

# Practicum & Internship Handbook 2023-2024

PRACTICUM AND INTERNSHIP HANDBOOK FOR TRAINEES AND SITE SUPERVISORS  
FOR MASTER OF SCIENCE IN COUNSELING  
ACADEMIC YEAR 2023-2024 DEPARTMENT OF COUNSELING  
COLLEGE OF HEALTH AND SOCIAL SCIENCES



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Subject to Modifications as Needed

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# MISSION STATEMENT

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

## DEPARTMENT VISION

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

## INTRODUCTION

This Handbook provides policies and procedures relating to student trainee placement in the field. The Handbook is available to students, provided to agency supervisors, faculty liaisons, and practicum/internship instructors to provide all individuals involved in the traineeship knowledge of the policies and procedures of the Department of Counseling. Read this handbook carefully. We hold students responsible for the information included.

Please be advised that the Department of Counseling has the right to make changes to this handbook as needed to reflect the changing guidelines, regulations, ordinances, and laws that impact practice and training.

The agency supervisor, student trainee, and Department of Counseling internship coordinator will sign a contract (Traineeship Agreement) at the beginning of the academic year to establish shared understanding to work together within the parameters of these policies and procedures.

This Handbook, all DoC forms, traineeship program information, and information about internship sites can be accessed on **Teams/Practicum & Internship channel** and from the Department of Counseling web site at: <https://counseling.sfsu.edu/practicum-and-internship>

# Organization & Focus of Traineeships

## **Terminologies: Practicum, Internship, Traineeship, Intern, & Trainee**

CACREP distinguishes between “practicum” and “internship.” California state law distinguishes between “trainees” and “interns.” CACREP refers to the first semester of fieldwork as “practicum” and all subsequent semester fieldworks as “internships.” For students pursuing LMFT or LPCC after graduation, the California Board of Behavioral Sciences (BBS) calls post-graduate fieldwork an “internship,” and graduates are registered as an “associate” (i.e., Associate MFT or Associate PCC).

In this Handbook, practicum and internship are collectively called traineeship. Practicum refers to first-semester traineeship and internship refers to post-first-semester traineeship in the professional experience training sequence. Each traineeship should be set up for one full academic year, beginning in the Fall semester and ending in the Spring semester according to the first day and last day of the respective semester as designated in the University's Academic Calendar. Practicum and internship courses must be taken in conjunction with a placement in a counseling agency approved by the Department of Counseling.

Students in first-year traineeship are required to spend a minimum of 12 up to 16 hours on at least 2 days per week at the placement site. Students in second-year traineeship are required to spend a minimum of 16 up to 20 hours on at least 2 days per week at the placement site. Some agencies ask for more than the minimum number of hours required by the DoC. In these cases, students and placement sites must negotiate the number of hours without negatively affecting trainee’s academic progress. In the first-year, first-semester practicum, students must enroll in the practicum course (COUN 706) and fieldwork (COUN 705) concurrently (the same section and instructor for 705 and 706). Over the four semesters students are required to accrue a total of 700 hours (with the exception of School Counseling which requires 900 hours). A minimum of 280 of the total hours must be direct client contact hours, defined as face-to-face (either in person or through telehealth video conferencing) counseling contact between the student and the client(s).

Practicum and internship traineeship is part of the program of study to complete the degree. Traineeship placement is the responsibility of the student working with their faculty advisor, specialization coordinator, and the internship coordinator in the Department of Counseling. The final decision regarding placement is a matter of consultation between the student, their faculty advisor, and the specialization faculty coordinator. Students can only be placed in sites that are pre-approved by the Department of Counseling (see Master List on Teams). The expectations and responsibilities of the student, practicum/internship instructor (faculty liaison), specialization faculty coordinator, internship coordinator, and agency supervisor are defined in this Handbook.

# Insurance Coverage & Safety Protocol

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

All agencies should have an emergency crisis protocol in place, and this should be clearly communicated to the SFSU interns and practicum students. The DoC places students in a variety of agencies located in various geographic locations in the Bay Area and serving a wide variety of client populations. Site supervisors must inform and prepare students for situations and circumstances related to the neighborhood and clientele that may lead to violent behavior and potential danger. It is the Department of Counseling's policy that no student should ever be alone in any agency at any time and that weekend and evening work should occur only if the location and facility are safe. The site supervisor must abide by the DoC's policy to ensure student safety. If a student has any concern about personal safety in an agency setting, they must leave the agency, inform their site supervisor, and contact their faculty liaison or the internship coordinator immediately.

# Practicum & Internship Course Sequence

## Professional Practice Training Sequence

Practicum and internship are required for completion of the degree program. Students will seek placement in two different internship sites each lasting for one academic year (i.e., Fall and Spring semesters). In first-year traineeship, students enroll in COUN 705 and COUN 706 in Fall semester and COUN 736 in Spring semester. In second-year traineeship, students enroll in COUN 890 in Fall semester and COUN 891 in Spring semester. Students completing a third placement to fulfill requirements of a counseling emphasis take COUN 850 in both Fall and Spring semesters. All placement sites must be approved by the Department of Counseling **prior** to a student being placed there.

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

All students in COUN 705 and COUN 706 must complete 40 direct client contact hours + 60 indirect hours = 100 hours by the end of the first-year, first-semester practicum (Fall semester) before they can move on to subsequent internship courses (COUN 736, 890, & 891). Direct contact hours are face-to-face (in-person or through video telehealth) counseling contact between student and client(s). Indirect hours include time spent on activities not limited to documentation, weekly supervision, case conference, staff meetings, trainings, workshops, reading and research preparation for clients, client advocacy, and other professional activities at the placement site.

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

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

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

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

CACREP 2016 standards require 600 clock hours after the successful completion of the practicum, with at least 240 clock hours of direct service. SFSU students complete 600 clock hours over three semesters – 60 direct service hours in 2nd semester internship (COUN 736) a minimum of 100 total hours, and 180 direct service hours per semester in 3rd and 4th semester internships (COUN 890, and COUN 891). See Table 1A & 1B below. School specialization requires 900 total hours (Table 1B).

CACREP 2016 standards require weekly individual or triadic supervision, usually with an on-site supervisor (p. 15). This is accomplished through on- site supervision, which must minimally include weekly, one-hour individual supervision. Additional supervision is acceptable but cannot replace individual supervision.

CACREP 2016 standards require “an average of one and one half (1½) hours per week of group supervision on a regular schedule throughout the internship ... and provided by a counselor education program faculty member” (p.15). The Department of Counseling provides group supervision in COUN 706, COUN 736, COUN 890, and COUN 891.

**Additional Internship in Specialization, Emphasis Area (COUN 850) and Summer Session (COUN 735):**

Students completing an additional internship in Specialization, an Emphasis area (i.e., in addition to the internship in the Specialization) should register for a 3-unit course in COUN 850.

On some occasions, students extend an existing internship from spring semester to summer session and continue to accrue traineeship hours with the agreement of the supervisor at the placement agency and their faculty advisor. In such instances, students should (a) inform the Department Chair and internship coordinator, (b) register for one unit of COUN 735, and (c) meet with a faculty supervisor (arranged by the Department Chair) weekly during the summer session. Please note that students need to pay summer session tuition for COUN 735.

<b>TABLE 1.A: 2023-2024 SPECIALIZATION FIELDWORK HOURS (except SCHOOL)</b>			
<i>Fieldwork SEQUENCE</i>	<i>DIRECT CONTACT HOURS</i>	<i>TOTAL HOURS</i>	<i>FORMULAE</i>
1 <sup>st</sup> Semester (705)	40	100	12 hours per week X 15 weeks (3 – 5 clients per week)
2 <sup>nd</sup> Semester (736)	60	150	12 hours per week X 15 weeks (3 – 5 clients per week)
3 <sup>rd</sup> Semester (890)	90	200	16 hours per week X 15 weeks (5 – 8 clients per week)
4 <sup>th</sup> Semester (891)	90	250	16 hours per week X 15 weeks (5 – 8 clients per week)
<b>TOTAL=</b>	<b>280</b>	<b>700</b>	

<b>TABLE 1.B: 2023-2024 PRACTICUM AND FIELDWORK HOURS FOR SCHOOL SPECIALIZATION &amp; EMPHASIS STUDENTS</b>		
<b>Fieldwork and Clinical Practice</b>	<b>Hours Weekly</b>	<b>Total Hours</b>
COUN 706 Counseling Practicum	10 mock counseling sessions with a partner under faculty supervision	10
COUN 705	15 hours X 6 weeks	90

Course taken concurrently with COUN 706		
Program Practicum Hours = 100		
COUN 705 Course taken concurrently with fieldwork	15 hours X 9 weeks	135
COUN 736 Course taken concurrently with fieldwork	15 hours X 15 weeks	225
COUN 890 Course taken concurrently with fieldwork	15 hours X 15 weeks	225
COUN 891 Course taken concurrently with fieldwork	15 hours X 15 weeks	225
Program Fieldwork Hours = 810 hours		

**Table 2: For Career, CMHC, College, Gerontological Counseling, and School Emphasis Hours Requirements:**

In addition to specializations, the DoC 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. Students are allowed a maximum of two emphases in addition to their specialization. It is possible for you to accrue your specialization and emphasis hours at the same internship site IF that site has been approved for both. Here is the breakdown of hours needed by emphasis:

<b>Emphasis</b>	<b>Emphasis direct hours</b>	<b>Emphasis Overall hours</b>
Career	160	360
CMHC (1 year in mental health focus)	160	360
College (must be 1 year in college setting)	160	360
Gerontological	160	360
School	280	900

\*MFCC is the only available as a specialization and cannot be added as an emphasis.



