counseling students may take Coun 736 prior to completing 703].

COUN 737 Psychopharmacology (3)

COUN 738 Addictions (3)

Dynamics, behaviors, biochemical processes, and treatment interventions related to addictions, including chemical, behavioral, and psychological. Recovery models emphasized. Legal and cultural factors incorporated.

COUN 741 Crisis Counseling (3)

This course introduces students to current theory and practice related to trauma and crisis intervention. Students will learn the impact of crises and other traumatic events in people's lives and basic intervention counseling strategies for helping survivors make meaning of their experiences to envision new possibilities.

COUN 762 Professional Identity and Ethics in Rehabilitation Counseling (3)

This course covers the field of rehabilitation as a field of professional service; the roles and functions of rehabilitation counselors; the philosophical and political underpinnings of the discipline of rehabilitation counseling; ethics and rehabilitation counseling; and the growth and interrelationship of public and private rehabilitation agencies.

COUN 766 Medical, Functional and Environmental Aspects of Disability and Chronic Illness (3)

Prerequisite: COUN 762. The course facilitates a basic understanding of the human body and the medical terminology related to a broad array of physical, psychiatric, cognitive, sensory, and developmental conditions that occur throughout the lifespan, with particular focus on the functional impact and environmental implications associated with these conditions. Conditions manifesting in childhood through aging-related conditions are covered. Biopsychosocial frameworks such as the World Health Organization International Classification of Functioning Model and the Recovery Model are models used for learning about health, wellness, and disability.

COUN 778 Career Development and Job Placement in Rehabilitation Counseling (3)

Prerequisite: COUN 762 and 766. Students may take this course while taking 766. This course covers career development theories and career decision-making models and the interrelationships between work, family, and other life roles and factors, including multicultural issues in career development; the use of occupational information in the vocational development, adjustment, and rehabilitation process; problems and procedures in job development/job placement for people with disabilities. This course teaches general career development theories and techniques with a particular focus on people with disabilities.

COUN 792 Seminar for Counselors in Student Personnel Services (3)

Theory and practice of college student personnel services; program management, planning implementation, evaluation, and the various roles of a counselor in college settings.

COUN 793 Organization and Administration of Student Services in Higher Education (3)

Prerequisite: COUN 792. Seminar in organization and management of college student services, organizational theory, development, structures; management strategies and styles, decision making, management by objectives, administrative models; staff development; evaluation; accountability; budget planning, management; program development, evaluation; legal issues.

COUN 794 Seminar in Research (3)

Identification and analysis of research problems related to health and human services. Research methodology, techniques and designs appropriate to health and human services research problems including the critique and interpretation of research reports; application of health and human services research to a variety of settings.

COUN 811 Group Counseling Process (3)

Prerequisite: COUN 706. Instruction in group counseling dynamics: clinical analysis of group counseling sessions conducted by students. Focus on personal attitudes, values, and professional development.

COUN 820 Counseling the Older Adult (3)

Individual and group counseling; couples and family counseling with the older adult. Sexuality, lifestyle, and economics of older age are included as they impact upon the counseling process.

COUN 827 The Consultation Process (1 or 3)

Prerequisites: COUN 736. Seminar exploring dynamics of the consultation process; implications for various specialists in developing effective working relationships with other professionals and family members.

COUN 833 Social and Cultural Foundations in Counseling (3)

Development of awareness and sensitivity to the needs and feelings of individuals of different sex, race, culture, life styles and physical abilities; study of the nature of prejudice; study of minority life styles and cultures; implications for counselors.

COUN 850 Professional Emphasis² and Post-Master's Internship (2-3 per semester)

Prerequisite: (Field Placement Coordinator). Internship for individuals who are not in a practicum seminar and need university monitoring to accrue fieldwork hours. CR/NCR grading only.

COUN 857 Law and Ethics for Counselors (3)

Seminar covering legal and ethical responsibilities of counselors, including confidentiality, privilege, reporting; legal obligations regarding professional practice and liability; professional codes of ethics; laws relating to minors, marriage and the family; legal procedures of separation, divorce, and mediation.

COUN 858 Couple and Family Counseling I (3)

Prerequisites: COUN 706; must take with or after COUN 700. Overview of major theoretical approaches: analytic, behavioral, systems, intergenerational and existential. Focus on theories and concepts. Reading, demonstrations, activities will emphasize working with couples.

² While the official name of this course is "Second Specialization," we are in the process of changing it since there are no second specializations in the Department of Counseling. Students have a specialization and, in addition, they may have an emphasis.

COUN 859 Counseling Aspects of Sexuality (2)

The major sexual problems encountered in counseling; causes; counseling approaches; techniques and treatments; traditional clinical implications including feminine orientations; satisfies MFCC requirements for child sexual abuse and human sexuality (7 hours of child abuse assessment and reporting plus 10 hours on human sexuality).

COUN 860 Couple and Family Counseling II (3)

Prerequisite: COUN 858. Applied psychotherapeutic techniques in working with families and relationships. Specialization on direct experience working with families through simulations, demonstrations, and case material. Students will concentrate on learning one or two approaches in-depth.

COUN 861 Seminar on Child Treatment (3)

Prerequisites: Must take after COUN 706. Seminar exploring concepts, processes, techniques of child and adolescent treatment. Specialization on techniques of crises intervention, supportive counseling and psychotherapeutic treatment.

COUN 866 Introduction to Independent Living Services (3)

For course description, see COUN 366. Paired with COUN 366. Students who have completed COUN 866 may not take COUN 366 for credit.

COUN 870 Rehabilitation Services, Case Management and Related Services (3)

Prerequisites: 762 and 766. This is a survey course that provides students with an exploration of the wide array of contemporary rehabilitation services beyond public vocational rehabilitation including (but not limited to) psychiatric rehabilitation, school-to-work transition, disability management, forensic rehabilitation, insurance programs, aging and life care planning, and community-based services. Services for specialty populations (e.g., TBI, SCI, Veterans, and Intellectual Disabilities) are also covered. This class will also cover the roles and functions of case management and case-load management.

COUN 890 Integrative Counseling and Internship (3)

Prerequisite: COUN 736. Integrate and apply counseling constructs: assessment, diagnosis, treatment, planning, clinical interventions, law and ethics, and therapeutic relationships with grade of B or better. [Supervised counseling experience in agencies or schools. Evaluation of counselor effectiveness; analysis of professional problems. Minimum of 16 hours per week at fieldwork site. Placement lasts for the academic year. Contact with a liaison supervisor is required. Note: Rehabilitation Counseling students must be supervised by a CRC via the course instructor or liaison. Consult with RCTP Coordinator.]

COUN 891 Case Studies and Internship Seminar (3)

Prerequisites: COUN 890. Must take concurrently with COUN 892. Analysis of problems in assessment, management, and disposition. Application of methods and procedures to counseling specializations. Minimum of 16 hours per week at fieldwork site. [Note: Rehabilitation Counseling students must be supervised by a CRC via the course instructor or liaison. Consult with RCTP Coordinator.]

COUN 892 Culminating Experience (3)

Prerequisites: Must have completed 24 units including COUN 890; must take concurrently with COUN 891, consent of Field Placement Coordinator. Culminating experience paper demonstrating competent ability to apply knowledge of counseling theory to the field. Paper synthesizes knowledge, skills, and abilities learned during the course of the counseling program. Emphasizes writing a scholarly, professional paper integrating field placement experience and academic knowledge.

COUN 899 Special Study (1-3)

Prerequisite: Consent of graduate adviser and supervising faculty member. Special study under the direction of a member of the department. Open only to graduate students of demonstrated ability to do independent work. Enrollment by petition. May be repeated two times for a total of 6 units.