# Forms & Documentation

There are several documents that must be completed at the beginning and at the conclusion of each traineeship. These documents can be accessed from Teams/Practicum & Internship/Department Forms and from the Department's website link to internship: <https://counseling.sfsu.edu/practicum-and-internship>. Refer to Appendix 1 for a summary table of documentation and submission timelines.

## **Mutual Commitment to Internship Site** (for example, see Appendix 2)

The Mutual Commitment to Internship Site Agreement serves as a preliminary contract between the student and their future internship site. It establishes the commitment between the agency and the student and should be completed after the student has accepted their field placement and before training begins. This form is due as soon as the student has accepted a placement site.

## **Trainee Placement Agreement** (for example, see Appendix 3)

The Trainee Placement Agreement serves as a contract that specifies the terms of requirements and expectations between the trainee, the agency, and the DoC. The agreement must be completed and signed by the student, the placement site's supervisor or training coordinator, the student's internship instructor (faculty liaison), and the DoC's internship coordinator. The completed agreement must be turned into the course instructor before the second week of the Fall semester. **Failure to submit your Traineeship Agreement by the second week of instruction may result in your internship being suspended and you will not be able to count your hours until it is submitted.**

## **Traineeship Hour Log** (for example, see Appendix 4)

Students must log all your weekly traineeship hours on site throughout the semester. There are separate log forms for Specialization hours and Emphasis hours. Students accruing hours for both Specialization and Emphasis from the same placement agency need to complete separate Specialization and Emphasis log forms. Before your course instructor can assign a course grade, all log forms must be approved with signatures of your site supervisor, course instructor, and the DoC internship coordinator. All log forms must be returned to the course instructor two weeks before the last day of class instruction on the University Academic Calendar.

## **Group Counseling Requirement** (for example, see Appendix 4)

The DoC requires all students to take COUN 811, where they will gain 10 hours of group counseling. In addition to providing group psychotherapy, students are required to lead or co-lead a group during their internship experience. The department allows this requirement to be completed at any time throughout the traineeship sequence. It is the student's responsibility to inform the site supervisor and seek group counseling training opportunities at their internship site. The student will log all of their group hours in a separate column in the Hours Log. **All group hours count towards your Direct Hours totals.**

## **School Specialization Hours Categories Log** (for example, see Appendix 5)

Students seeking a Specialization or Emphasis in School Counseling with the goal of obtaining their PPSC, will need to complete an additional Hours Log that documents their completion of hours in specific categories, as is mandated by the California Commission on Teacher Credentialing.

The categories, hours/number of sessions required, and completion dates are as follows:

- **90 practicum hours** (must be completed in your first, Fall semester)
- **100 social/emotional hours** (completed by the time you graduate)
- **100 academic hours** (completed by the time you graduate)
- **100 college/career hours** (completed by the time you graduate)
- **10 group/classroom sessions** (completed by the time you graduate)

### **Documenting Hours for LMFT & LPCC**

MFCC and CMHC students must consult the Board of Behavioral Sciences website ([www.bbs.ca.gov](http://www.bbs.ca.gov)) for supervision and hours log forms for future licensing purposes. CMHC and MFCC students will need to obtain supervisor signatures before graduating. BBS logs are the students' responsibility. To confirm the validity of your supervisor's license, go to: <https://search.dca.ca.gov/>. It is prudent for CMHC and MFCC students to create a personal file with copies of all BBS forms for future licensure purposes. SFSU does NOT keep documents for use for licensure governed by BBS. This is the sole responsibility of each individual student.

# Supervision & Supervisor Requirements

## **Minimum Qualifications for ALL Supervisors**

Students must be placed in a counseling setting (agency or school) where a qualified supervisor is provided on site. Supervisors must have a graduate (master's or doctoral) degree in Counseling or professional psychology, and at least two years of counseling practice and related experience in the field. Supervisors must be employed (full-time or contracted) by the agency and must be on site for at least 5 hours per week.

These minimum qualifications apply to supervisors in ALL placement sites and across ALL specializations.

Supervisors must provide each trainee with one hour of weekly individual supervision.

Group supervision is not required, but is highly encouraged, in addition to weekly individual supervision. Group supervision in fieldwork can be counted as additional supervision hours. However, group supervision cannot replace Departmental and CACREP requirements for weekly individual supervision.

## **MFCC Supervisor Requirements**

The Department of Counseling requires all LMFT, LPCC, and LCSW supervisors to hold a current license issued from California.

The Board of Behavioral Sciences requires MFT trainees to receive supervision from a licensed marriage and family therapist (LMFT), licensed professional clinical counselor (LPCC), licensed clinical social worker (LCSW), licensed psychologist, or board-certified psychiatrist. Supervisors must (a) be licensed for at least two years out of the last five years prior to the commencement of supervision, (b) have practiced psychotherapy for at least two years out of the last five years prior to the commencement of supervision, (c) complete a minimum six hours of supervision training within 60 days of commencement of supervision (psychologist and psychiatrist exempted), and (d) complete six hours of supervision training each renewal period. Refer to [www.bbs.ca.gov](http://www.bbs.ca.gov) for current information.

## **School Counseling Supervisor Requirement**

School Counseling trainee settings require that the supervisor (a) holds a valid California State Pupil Personnel Services (PPS) Credential and (b) has practiced as a credentialed school counselor for at least two years. The supervisor is responsible to undergo training in models of supervision, the SCPEs, and program fieldwork requirements and share responsibility for the quality of field experience, design of field experience, quality of clinical progress, and assessment and verification of candidate competence.

## **Clinical Mental Health Counseling Supervision**

It is recommended that CMHC trainees receive supervision from an LPCC, LMFT, LCSW, licensed psychologist, or board-certified psychiatrist, although the BBS does not require the supervisor to be

licensed. Please seek consultation with CMHC program faculty (Dr. Chronister or Dr. Fitzgerald) if your supervisor is not licensed.

### **Location of Placement Sites, Trainees, & Clients**

Traineeship location that is outside of the greater San Francisco Bay Area will be considered on an individual basis and is subject to agreement with the internship coordinator before a trainee placement can be finalized. The practice of teletherapy allows for sites to be considered outside of the greater Bay Area but MUST be within the state of California. Trainees are not allowed to provide counseling services across state lines. In other words, trainees can only provide counseling services within the jurisdiction of California where counseling trainees, their clients, and the field placement site are located in California.

### **Expectations of Supervision & Traineeship Experience**

Internship setting must provide an appropriate variety of clients and professional activities that engage the student trainee in roles and functions pertinent to the counseling profession and student's readiness and interests.

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

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

The agency must have experienced professional staff who are available and who can conduct advanced levels of training and fieldwork management.

The agency must provide and facilitate opportunities for audio recording of two to three counseling sessions per semester for trainees taking COUN 736, COUN 890 and COUN 891. Student's audio recordings must be done using a medium of communication accessible to the internship instructor. If this is not possible, the student will be required to give translated transcriptions of the interview to the instructor. Confidentiality of all client recordings and information must be secured.

Agency supervisor and Department of Counseling faculty engage in mutual consultation to determine the suitability of traineeship experience for student's learning needs. It is possible that a placement is appropriate for one student but not appropriate for another.

We encourage placement sites to provide stipends and reimbursement for work-related (e.g., cost for transportation) expenses when possible. Please be aware that students accumulating hours toward the MFT license may not be paid as independent contractors (IRS form 1099).

# Traineeship Activity & Paperwork Timelines

## **Fieldwork Hours for ALL Specializations**

During the first-year traineeship (i.e., COUN 705, COUN 736), a minimum of 12 hours per week at the site, on two separate days, is required to gain credit for the traineeship. During the second-year traineeship (i.e., COUN 890, COUN 891), a minimum of 16 hours per week at the site is required. Faculty instructor will only assign course grade when the student has (a) completed the required number of traineeship hours, (b) recorded and submitted the log form to course instructor, and (c) trainee evaluation completed and submitted by the field supervisor. The minimum hours required for courses in the traineeship sequence are:

### Career, College, CMHC, Gerontology, & MFCC Specializations:

COUN 705: 40 Direct Contact Hours, 60 Indirect (Total=100 hours)

COUN 736: 60 Direct Contact Hours, 90 Indirect (Total=150 hours)

COUN 890: 90 Direct Contact Hours, 110 Indirect (Total=200 hours)

COUN 891: 90 Direct Contact Hours, 160 Indirect (Total=250 hours)

Total program hours = 280 Direct Contact Hours, 420 Indirect hours (700 total hours).

### School Specialization:

COUN 705: 40 Direct Contact Hours, 95 Indirect (Total=135 hours)

COUN 736: 60 Direct Contact Hours, 145 Indirect (Total=225 hours)

COUN 890: 90 Direct Contact Hours, 145 Indirect (Total=225 hours)

COUN 891: 90 Direct Contact Hours, 145 Indirect (Total=225 hours)

Total program hours = 280 Direct Contact Hours, 530 Indirect hours (810 total hours).

## **INCOMPLETES:**

Although a student may have passed all other requirements in the practicum/internship course, the student will be assigned an Incomplete grade if they complete less than 80% of the hours required for each semester. As such, throughout the semester, students must monitor their hours logs carefully and work closely with your supervisor to establish a caseload that provides the minimum hours required to pass the respective course in the practicum/internship sequence.