APPENDICES

The following page contains a list of forms that may be needed during a course of study with the department of counseling. The department forms are available for download from our website at www.counseling.sfsu.edu/current.aspx. The department also maintains a limited supply of these forms for student use at the department office in BH 524 and in the brochures stand just outside the front office door.

To obtain university forms, you must download it from the corresponding department. The originating department is noted after each form name.

Department of Counseling Forms

1. Advising Form
2. Change of Adviser Form
3. Change of Contact Info (Used for address/contact/name change)
4. COAF (Consent of Adviser Form)
5. Application for Specialization Change
6. Application for Change, Addition, or Deletion of Emphasis
7. Student Evaluation of Instructors (Evaluation of Teaching Effectiveness)

University Forms

Visit www.sfsu.edu/~gradstdy/atc-procedure.htm

Program - Specializations	When Taken	Instructor	Units	Grade
MFT				
827-The Consultation Process (Prereq: 736)	_____	_____	<u>1</u>	_____
859-Counseling Aspects of Sexuality	_____	_____	<u>2</u>	_____
860-Couple & Family Counseling II (Prereqs: 700 & 858)	_____	_____	<u>3</u>	_____
861-Child Treatment (Prereq: 706)	_____	_____	<u>3</u>	_____

Career				
721-Computer Applications	_____	_____	<u>3</u>	_____
727-Advanced Career Counseling (Prereq: 720 or 778)	_____	_____	<u>3</u>	_____

College				
792-Student Personnel Services	_____	_____	<u>3</u>	_____
793-Organization/Admin Student Svcs. (Prereq: 792)	_____	_____	<u>3</u>	_____

Gerontology				
704-Psych Aspects of Disability (Prereqs: 703, 762, & 766)	_____	_____	<u>3</u>	_____
766-Medical-Func-Env. aspects of Dis & Cl	_____	_____	<u>3</u>	_____
820-Counseling the Older Adult	_____	_____	<u>3</u>	_____

School Counseling				
716-Prof. Sem. I - Stuct. Elements (Must take with or after 706)	_____	_____	<u>3</u>	_____
717-Prof. Sem. II - Funct. Elements (Prereq: 716)	_____	_____	<u>3</u>	_____
718-Prof. Sem. III - Prof. Issues (Prereq: 717)	_____	_____	<u>3</u>	_____

Rehabilitation				
704-Psych Aspects of Disability (Prereqs: 703, 762, & 766)	_____	_____	<u>3</u>	_____
762-Field of Rehabilitation (Take instead of 690 for Rehab <u>ONLY</u> degree candidates)	_____	_____	<u>3</u>	_____
766-Medical-Func-Env. aspects of Dis & Cl (Prereq: 762)	_____	_____	<u>3</u>	_____
778-Career Dev. & Job Plac. (May take instead of 720)	_____	_____	<u>3</u>	_____
870-Rehab Svcs	_____	_____	<u>3</u>	_____

UPON ADVISEMENT, YOU MAY TRANSFER NO MORE THAN 12 UNITS FROM ANOTHER UNIVERSITY

THE DEPARTMENT OF COUNSELING LIMITS COUNSELING COURSES YOU MAY TAKE AT SFSU BEFORE BEING ADMITTED TO THE DEPARTMENT TO 12 UNITS.

YOU MAY NOT TAKE MORE THAN 24 UNITS BEFORE BEGINNING PRACTICUM (COUN 705/706).

CHANGE OF ADVISER

DATE: _____

TO: Chair
Department of Counseling

FROM: _____
(Name of New Adviser) (Signature of New Adviser)

The new adviser should obtain all of the advising material from the previous adviser.

I have consented to become the **new adviser** for: _____
(Name of Student)

(SFSU ID) _____

The student's **former adviser** was: _____
(Name of Former Adviser)

Change of Contact Information

Name: _____ Student ID #: _____

Address: _____ City/State: _____ Zip: _____

Home #: _____ Work #: _____ Extn: _____

Email: _____

Are you receiving listserv, aka "csalist@sfsu.edu", messages? Y _____ N _____

Return to the Dept. of Counseling, Burk Hall 524

Please note: Address changes must be filed separately for the univ. & dept. File changes with the university at Student Services Building.