## **Fieldwork Hours for Emphasis Area**

In addition to a specialization, the department offers the opportunity for students to gain additional counseling expertise by adding an emphasis to their specialization course of study. MFCC, however, cannot be added as an emphasis. Students must obtain the approval of the faculty advisor and the program coordinator before adding an emphasis. An emphasis requires taking additional coursework and completing an additional field placement in the emphasis area. The Department recognizes the emphasis on student's record; however, the emphasis area will not appear on student transcripts.

As an example, students planning to graduate with a specialization in School Counseling may decide to add an emphasis in Clinical Mental Health Counseling. Upon successful completion of all course work and internship training in both School Counseling and CMHC, students will graduate with a CMHC emphasis recognized by the Department of Counseling and would also be eligible for the Pupil Personnel Services Credential and PCC licensure. In addition to

completing two internships in School Counseling settings, the student needs to complete an additional internship in the CMHC emphasis area.

The required internship hours for the respective emphasis area follows:

#### Emphasis in Career Counseling

Students who choose an emphasis in career counseling are required to take an additional two courses and must have 480 total hours, including 180 direct contact hours of career counseling in a field placement under supervision of a master's level supervisor with career counseling expertise where substantive individual counseling sessions take place.

#### Emphasis in Clinical Mental Health Counseling

Students who choose an emphasis in CMHC are required to take COUN 704 (Biopsychosocial Aspects of Health, Behavioral Health, Aging and Disability), COUN 870 (Professional Issues, Clinical Case Management & Systems of Care), and COUN 737 (Psychopharmacology). For students in specializations that do not require COUN 741 (Crisis Counseling), this course must also be taken to obtain an emphasis in CMHC. In addition, students must complete 480 total hours, including 240 direct contact hours of internship in a mental health counseling setting.

#### Emphasis in College Counseling

Students who choose an emphasis in college counseling are required to take an additional two courses and must have 480 total hours, including 180 direct contact hours of field placement in an appropriate college counseling field site under supervision of a master's level supervisor in a college setting where substantive individual college counseling sessions take place.

#### Emphasis in Gerontological Counseling

Students who choose an emphasis in gerontological counseling are required to take an additional three courses and must complete 480 total hours, including 180 of direct contact hours of field placement in an appropriate gerontological counseling field site under supervision of a master's level supervisor where gerontological counseling is the focus.

#### Emphasis in School Counseling

Students who choose an emphasis in school counseling are required to take an additional three or four courses (depending on your specialization) and must complete 800 hours, including 280 direct contact hours. Fieldwork hours must be completed in two approved school counseling field sites, at two different levels (elementary, middle or high school) under the supervision of a PPS credentialed school counseling supervisor.

#### Concurrent Internship Hours for Specialization and Emphasis

Internship placements that seek to recruit trainees from multiple specializations must submit combined applications for their internship program to be approved for each of the respective specializations. For example, a school-based wellness program that wishes to recruit School Counseling, MFCC, and CMHC trainees need to submit applications for approval by faculty coordinators of the respective specializations. Internship placements are encouraged to seek approval for multiple specializations if training experience applies across specializations and supervisor requirement is met (e.g., licensed therapist for MFCC, PPS credential for School Counseling).

Students who seek trainee placements that meet the requirements of a specialization and an emphasis concurrently, can apply to placement sites approved for multiple specializations. For example, students with a specialization in College Counseling and an emphasis in Career Counseling can accrue internship hours concurrently from a placement site approved for both College Counseling and Career Counseling specializations. Traineeship placements that concurrently meet specialization and emphasis requirements, however, are limited. Students who want to declare an emphasis should, realistically, be prepared to spend more than two (2) years in traineeships – two years of internship in the specialization and one year of internship in the emphasis area. Students must work closely their faculty advisor to ensure that they have an appropriate arrangement for the specialization and emphasis.

### Internship for School Counseling and Pupil Personnel Services (PPS) Credential

Students seeking a School Counseling (Pupil Personnel Services) Credential in School Counseling must demonstrate knowledge and skill in School Counseling Performance Expectations (SCPE) 1 Foundations of School Counseling Professional Standards; 2 Professionalism, Ethics, and Legal Mandates; 3 Student Academic Development; 4 Student College and Career Development; 5 Student Social/Emotional Development; 6 Educational Foundations: Growth and Development, Learning Theory, Academic Achievement; 7 Leadership and Advocacy in Social Justice, Equity, and Access; 8 Program Development; and 9 Research, Program Evaluation, and Technology.

The California Commission on Teacher Credentialing mandates that candidates for the PPSC in School Counseling complete a minimum of eight hundred (800) clock hours of fieldwork.

- (a) The fieldwork shall be provided in at least two of three settings (elementary, middle, high school) with a minimum of two hundred (200) clock hours in each setting.
- (b) Two hundred (200) hours of the eight hundred (800) clock hours may be completed in other areas related to schools and/or counseling, such as field work hours needed for a Child Welfare and Attendance (CWA) authorization.
- (c) At least six hundred (600) clock hours must be completed in public school settings with Pre-K-12 pupils. If a candidate elects to complete 200 of the 800 hours in a setting outside of the Pre-K-12 school system, they must have a site supervisor that has a master's degree in counseling or a related field.
- (d) At least one hundred and fifty (150) clock hours shall be devoted to working with students of diverse backgrounds including socioeconomic disadvantages, English learners, youth experiencing housing instability, youth in the foster care system; students with disabilities (including Section 504 plans), students experiencing suspension and expulsion from school, sexual minority youth (LGBTQ+), racial and ethnic minorities.
- (e) A minimum of 10 group counseling sessions and/or classroom lessons must be completed in a school-based fieldwork setting. Ten (10) group counseling sessions also be completed in a school setting. Ten (10) group sessions will be completed in the group counseling class (Counseling 811) in which students participate as members and facilitators of a small group. Group counseling and classroom lesson requirements can be accrued in any semester over the two years of internship.
- (f) Fieldwork hours must include a minimum of 100 hours of experience in each of the following

domains: social/emotional, college/career, and academic counseling.

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

### Internship Hours for LPCC & LMFT

Students who want to pursue Licensed Professional Clinical Counselor (LPCC) must declare Clinical Mental Health Counseling as their specialization or as an additional emphasis and complete all required courses and internship hours listed above. BBS stipulates that the 3000 internship hours required for licensure can only be accrued after completion of the graduate degree program.

Students wishing to become a Licensed Marriage Family Therapist (LMFT) must have MFCC as their specialization and complete the required specialization courses and internship hours. BBS stipulates that a maximum of 1300 hours (out of 3000 hours) of internship experience can be accrued toward licensure prior to the degree being awarded.

### **Recording Hours on Log Forms**

All practicum and internship hours accrued each semester must be recorded on the appropriate log forms, which can be found on Teams/Practicum & Internship/Department Forms and from the "forms" section on the Department internship website: <https://counseling.sfsu.edu/practicum-and-internship>. Students must keep personal copies of all log forms. Students must turn in separate logs for specializations and emphases even if the same agency supervisor is supervising.

Logs must be completed, signed by the site supervisor, and submitted to the practicum/internship instructor two weeks before the last day of instruction for each semester.

Students will not receive a course grade or credit for the traineeship course if signed logs are not submitted to the faculty instructor in time.

### **Electronic Submission of Internship-Related Paperwork**

All internship-related paperwork will be completed and managed using PDF and DocuSign. SF State also provides ZOOM and Microsoft Teams downloads. Please access these information and media technology services in preparation for internship and class:

Acrobat/PDF: <https://its.sfsu.edu/guides/adobe-creative-cloud#macos>

DocuSign: <https://docusign.sfsu.edu>

ZOOM: <https://sfsu.zoom.us>

Microsoft TEAMS: <https://its.sfsu.edu/service/teams>

## TRAINEESHIP COMMITMENT, ACTIVITIES, & TIMELINES

### **Commitment to Internship Position**

Internship sites are professional counseling agencies that can expand counseling services to more clients through the support of student trainees. The agency's capacity to provide counseling services can be significantly compromised when a trainee withdraws from an initially accepted offer, especially at the beginning of the Fall semester when intern recruitment is difficult. It is



unprofessional for trainees to pursue and accept another internship placement and forgo their commitment to a previously accepted internship position. Not only does it take away internship positions from fellow interns, but it tarnishes the Department of Counseling's reputation to attract, build, and retain community partnerships. Even more critically, the counseling profession is a small world in the Bay Area, and your professional reputation is vital to your success. Establishing your career network through demonstrating your professional integrity will serve you well as you journey on in your career. As such, please honor your commitment to an accepted internship position and refrain from pursuing other placement opportunities.

The Internship Mutual Commitment Agreement (See: Appendix 2) establishes a commitment of intent between the student and the internship site. By signing this agreement, both parties are stating their intent to work together. Additionally, it provides contingency procedures in the event that either party needs to dissolve their intended relationship. The Internship Mutual Commitment Agreement is due one week after a student has accepted an internship position.

### **Start Date and End Date of Traineeship**

The Trainee Placement Agreement (See: Appendix 3) is a contract that commits each internship to two semesters of weekly counseling activities that begin on the first day of the Fall semester and ends before the last day of the Spring semester within the academic year when all grades are due as specified in the University Academic Calendar. For the 2023-2024 academic year, internship begins on August 21, 2023, and ends by May 31, 2024. All traineeship activities must be concluded, and paperwork submitted within this time period. The Academic Calendar for each academic year is posted on the SFSU website.

When completing the Traineeship Placement Agreement, the student and the site supervisor should discuss, negotiate, and determine: the start date and end date of the traineeship within SFSU's academic calendar, whether students are expected to see clients during the winter semester break, and how the supervisor can recruit client cases to realistically help students fulfill the minimum internship hour requirements before the last day of instruction in each semester. Students should work with the site supervisor to fulfill all traineeship requirements before the semesters and academic year end, and students are required to turn in their signed log form two weeks before the last day of class instruction.