**DEPARTMENT OF COUNSELING
APPLICATION FOR SPECIALIZATION CHANGE**

Name _____ **Email** _____
 (Last name) (First name) (Email)

Address _____
 (Street) (City) (State) (Zip Code)

Phone () _____ **Student ID** _____ **Entry Year** _____

My **current** degree objective and specialization is: _____

A. CHANGING A SPECIALIZATION: (You must complete 600 hours of fieldwork in your specialization.)

I request to change my specialization to: _____

1. Attach the following **required** documentation:
 - a. An **unofficial** copy of your **transcript**.
 - b. A **statement** discussing your reasons for changing specializations.
 - c. A **new ATC/GAP** (Advancement to Candidacy/Graduate Approved Program) form, **ONLY** if you already filed your ATC/GAP with the Graduate Studies office. (Download the form here: <http://www.sfsu.edu/~gradstudy/atc.htm>).
2. Complete part B of this form if :
 - a. You are adding or dropping MFT as your specialization.
 - b. You are adding or dropping School as your specialization.
 - c. Your change in specialization will result in a change to your degree objective.
3. Submit a separate "Application for Addition or Deletion of **Emphasis**", if you wish to retain or drop your current specialization as an emphasis.
4. Discuss your change with your **adviser**. Sign the form and ask your adviser to sign below.
5. Return the completed and signed form and **ALL REQUIRED ATTACHMENTS** to the department office by **Feb 1st**.

B. IF YOUR CHANGE OF SPECIALIZATION CHANGES YOUR DEGREE OBJECTIVE, THEN:

MY NEW DEGREE OBJECTIVE IS _____

- 1) Complete the "Change of Graduate Program" (download from <http://www.sfsu.edu/~gradstudy/change-program.htm>). If adding or dropping School, you must complete this form in order to add or remove the PPS Credential with the Graduate Studies office.
- 2) If you filed an ATC/GAP, you need to **complete a new ATC/GAP** for your **new degree objective**.
- 3) **Submit your unofficial transcript, statement, Change of Graduate Program, this Specialization Change application, an Application for Addition/Deletion of Emphasis (if required), and revised ATC/GAP (if previously filed) to your adviser for his/her signature.**

Failure to follow the above steps and include all appropriate documents will jeopardize your application.

Notes:

1. Please review your Student Advising Handbook for details on the different degree objectives in Counseling.
2. The Selections Committee will review all requests for changes of specialization in the spring 2011 semester only. A decision will not be made until early April. A copy of this form indicating the final decision will be mailed to you.
3. You are **STILL** conditionally classified until your ATC/GAP is filed. ATC/GAPs are filed for your specialization only.

I have read and understand all of the above procedures. _____

Signature of **Student** _____ Date _____

I have spoken to my advisee and I approve this application.

Signature of **Adviser** _____ Date _____

I have reviewed this request. Approve Deny
 Signature of **Coordinator** _____ Date _____

I have reviewed this request. Approve Deny

Signature of **Chair** _____ Date _____

**DEPARTMENT OF COUNSELING
APPLICATION FOR ADDITION OR DELETION OF EMPHASIS**

EMPHASIS

Name _____ **Email** _____
(Last name) (First name)

Address _____
(Street) (City) (State) (Zip Code)

Phone () _____ **Student ID #** _____ **Entry Year** _____

My **current** degree objective is: _____

My **current** specialization is: _____

A. ADDING AN EMPHASIS:

I request to ADD an EMPHASIS: _____

1. Attach an unofficial copy of your transcript.
2. Attach a statement discussing your reasons for changing to this emphasis, and sign below.
3. If you are adding School Counseling as an emphasis, you must also complete part C of this form.
4. Discuss your change with your adviser, and ask him/her to sign below.
5. **Return the completed and signed form and ALL REQUIRED ATTACHMENTS to the department office by February 1st.**

B. DROPPING AN EMPHASIS: (Emphases may be dropped at any time. No additional documents required unless you are dropping School Counseling. If you are dropping School Counseling, you must also complete part C of this form.)