### **Orientation & Training Prior to Fall Semester Begins**

Students can engage in traineeship duties and counseling activities beginning the first day of the Fall semester. Students must begin traineeship activities no later than the second week of September in order to remain in their practicum class and field placement, and to establish an adequate caseload to meet the minimum internship hour requirement.

For 2023-24, Start date = August 21, 2023; End date = May 31, 2024. Students are permitted to begin their internships two weeks prior to the start of the Fall semester (8/7/23) and can end no later than two weeks after the Spring semester ends (6/14/24); the caveat is: They CANNOT work directly with clients during those times. Students are allowed to engage in trainings, supervision, staff meetings, etc. during this time period, but CANNOT see clients.

It is not uncommon for some placement agencies to engage students in orientation and training activities (e.g., workshops, staff meetings, shadowing, etc.) prior to the first day of class in the Fall semester. Students are encouraged to attend these training and orientation activities. However, for University risk management concerns, (a) the department does not allow students to engage in any counseling and clinical activities before the first day of the Fall semester, and (b) the training and orientation period should not exceed two weeks prior to the beginning of the

Fall semester. In other words, students cannot conduct any individual counseling, group counseling, or any other clinical activities during the training and orientation period, which cannot exceed two weeks prior to the first day of the Fall semester. Students are not allowed to begin a practicum/internship before the first day of the Fall semester. The Department, however, allows students to count hours spent on orientation activities prior to the beginning of Fall semester. Students can record those hours as "other hours"(indirect hours) in the first week of the internship log form.

### **Winter Semester Break Internship and Winter Log Form**

The University designated a winter semester break on the academic calendar, which can last for four to five weeks between the Fall and Spring semesters. While students are not required by the University and the Department to conduct field work during this time, the Department recognizes the potential implications and interruptions of this period on counseling relationship and process. As such, students are advised to work out an arrangement with the agency prior to the semester break so that client welfare is not compromised during this period. Internship hours accrued during the winter period can be counted forward to Spring semester log or backward to make up deficits in Fall semester log. At the beginning of the Fall semester when student and site supervisor complete the Traineeship Agreement, students and the site supervisor should discuss and determine whether students are expected to continue traineeship duties during the entire or part of the winter semester break. Students who continue traineeship during this period should (a) inform the practicum/internship course instructor and the department chair so a faculty liaison can be assigned during the winter break, (b) record the hours on a separate "Winter" Hours Log, the DocuSign link is available on the department internship website and DoC Internship Teams channel, and (c) the course instructor for your Winter Log is your Spring internship course instructor.

**INCOMPLETES:** Assuming that the student is passing all other course requirements, the student will be assigned an Incomplete grade if they achieve less than 80% of the hours (direct or indirect) required. Students should discuss with the site supervisor if counseling cases, and duties can be assigned during the winter semester break to make up the hour deficit from the fall semester.

### **Summer Internship COUN 735**

The Department of Counseling requires students to register for COUN 735 for internship under certain circumstances. Note that COUN 735 is a course and requires formal enrollment and tuition.

Traineeships that extend from the end of the Spring semester of the academic year into summer session when trainee wishes to continue to accrue additional hours and experience from the preceding internship placement. For University risk management concerns and faculty liaison purpose, the Department requires all students to enroll in one (1) unit of COUN 735 (which incurs tuition) when providing counseling services in the internship during this period.

For MFCC students, SB-632 of the Board of Behavioral Sciences delineates specific requirements and instructions for students who want to accrue hours toward the MFT license during the university summer session. First, MFT students must provide counseling service during this time under the title of "trainee." Second, the term of service must not exceed 90 calendar days. Third, this period must be immediately preceded by enrollment in a practicum/internship course and immediately followed by enrollment in another practicum/internship course or completion of the degree program. Fourth, all hours of experience

gained during this period constitute part of the trainee's supervised course of study, and they must be coordinated between the Department of Counseling and the site where the hours are being accrued. Internship training as a part of a degree program presents a risk management concern to the University. Although SB-632 allows trainees to engage in internship without being a part of a course, for University risk management concerns and faculty liaison purpose, MFT students are required to register for 1 unit of COUN 735 (incurs tuitions) when providing counseling services during this period.

For internship that is an extension from Spring semester to summer session (including other reasons such as completing an Incomplete), the Department requires that student (a) enroll in one (1) unit of COUN 735 with the approval of their faculty advisor on a COAF, (b) inform the internship coordinator and the Department Chair so a faculty liaison can be assigned during the summer session, (c) enter a summer Traineeship Agreement with the site supervisor, the student, and the Department of Counseling specifying the start date and end date of the traineeship (must be fewer than 90 days for MFT trainees), (d) document hours on a separate log form under COUN 735, and (e) obtain individual malpractice insurance coverage.

Students can only enroll in summer COUN 735 to accrue hours from the preceding internship placement that ended in the Spring semester of the academic year. Students cannot enroll in a summer COUN 735 to accrue hours for the upcoming, succeeding internship that begins in the Fall semester of the subsequent academic year. Keep in mind that COUN 735 is a course that students need to officially enroll and pay tuition for.

There are circumstances when a traineeship concludes after the last day of the Spring semester of the University academic year. For example, some students are placed in a school site and contracted to complete the placement at the end of the school year or school calendar, or some students enter a Traineeship Agreement that ends after the last day of the Spring semester of the University academic year. The Department allows the exemption from enrolling in COUN 735 as long as the extension does not go beyond the first two weeks of June. Students must inform the internship course instructor and the internship coordinator of the arrangement and submit a preliminary log form to the course instructor before the last day of instruction. Students must make arrangements with the internship course instructor to complete the final log form at the conclusion of traineeship.

### **Emphasis Internship COUN 850**

Students who add an Emphasis to their Specialization may need to complete an additional year of internship in the Emphasis area during the Fall and Spring semester. Students will enroll in 3 units of COUN 850 in both the Fall and Spring semesters while completing the internship in the Emphasis area. COUN 850 must be approved by the faculty advisor and recorded on a COAF.

It is only possible to register for COUN 850 after completing COUN 890 and COUN 891. In other words, students can only enroll in COUN 850 as a third-year internship for their specialization or emphasis. Students wishing to enroll in COUN 850 must obtain an approved and signed COAF from the faculty advisor.

### **Termination of Traineeship Before End of Semester or Academic Year**

Termination of traineeship during the semester constitutes a breach of traineeship agreement and contract between the student, the field placement site, and the Department. The traineeship may be terminated when there are personnel concerns at the placement site (e.g., supervisor turnover, funding loss), unprofessional practice or ethical violation committed by student or supervisor, or other excruciating personal circumstances (e.g., family crisis, health emergency). Termination

due to such concerns can be initiated by the supervisor, the faculty instructor and liaison, or the student. Regardless of the reasons for termination, all parties must first consider the impact on client welfare and must ascertain that there is no client abandonment concern when terminating or referring clients.

Students wanting to terminate a traineeship must consult and work closely with the site supervisor, practicum/internship course instructor (who is the liaison between the student and the site), faculty specialization coordinator, and the internship coordinator. A placement may be terminated only with the approval of those parties and with consideration of ethical and professional responsibility to clients and to agencies/schools. Termination by a student without consultation will result in a grade of No Credit for the course. If the termination is due to immediate safety concerns at the site (i.e., abrupt termination during a session), the student must leave the site and take active responsibility to contact the site supervisor, practicum/internship course instructor, faculty specialization coordinator, and the internship coordinator as soon as possible.

If formal remedial action (not termination) is taken by the site due to concerns about the trainee's performance or conduct, the student must disclose that to their practicum/internship course instructor as soon as possible. If a student's traineeship is terminated for any reason, the student shall notify their practicum/internship course instructor and the site supervisor immediately in writing. The course instructor will then initiate the process of investigation and make recommendations to the appropriate departmental faculty. Students should be aware that an unsatisfactory resolution of this issue may place their credits for that semester in jeopardy.

If a trainee placement is terminated due to personnel issues at the field site, students must begin a new traineeship within 2 weeks in order to receive credit for the semester. If a change in trainee placement occurs at the beginning of a new semester, the same requirement applies. Students must complete the required hours of traineeship regardless of the change. In all cases, students must consult and work closely with the course instructor, site supervisor, faculty specialization coordinator, and the internship coordinator so that client welfare is not compromised, and traineeship-related paperwork is properly completed during the transition.

## **Traineeship Settings, Recording Sessions, & Evaluations**

### Practicum Course Credit & Grade

The sequence of clinical courses must be taken as follows:

1. **COUN 705 & 706 are taken concurrently in the first semester/first year internship.** Grade of CR is required in COUN 705 and a grade of B or better is required in COUN 706 in order to move to the second semester of first year internship (COUN 736). To receive CR in COUN 705, students must also pass their practicum course (COUN 706) with the minimum grade of B (by DoC policy) and have a satisfactory fieldwork evaluation as determined by their 705/706 instructor. If a student does not receive a B or better for both traineeship (COUN 705) and practicum (COUN 706), they must repeat, and successfully complete, COUN 705/706. If a student passes practicum (COUN 706) with a B or better but does not receive CR for the traineeship (COUN 705), auditing the practicum may be required by the department when the student repeats the traineeship course. COUN 706 and 705 can only be repeated one time due to a substandard grade per university policy.
2. **COUN 736 is taken in the spring semester of the first-year internship** with the same instructor and cohort as 705/706. Successful completion of 705 (CR) and 706 (B or better) is necessary to enroll in 736. COUN 736 uses plus/minus letter grading and students are required to successfully complete this course with a B or better in order to pass their first-year internship

and be allowed to enroll in second year internship (COUN 890 & 891). Students must also receive a “passing” evaluation from the field site supervisor to receive credit for COUN 736.

3. **COUN 890 is taken in the fall semester of the second-year internship.** Successful completion of COUN 736 (B or better) is necessary to enroll in 890. COUN 890 uses plus/minus letter grading and students are required to successfully complete this course with a B or better grade in order to enroll in COUN 891). Students must also receive a “passing” evaluation from the field site supervisor in order to receive credit for COUN 890.
4. **COUN 891 is taken in the spring semester of the second-year internship** with the same instructor and cohort as 890. Successful completion of COUN 890 (B or better) is necessary to enroll in 891. COUN 891 uses plus/minus letter grading and students are required to successfully complete this course with a B or better grade in order to pass their second-year internship. Students must also receive a “passing” evaluation from the field site supervisor in order to receive credit for COUN 891.

Academic standards require that students must achieve a grade of “B” or better in each of the practicum seminars: COUN 706, COUN 736, COUN 890, and COUN 891. Students who receive a B- or below in these courses will be required to re-take the full year sequence and repeat the internship. 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 this policy, incompletes and withdrawals are considered to be grades below a *B*. Students must also receive a “passing” evaluation from the field site supervisor in order to receive credit for COUN 736, 890, and 891.

If logs are not received or if students accrue insufficient hours, CR will not be given.

Students should consult the following table when building their weekly caseload:

Number of Clients Per Week Required:

Career, CMHC, College, Gerontology, and MFCC Specializations weekly client load:

	<b>Minimum</b>	<b>Maximum</b>
First-Year Traineeship	3 per week	5 per week
Second-Year Traineeship	5 per week	10 per week
Based upon first year traineeship at 12 hours per week. Minimum		
Based upon second year traineeship at 16 hours per week. Minimum		

School Specialization and Emphasis weekly client load:

	<b>Minimum</b>	<b>Maximum</b>
First-Year Traineeship	5 per week (average)	10 per week (average)
Second-Year Traineeship	5 per week (average)	10 per week (average)
Based upon a MINIMUM of 15 hours per week. School students should discuss client caseload with their faculty		

advisors and/or practicum/internship instructors.		
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### **Application & Commitment to Internship Site**

Students are responsible for participating in the traineeship search process and applying only to internship sites that have been approved for their specialization. The Department has published a master's list, which is updated and revised on a continuing basis, with information of internship sites and the specializations they are approved for. The Master List is accessible to all current students on iLearn and The DoC MS Teams Practicum & Internship channel. The Department of Counseling hosts an internship fair early in the spring semester where approved internship sites are invited to send supervisors/coordinators to meet and recruit trainees from the Department. This is a mandatory event for students who are applying for internship.

Once a student accepts an offer from an approved fieldwork site, the student is expected to inform fill-out the Internship Mutual Commitment Agreement form through DocuSign. Students should ensure they are committed to the internship site and should consider their decision to accept as a final decision. It is a breach of professionalism to withdraw from a site unless there are extenuating circumstances. Students should work with their advisor and/or the Internship Coordinator if they have concerns with staying in their internship.

### **Audio Recording for Supervision**

CACREP standards require that client session recordings be obtained and used in clinical supervision and training. All approved internship sites have agreed to allow and facilitate students to obtain required audio recordings of two to three client counseling sessions each semester during COUN 736, COUN 890, and COUN 891. Before the first counseling session begins, the client must grant informed consent for the trainee to audio-record the counseling sessions. Students will review these recordings with the site supervisor and the course instructor for supervision and skill coaching purposes. Both the student and the site supervisor must inform and remind one another of this agreement and requirement and make plans to obtain client session recordings. Students cannot pass COUN 736, COUN 890 and COUN 891 without completing the audio-recording assignment and CACREP's training requirement. The student's audio recordings must be done using technology the internship instructor has access to. If this is not possible, the student will be required to give translated transcriptions of session interviews to the instructor. The Department will reevaluate the viability of internship sites and may discontinue sites that cannot honor their agreement to help trainees obtain recordings as part of the traineeship requirements.

### **Different First-Year and Second-Year Internship Settings**

- The department requires two years of internship training at different traineeship sites and settings between their first-year and second-year placements. If a student wishes to stay in the same setting for their second placement, the student must (a) first discuss and solicit the approval of their academic advisor, (b) Complete the [Request for Exception to DoC Policy form](https://forms.office.com/Pages/ResponsePage.aspx?id=NeP72CyCqUGHdH8WcJqsnyd9oIDUiMJDdu07vZmyib0xURTBKMEJUQjZfV1dSR1Q4MUNEU1I2RUJPUCQIQCN0PWcu)" which is available in the MS Teams DoC Announce Hub on the Department Forms channel (link: <https://forms.office.com/Pages/ResponsePage.aspx?id=NeP72CyCqUGHdH8WcJqsnyd9oIDUiMJDdu07vZmyib0xURTBKMEJUQjZfV1dSR1Q4MUNEU1I2RUJPUCQIQCN0PWcu>).

In deliberating the viability of a second-year traineeship at the same agency, the traineeship site supervisor or training coordinator must provide compelling evidence that the student would gain training experiences that are significantly different and differentiated from the previous traineeship. Specifically, the agency supervisor or training coordinator must provide in writing that students would work with (a) a different clientele population, (b) different counseling issues/concerns, and (c) a different supervisor. Enabling students to obtain new learning experiences and equipping students with new skills should be the priority. A second-year traineeship working with the same client population, same clientele issues/concerns, and the same supervisor will not be approved. The faculty advisor should discuss this with the student before endorsing the request.

After obtaining the signature of agency supervisor, the student is advised to consult with their faculty advisor who would verify the information on the form. The completed and signed form will be reviewed by the specialization coordinator in consultation with the internship coordinator and the student's academic advisor. The form must be received by the internship coordinator before the last Friday in April.

### **Traineeship in Setting Where Students are Employed**

Traineeship is for the purpose of the acquisition and development of skills in relation to the training curriculum. The Department is willing to consider trainee placements in settings where students are employed, provided that the setting meets all other criteria discussed in this handbook. To comply with the Code of Ethics that governs the education, training, and supervision in the counseling profession, the student in traineeship cannot be supervised by their work supervisor, and the student must have a client caseload selected separately from their work's caseload and specifically for the purpose of the traineeship. A student cannot use their place of employment as their first internship site. If a student completes one traineeship at their employment setting, at least one academic year of the other traineeship must be done in another site other than the same employment setting. Stipends for traineeships are occasionally offered by agencies. A stipend is funding specifically for training purposes and is therefore acceptable. Students must seek careful consultation and approval by the faculty advisor and internship coordinator when considering such placement. Students in the MFT specialization must comply with BBS regulations: It is against BBS regulations to be paid as an independent contractor if you are accruing hours towards BBS licensure (You cannot and must not be issued an IRS Form 1099).

If you are considering using your place of employment for you internship site, you **MUST** get the approval from your Faculty Advisor, the Specialization Coordinator, and the Internship Coordinator prior to accepting the position. Additionally, you will need to fill out an alternate Traineeship Agreement in the Fall (please consult the Internship Coordinator for more information and the form).

### **Supervisory Evaluation of Trainee (see Appendix 10 for example)**

Evaluation is part of the student's field work experience and is a process in which the agency supervisor, student and practicum/internship instructor all are involved. Typically, the practicum/internship instructor obtains feedback from agency supervisors and discusses the feedback at faculty meetings. Written evaluations must be completed, signed, and returned to the practicum/internship instructor before the final day of instruction each semester. Students will not receive credit for the traineeship if forms are not turned in on time or if the evaluation is not satisfactory. The practicum/internship will determine if CR or NC should be given for the semester. This judgment is based upon input from the field site supervisor, the student, and the faculty.

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

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

### **Professional Conduct and Professional Disposition Assessment**

Students will receive systematic feedback on their professional development within the practicum/internship courses (i.e., 705/706, 736, 890, 891) via the Professional Disposition Assessment (PDA). The PDA is comprised of four Professional Readiness Behavior Domains which include: a) Legal and Ethical Conduct, b) Social and Emotional Maturity, c) Accountability and Reliability, and d) Cultural and Disability Competency.

In these courses, students will complete a self-assessment by filling out the PDA about themselves, then the instructor will provide feedback on the completed PDA, and the student and practicum/internship instructor will meet to discuss strengths and areas for growth (around week 10 of the semester). After this meeting, the completed PDA will be forwarded to the student’s advisor who will review and discuss this information with the student during advising appointments. If any items are rated “Needs Remediation,” the student, the instructor, and faculty advisor will collaborate to develop a Plan of Action (POA) to address concerns. All faculty will meet once per semester to review all PDA data and POAs for program evaluation purposes as aligned with CACREP requirements. The PDA is aligned with the CACREP 2016 standards for student assessment and the ACA (2014) Code of Ethics.

Students are present in a trainee setting at the invitation of the agency/school and represent a considerable investment of time and energy on the part of that setting. As such, students must demonstrate the highest standards of professional behavior consistent with the values of the setting, and personal and professional ethics. This relates to standards of dress, punctuality, manners of language, and professional contacts with supervisors, clients, staff, and agency/department personnel. Failure to maintain these standards will result in negative evaluations and reflects poorly on the Department of Counseling and may – in extreme cases – result in termination of placement and a grade of No Credit. Please refer to the Professional Expectation section of the Department’s Student Handbook.