I would like to DROP: _____

C. IF YOU ARE ADDING OR DROPPING SCHOOL COUNSELING AS AN EMPHASIS, THEN YOU MUST:

1) Complete the "Change of Graduate Program" (download from <http://www.sfsu.edu/~gradstdy/change-program.htm>). If adding or dropping School, you must complete this form in order to add or remove the PPS Credential with the Graduate Studies office.

Failure to follow the above steps and include all appropriate documents will jeopardize your application.

Notes:

1. Please review your Student Advising Handbook for details on the differences between a specialization and an emphasis.
2. The Selections Committee will review all requests in the spring 2011 semester. A decision will not be made until early April (unless you are dropping an emphasis). A copy of this form indicating the final decision will be mailed to you.
3. You are **STILL** conditionally classified until your ATC/GAP is filed. ATC/GAPs are filed for your specialization only. Do not complete a ATC/GAP for your emphasis.

I have carefully read and understand the above procedures. _____
Signature of **Student** Date

I have spoken to my advisee and I approve this application. _____
Signature of **Adviser** Date

I have reviewed this request. Approve Deny
Signature of **Coordinator** Date

I have reviewed this request. Approve Deny
Signature of **Chair** Date

Department of Counseling
Student Evaluation of Teaching Effectiveness

PLEASE ANSWER QUESTIONS 1 THROUGH 12 ON BOTH
THE SCANTRON PROVIDED AND THIS FORM

Instructor: _____

Course No.: _____

Please evaluate the teaching effectiveness of your instructor. Your responses will be used in retention, tenure, and promotion decisions and post-tenure reviews so please take them seriously. Your responses are intended to be anonymous, and your instructor will receive this feedback after course grades have been assigned.

Rate the item on a scale ranging from the most positive response (a) to the least positive response (e). Use a #2 pencil to mark the letter on this sheet and on the scanning form that best represents your view.

1. The instructor displayed a thorough command of the subject, including new developments in the field.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	B	C	D	E

2. The instructor made the course relevant to the counseling profession.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	B	C	D	E

3. The instructor encouraged student participation (for example, to ask questions, to express ideas).

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	B	C	D	E

4. The instructor was sensitive and responsive to individual student needs in the course, inclusive of cultural diversity and disabilities.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	B	C	D	E

5. The instructor demonstrated effectiveness in addressing diversity/cultural issues specific to the topic in the instruction and delivery of this course.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	B	C	D	E

6. The instructor's presentation of the class material was clear and organized.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	B	C	D	E

7. The instructor defined the course objectives, learning activities, requirements and grading policies clearly in the syllabus.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	B	C	D	E

8. The course was organized in a way that helped my learning.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	B	C	D	E

9. The instructor created experiences that stimulated my learning.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	B	C	D	E

10. The instructor provided helpful and timely feedback on my performance and progress throughout the semester.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	B	C	D	E

11. The instructor was open to a variety of points of view.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	B	C	D	E

For item 12, please rate the overall effectiveness of your instructor on a scale ranging from the **most positive** response (highly effective) to the **least positive response** (ineffective).

12. When I consider the contribution to my learning, this instructor's teaching was:

Highly Effective	Effective	Neutral	Ineffective	Ineffective	Highly Ineffective
A	B	C	D	E	

Please elaborate in the space below:

13. Indicate the important characteristics of the instructor and the course which have been most valuable to your learning.

14. Describe the instructional characteristics of this professor (and the course requirements) in need of change to improve the teaching skills and learning outcomes (particularly aspects not covered by items 1-12).

15. Other comments.