# Role & Responsibility of the Faculty Liaison (Practicum/Internship Instructor)

COUN 705, COUN 706, COUN 736, COUN 890, and COUN 891 instructors are the faculty liaison between the field placement site and each student in their respective course sections.

Each field placement trainee takes a practicum/internship course that meets weekly and is designed to support the activities of the traineeship. Each course is assigned a faculty or instructor who provides support that includes but is not limited to learning and practicing basic and advanced counseling skills and techniques; screening and assessment; diagnosis, treatment, and goal setting; case conceptualization; advocacy; case management; crisis intervention; emergency preparedness; professional identity; and ethical issues. The curriculum differentiates instructional goals and objectives for each of the four semesters of traineeship experience (see Appendix 5). The Practicum/Internship course instructor serves as the liaison between the student trainee and agency supervisor and is the students and agencies first-point of contact.

## Responsibilities of the Faculty Liaison:

- Contact all supervisors via email at the start of each semester. Visits to the field placement are determined as needed by the counseling department, faculty liaison, Internship Coordinator, and field supervisors.
- Review and sign the Traineeship Placement Agreement at the beginning of the academic year. The faculty liaison will verify that the student has filled out the form correctly, that their insurance policy number is included, that the internship dates are within the academic year, and verify the supervisor's license for MFT trainees (<https://search.dca.ca.gov/>) and the credential for school trainees (<https://www.ctc.ca.gov/commission/lookup>).
- Review and sign any other necessary paperwork at the beginning of the semester (e.g. Telehealth Agreement, COVID contingency paperwork if necessary, etc.)
- Maintain contact with and between students and agency supervisors to assist the student in integrating academic and traineeship experiences. Faculty liaisons are available to consult with onsite supervisors regarding trainee counseling skills and professional development – consistent with expectations and supervision in the setting.
- Work with trainees and supervisors in managing field placement related difficulties and for ongoing and/or crisis consultation. Trainees and supervisors should involve the faculty liaison early in such situations before a poor evaluation is written or a traineeship is threatened. Faculty liaisons are to be available to discuss issues with all parties, using appropriate channels of communication, including site visits if necessary.
- Review and sign student specialization and emphasis Hours Logs at the end of each semester and assign credit for the course. Students are expected to complete the required hours for each practicum and internship course in order to receive credit for the course and to advance onto the next sequential course.
- Collect field placement progress forms from students each semester, review, and follow up where necessary. Students must submit forms to liaison by mid-October in the fall semester, and mid-

March in the spring semester.

- Obtain the supervisor evaluation of trainee performance and work with the student and supervisor to complete the evaluation form if help is needed. Supervisor evaluation rating is a component of the student's final grade in their practicum/internship course.
- Send out student evaluation of placement site at the end of the academic year.
- In COUN 705, the faculty liaison gives a Credit or No Credit grade at the end of the first semester.

# Role & Responsibility of the Specialization Faculty Coordinator

Each specialization has a Faculty Coordinator whose job it is to oversee their specialization, coordinate with other faculty members within their specialization, work with the internship coordinator, and liaison with field sites.

## Responsibilities of the Specialization Faculty Coordinator:

- Focus on the admissions, recruitment, and retention of students in their respective specializations.
- Oversee accreditation concerns for their specialization.
- Coordinate the dissemination of information to faculty within their specialization.
- Work with faculty liaisons, trainees, and supervisors in managing escalated field placement related difficulties and for ongoing and/or crisis consultation.
- Consult with onsite supervisors as necessary to ensure specialization requirements are being met.
- Work with the Internship Coordinator to review and approve of site applications for their specializations.
- Coordinate and lead break-out and training sessions for their specializations during Supervisors Connects and Traineeship fairs.
- Ensure that all materials for their specialization are up to date.

# Role & Responsibility of Agency Supervisor

The agency supervisor engages in conscious and continuous planning for student trainee's learning experiences that contribute to the trainee's development in the roles and functions of a counselor. The agency supervisor prepares all staff members for the arrival of students. Supervisors must clarify the student's role, function, title, and lines of communication. Provision of adequate workspace and regular supervision creates the necessary foundation and environment for a good field experience. This can reduce staff inconvenience and the student's initial anxiety.

The agency supervisor bears primary responsibility for ensuring that the trainee's placement leads to learning and professional growth. The supervisor represents the setting and should expect that the trainee's presence will contribute to the welfare of the setting. The supervisor is responsible for ensuring they meet all legal and ethical requirements to serve as a supervisor. The trainee can also expect that the supervisor will present an appropriate professional model and will provide clear and regular supervision, as well as continuing support and assistance within the setting.

## Responsibilities of the Agency Supervisor:

- A minimum of one hour per week of regularly scheduled individual supervision is a requirement of the Department of Counseling (See Appendix 6).
- Within the context described above, the supervisor must be aware of the objectives of the student's graduate training program and be able to work with the student's developing skills. This can be accomplished through discussions with the student and consultation with the faculty liaison.
- When the placement begins, agency supervisors must return the trainee placement agreement to the Department of Counseling.
- Agency supervisors are responsible for evaluating the student on an ongoing basis and completing the Department of Counseling's on-line supervisor evaluation at the end of each semester. A narrative evaluation may also be submitted within the on-line evaluation form.
- Logs of hours spent in the setting must also be approved and signed by agency supervisors. Logs and forms need to be filled out in a timely manner, as undue delays can cause a student to receive a "no credit" or "incomplete" for their course.
- Supervisors of MFT trainees MUST satisfy all BBS requirements and regulations for supervision ( <https://www.bbs.ca.gov/licensees/supervisor.html> ).

# Role & Responsibility of Internship Coordinator

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

- Maintains a list of currently acceptable and appropriate agencies and schools for traineeship, including contact information, roles and functions of trainees, populations served, procedures for application and requirements for placement.
- Provides traineeship site information and consults with students in selecting appropriate placements. Most information is transmitted via the department of counseling listserv and the MS Teams: Practicum and Internship channel.
- Develops new traineeship placements; facilitates communication between agencies and faculty specialization coordinators in the Department of Counseling in applications and approvals of new internship sites; maintains ongoing relationships with approved internship sites; consults with agencies regarding the Department of Counseling internship site requirements and standards. Evaluates viability and (dis)continuation of internship sites based on feedback from students and internship course instructors.
- In coordination with faculty, creates and maintains documentation, forms, and agreements.
- Responsible for the creation and dissemination of information on the MS Teams: Practicum and Internship channel.
- Facilitates faculty/supervisor meetings and trainings.
- Coordinates and attends traineeship fairs.
- Verifies documented hours for COUN 705, COUN 736, COUN 890, COUN 891, COUN 735, and COUN 850 in conjunction with each counseling student trainee and faculty liaison.

# Appendix 1: Forms & Submission Timeline Checklist (example)

## Department of Counseling Traineeship Forms and Submission Timeline Checklist 2023-24

Forms and links are available on DOC website under the “forms” section: <a href="https://counseling.sfsu.edu/practicum-and-internship">https://counseling.sfsu.edu/practicum-and-internship</a> and on <b>Teams/Practicum &amp; Internship/Department Forms/Files</b>		
<b>Form</b>	<b>Due Date</b>	<b>Notes</b>
1. Traineeship Placement Agreement	2 <sup>nd</sup> week of Fall Semester <b>Due: 9/1/2023</b>	DocuSign form requires signatures: Student, Site Supervisor, Internship/Practicum Instructor, & Internship Coordinator
2. Proof of Malpractice Liability Insurance	2 <sup>nd</sup> week of Fall Semester <b>Due: 9/1/2023</b>	1. Report Insurance Policy number on Traineeship Agreement and 2. Email Proof of Liability Insurance to course instructor (PDF or JPG. Insurance company information, policy number, & your name MUST be visible).
3. Safety Review & Waiver (2 PDFs)	2 <sup>nd</sup> week of Fall Semester <b>Due: 9/1/2023</b>	There are two PDFs available on the website and Teams. 1. Release of Liability -- student signs and submits to instructor. 2. Clinical Placement -- site supervisor signs, & student submits to instructor.
4. Telehealth Agreement	2 <sup>nd</sup> week of Fall Semester <b>Due: 9/1/2023</b>	Only used when performing telehealth; submit to course instructor whenever necessary.
5. Hours Logs (Specialization & Emphasis)	2 weeks before the last day of instruction in each semester <b>Fall due: 11/27/2023</b> <b>Spring due: 5/3/2024</b>	DocuSign form requires signatures: Site Supervisor, Student, Course Instructor, & Internship Coordinator.
6. School Specialization Hours Categories Log	2 weeks before the last day of instruction. <b>Spring due: 5/3/2024</b>	DocuSign form requires signatures: Site Supervisor, Student, Course Instructor, & Internship Coordinator.
7. Student Evaluation of Internship Site	2 weeks before the last day of instruction in each semester <b>Fall due: 11/27/2023</b> <b>Spring due: 5/3/2024</b>	DOC will post survey link on Teams (and send out email to instructors and students) approximately one month prior to due date at the end of each semester.

		Fall = 11/1/2023 Spring = 4/5/2023
8. Supervisor Evaluation of Trainee	2 weeks before the last day of instruction in each semester <b>Fall due: 11/27/2023</b> <b>Spring due: 5/3/2024</b>	DOC will send email and post link to instructors approximately one month prior to due date at the end of each semester. Fall = 11/1/2023 Spring = 4/5/2023
9. Internship Mutual Commitment Form	1 week after committing to future internship site	DocuSign form requires signatures: Student, Site Representative, Internship Coordinator, & Advisor. <b>To be used before the beginning of the Fall semester as soon as you have secured your internship.</b> After 8/1/2023, use Traineeship Placement Agreement (top).
<p>2023-24 Academic Year begins on <b>August 21, 2023</b> and ends on <b>May 31, 2024</b>.  Fall 2023: Last day of class is December 8, 2023. The semester ends on December 27, 2023.  Winter Break: 12/28/2023 to 1/26/2024  Spring 2024: Last day of class is May 17, 2024. The semester ends on May 31, 2024.</p>		

# Appendix 2: Mutual Commitment Form (sample)

## Internship Mutual Commitment Agreement

SF State Department of Counseling

**Submit to Department of Counseling (DoC) Internship Coordinator within 1 week of acceptance of offer for internship.**

Questions regarding this form/agreement can be directed to the Dept. of Counseling Internship Coordinator ([counfld@sfsu.edu](mailto:counfld@sfsu.edu))

### Dear Student and Internship Site,

Congratulations on the decision to work together as intern and internship site! Thank you for helping to enhance communication and expectations of everyone involved. This document establishes a commitment of intent between the student and the internship site. By signing this agreement, both parties are stating their intent to work together.

#### *(For Student to fill-out)*

I, (Student Name) \_\_\_\_\_, have accepted the following internship site for the academic year, \_\_\_\_\_ (fill in academic year), and will honor my commitment to the accepted internship position. I will not consider other placement opportunities for this academic year.

Site Name:	
Agency Name:	
Supervisor:	
Phone:	
Email	

### **Student's Commitment**

I am committed to engaging as an intern at this site between \_\_\_\_\_ hours per week and serving approximately \_\_\_\_\_ number of clients per week.

### **Site Commitment (For Internship Site to fill-out)**

We have accepted \_\_\_\_\_ (student name) as an intern for the \_\_\_\_\_ (academic year).

To support my training and development as a counselor; and to fulfill necessary program, accreditation and/or licensure requirements, the internship site will provide:

- A minimum of one hour of weekly individual supervision
- Experience working in the field
- Training



Direct client contact

Other: \_\_\_\_\_

I will keep my Faculty Advisor (if prior to internship begins)  
or Internship Instructor (once internship starts) informed.

### Site Information

Internship Start Date:	
Internship End Date:	
Time Commitment (hrs/wk):	

Name of Clinical Supervisor (if known): \_\_\_\_\_

Clinical Supervisor Credentials: \_\_\_\_\_

Will this Supervisor/Training Coordinator be providing weekly direct clinical supervision during the internship?

Yes

No

If not, who will be providing individual weekly clinical supervision \_\_\_\_\_

Is there a financial bonus for the intern in addition to the training provided (e.g., paid, stipend, professional development funds)?

### Modality of Service

Our expectation for the academic year (August-May) is to provide \_\_\_\_\_ percentage of services live/in-person and \_\_\_\_\_ percentage will be offered remotely/tele-health. We understand that significant changes to this will require a conversation with our intern and the Department of Counseling as soon as possible.

### Contingency Plan (Both Student and Site Responsibilities)

This agreement confirms the intent of the internship site and student to work together. In rare cases, unavoidable events may impact the ability to work together (e.g., staffing losses at internship site, health emergency that prevents student from engaging in internship). In the event of an emergency or unavoidable circumstance, in which either the student or the site cannot fulfill their commitment to the other, the following shall take place.

Internship site will:

- Notify student ASAP
- Notify Internship Coordinator: [counfld@sfsu.edu](mailto:counfld@sfsu.edu)

- Notify Department of Counseling Chair: [rtoporek@sfsu.edu](mailto:rtoporek@sfsu.edu)
- SF State Internship liaison (if change occurs during the internship year)

Student will:

- Notify internship site ASAP
- Notify your Faculty Advisor & Specialization Faculty Coordinator (if different from advisor)
- Notify Internship Coordinator: [counfld@sfsu.edu](mailto:counfld@sfsu.edu)
- Notify Department of Counseling Chair, Rebecca Toporek: [rtoporek@sfsu.edu](mailto:rtoporek@sfsu.edu)
- SF State Internship liaison (if change occurs during the internship year)

**Additional Comments:**

**Signatures:**

Student Name	Email	Signature	Date
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Internship Site Supervisor	Email	Signature	Dat
----------------------------	-------	-----------	-----

DoC Internship Coordinator	Email	Signature	Date
----------------------------	-------	-----------	------

Faculty Advisor	Email	Received Copy	Date
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# Appendix 3: Traineeship Agreement (sample)

COLLEGE OF HEALTH AND SOCIAL SCIENCES  
DEPARTMENT OF COUNSELING

1600 Holloway Avenue | Burk Hall 524

San Francisco, CA 94132

Tel: 415/338-2005

Email: [counsel@sfsu.edu](mailto:counsel@sfsu.edu)

Trainee Placement Agreement

Course Number: \_\_\_\_\_ Course Number Section: \_\_\_\_\_ Section Instructor: \_\_\_\_\_

Specialization: Select Specialization Emphasis: Emphasis 1 | Emphasis 2

(Select Areas in Which you are collecting Hours for)

Student Trainee Information

Name: \_\_\_\_\_ Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Insurance Type: \_\_\_\_\_ Policy Number: \_\_\_\_\_

Address: \_\_\_\_\_ Apt/Number: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Placement and Supervisor Information

Agency Name (No Acronyms): \_\_\_\_\_

Address: \_\_\_\_\_ Unit/Room Number: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Counseling Degree: \_\_\_\_\_ Year Earned: Yr Select

License or Credential (Required for MFCC & School Counseling Supervisors) \*

License or Credential Type Number Expiration Date

Student Trainee Responsibilities

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_ Days & Hours Working: \_\_\_\_\_

Total Hours Per week: \_\_\_\_\_

Trainee Roles, Responsibilities, and Activities:

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Supervisor Responsibilities

Weekly One-Hour Individual Supervision Day & Time Scheduled:

Review of Agency Crisis Protocol Date Completed: \_\_\_\_\_

How will the student obtain audio recordings?

Learning objectives for Trainee:

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The SF State Counseling 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. We encourage supervisors from all cultural backgrounds to work with our diverse trainees. I have received and agree to the above provisions and guidelines in the Practicum and Trainee Handbook. If there are any problems concerning these provisions, I may contact the Department Field Placement Coordinator at (415) 338-7647.

Trainee's Signature & Date: \_\_\_\_\_

Agency Supervisor's Signature & Date: \_\_\_\_\_

Instructor's Signature & Date: \_\_\_\_\_

Department of Counseling Internship Coordinator's Signature & Date:

\_\_\_\_\_

Revised 8/29/2022

SF State ID

DocuSign Envelope ID: A67F5813-9A33-40BE-B990-5BFA79BF1B89

# Appendix 4: Hours Log (sample)

## Trainee Specialization Hours Log

<b>Student:</b>			<b>SF State ID:</b>		
<b>SF State Email:</b>					
<b>Academic Year:</b>		<b>Semester &amp; Course:</b>		<b>Section:</b>	
<b>Specialization:</b>					
<b>Instructor:</b>			<b>Email:</b>		
<b>Placement Site:</b>					
<b>Site Supervisor:</b>			<b>Email:</b>		

## Weekly Log

(Please round your hours to the nearest 15-minute increment and record as follows: 5-15 minutes = 0.25, 16-30 minutes = 0.5, 31-45 minutes = 0.75, and 46-60 minutes = 1 full hour.)

Week # Date	Direct Client Contact Hours	Other Activity Hours	Group Work Hours	Total Hours
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Add Hours				
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<b>Student Name</b>	<b>Student Signature</b> (Student has verified the accuracy of hours reported)	<b>Date Signed</b>
<b>Site Supervisor Name</b>	<b>Site Supervisor Signature</b> (Site Supervisor has verified the accuracy of hours reported)	<b>Date Signed</b>
<b>Instructor Name</b>		<b>Notes Below</b>
Trainee has completed hour requirements Trainee has <b>not</b> completed hour requirements		
	<b>Instructor Signature</b> (Instructor has verified if student meets course requirements)	<b>Date Signed</b>
<b>Internship Coordinator</b>	<b>Internship Coordinator Signature</b>	<b>Date Signed</b>

# Appendix 5: School Specialization Hours Categories Log (Example)

## School Specialization Hours Log

<b>Student:</b>			<b>SF State ID:</b>		
<b>SF State Email:</b>					
<b>Academic Year:</b>		<b>Semester &amp; Course:</b>		<b>Section:</b>	
<b>Specialization:</b>					
<b>Instructor:</b>			<b>Email:</b>		
<b>Placement Site:</b>					
<b>Site Supervisor:</b>			<b>Email:</b>		

## Weekly Log

(Please round your hours to the nearest 15-minute increment and record as follows: 5-15 minutes = 0.25, 16-30 minutes = 0.5, 31-45 minutes = 0.75, and 46-60 minutes = 1 full hour.)

<b>Week # Date</b>	<b>Social/Emotional Counseling (100 hours required)</b>	<b>Academic Counseling (100 hours required)</b>	<b>Career/College Counseling (100 hours required)</b>	<b>Group Work &amp;/or Classroom Lessons (10 sessions required)</b>	<b>Practicum (90 hours required)</b>
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					

20					
Add Hours					

<b>Student Name</b>	<b>Student Signature</b> (Student has verified the accuracy of hours reported)	<b>Date Signed</b>
<b>Site Supervisor Name</b>	<b>Site Supervisor Signature</b> (Site Supervisor has verified the accuracy of hours reported)	<b>Date Signed</b>
<b>Instructor Name</b>	<b>Instructor Signature</b> (Instructor has verified the accuracy of hours reported)	<b>Date Signed</b>



# Appendix 6: Traineeship & Course Sequence

## Explanation of Four-Semester Traineeship Sequence

### **First year: COUN 705, COUN 706, COUN 736**

**COUN 705** and **COUN 706** are first-year practicum and fieldwork placement courses that must be taken concurrently in the Fall semester. **COUN 706** focuses on developing and applying basic microskills and facilitative skills; basic case conceptualization, diagnosis, treatment planning and goals; crisis, emergency management; cultural competency and counseling ethics; applying supervision effectively; process note and reporting; and professional identity. Students engage in role play and simulating activities to learn and practice these skills in class. In addition to weekly class meetings, each student is paired with a classmate to conduct five mock counseling sessions and meets with the course instructor for five supervision and feedback sessions (30 minutes per session). These mock counseling sessions and supervision feedback sessions (30 minutes per session) take place outside of regular class meetings for 10 (ten) weeks, and these sessions typically begin in early to mid- September. All mock counseling sessions are conducted in the Department's counseling training clinic (first floor in Burk Hall) and must be video-recorded and viewed by the instructor. Schedules of the mock counseling and supervision sessions are collaboratively determined by you, your instructor, and your classmate in your counseling dyad. Students learn how to write process notes and case notes based on materials from mock counseling sessions. **COUN 705** is the fieldwork component of practicum, which requires students to gain counseling experience for 12-16 (twelve to sixteen) hours per week at the placement site. Students must accrue at least 40 direct contact hours (face-to-face, one-on-one direct counseling service to clients) by the end of the Fall semester. Students should register for the **COUN 705 & COUN 706** section that corresponds to their counseling specialization.

**COUN 736** is an internship course taken in the spring semester. Students attend a weekly 3-hour class and continue to gain counseling experience in the placement site for 12-16 (twelve to sixteen) hours a week. Students are advised to carry a caseload of at least 5 clients per week. Course instructor will provide skill coaching and feedback to process notes and case conceptualization based on 2-3 client sessions from the placement site. Toward this learning purpose, students must work with the site supervisor and clients to obtain audio-recordings. All placement sites have consented to session recording requirement prior to their approval as traineeship sites. Students register for the same section that corresponds to their counseling specialization.

### **SECOND YEAR**

After successful completion of the first year of traineeship, students take a year-long sequence of **COUN 890** (in the Fall) and **COUN 891** (in the Spring). Students are required to be placed in another internship site that enhances skill training and experiences that are significantly different (e.g., counseling setting, clientele population, developmental stage) from their first-year placement. Students are required to register for a section that is consistent with their primary specialization and to stay with the same section and the same instructor for the 2-semester sequence. **COUN 890** and **891** meet approximately 8-9 times each semester as a class, and 4-5 times individually with their

course instructor for skill coaching and feedback based on review of audio-recordings and process notes. Students must plan on obtaining audio-recordings of client sessions early on. Students must be in their fieldwork setting for 16-20 hours per week and are advised to work up to a caseload of 8 to 12 clients per week.

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

**COUN 891** continues to advance the skills, knowledge and competencies learned in 706, 736, and 890. This course focuses particularly on theory-based, culturally and disability competent case conceptualization and treatment planning, and establishing and achieving realistic and measurable counseling outcomes. At this stage of training, students are expected to comfortably exhibit microskills, therapeutic rapport building, theory and evidence-based practice driven techniques (e.g., CBT, Solution-focused, Person-centered, MI, etc.), and apply stage of change model to all clients. Students are expected to be competent at explaining intentions behind counseling approaches and their immediate impact on the therapeutic rapport and treatment outcomes. An increased personal model of counseling develops, and self-understanding and awareness comes more naturally.

Competence and confidence in giving and receiving feedback from peers and instructors occurs. Advance competencies in trauma-informed care, mental health recovery, professional identity, report and process note writing, and integrated behavioral healthcare are honed. Case presentation occurs at ease and is done in an effective and efficient manner.

# Appendix 7: Weekly Supervision Requirement

## Rationale for One Hour of Supervision Per Week

The form of supervision and the modes used in supervision will vary from one setting and supervisor to another. The Department of Counseling at SFSU is committed to placing our students in fieldwork settings where the site and the supervisor are willing to invest time and resources in the training of emerging professionals. We hope that our students will contribute to the agency/school/college as the year progresses and that it will be a mutually satisfying experience. It is in the service of a well-structured training experience that we require a minimum of one hour of individual supervision per week for our students. Although not required, most settings provide two hours of group supervision in addition to this, or that some additional contact with supervisory personnel will be available as might be appropriate in specific settings. Individual supervision, however, cannot be replaced or substituted by group supervision.

The rationale for one regularly scheduled hour of individual supervision per week is based on the following:

1. Weekly individual supervision for counseling trainees is required by accreditation, licensing, and credentialing bodies that set the minimum requirements for practicum and internship.
2. The leading cause of frustration and anxiety for students is the lack of a predictable and reliable framework for supervision. It is also a leading cause of a supervisor's perception that the student is unable to contain anxiety and work independently. A reliable framework of an hour of supervision at a regularly scheduled time and location each week allows the student to contain anxiety and questions with the knowledge that there will be a safe place to obtain help, information, support and feedback.
3. Supervision is a relationship that is parallel to that of the counselor/client relationship. It is a process whereby students learn about receiving help through a relationship that is professional and consistent. It is a forum where they can learn to differentiate between a crisis that needs immediate help from a supervisor and one that does not. It is where they can learn to deal with their own difficulties and anxieties and discover a variety of problem solving/ strength-based skills.
4. One hour per week of concentrated time is essential in order to develop a relationship with a student that will allow for an open and honest exploration of how the student is managing the relationship process along with the case management and educative elements of the work.
5. It is a place where students will develop a model for supervision that they will use when it is their turn to supervise students later in their own professional lives.

# Appendix 8: Recording Client Sessions

## Policy regarding Recording of Client Sessions

Throughout the two years of practicum and internship instruction, students are required to obtain voice recordings or video recordings of sessions with clients in their field placements. These recorded sessions must be securely transported to San Francisco State University by student and used for skill coaching/supervision by course instructors. Confidentiality of recordings must be secured.

Some instructors require 2-3 audio session recordings from the field as early as the Fall semester of the first-year practicum.

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

1. Students are required to discuss the issue of recording with their field supervisor.
2. Students are required to obtain informed consent from clients before recording.
3. Students are required to eliminate all identifying information from the recording.
4. Students are required to bring the recording to their practicum and internship instructor who will listen to the recording.
5. The instructor will focus primarily on the student's interaction with the client. Coaching is designed to address the learning process of the student.
6. The instructor and student understand that the practicum and internship instructor is not responsible for treatment of the client. Students must discuss any suggestion regarding client treatment with their field supervisor.
7. The instructor is responsible for maintaining confidentiality under the provisions of ethical responsibility in the relevant professional codes of ethics.
8. The instructor will return the recording to the student after coaching/supervision.
9. The student must erase or destroy the recording or give the recording to the client, whichever is consistent with policies at the field placement. Recordings **must always be secured in a safe place**, and they must not be retained by the student nor the instructor after the end of the semester.
10. Students must provide the instructor with the recording and a hard copy of their process note. **DO NOT** send recordings and process notes electronically (no faxes or email attachments). This is a violation of the client's confidentiality.

# Appendix 9: Guidelines for Trainees in Supervision

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

- You are ultimately responsible for the effectiveness of your supervision. Come prepared. Be focused. Arrive with recordings and process notes. Know what you want to discuss: cases, techniques, questions, doubts, successes.
- You and your supervisor are mutually involved in the process of improving your skills and your sense of professional self. Adopt a problem-solving stance. Where are you in your skill development? What needs to happen next for your continued development? Be both willing to listen to the supervisory feedback and be willing to lead the discussion into new areas.
- Be clear about what you want and need in supervision. Articulate your questions and expectations clearly. Your supervisor is ready to give you feedback, but you must lead the way. Remember your supervisor cannot offer feedback that you do not ask for.
- Discern what you do well and what you need to improve. Do not obsess with your mistakes or bash yourself ceaselessly. Your recordings and process notes provide performance as well as reflection materials that demonstrate your ability to discern your strengths and articulate areas of improvement. Supervision provides a platform where you can receive evaluative feedback in a supportive space.
- What you don't get now, you can ask for in later training. Everyone has something to teach. Discover what your supervisor has to teach and learn that. Don't expect to learn everything from any one person but do learn something from each supervisor. Your later professional life will be full of opportunities for further supervision.
- Each of us formulates our own counseling style. You will not be like anyone else; neither will your supervisor be like anyone else. Be as respectful of your supervisor's style and biases as you hope s/he is of yours.
- Avoid playing games. We refer you to the article, "Games counselor trainees play: Dealing with trainee resistance," *Counselor Education and Supervision*, June 1972, pp. 251-256. Be honest with your own resistance and be willing to discuss how that plays out in the supervision process. Articulate what you find most difficult to acknowledge about yourself as it is most likely what negatively affects your work and your learning.
- Exercise judgment in self-disclosure. Honest self-evaluation sometimes entails disclosing personal information that challenges professional boundary between professor and student/supervisor and trainee. Review ethical codes and guidelines on professional relationships. Develop sensitivity and skills to discern what types and levels of self-disclosure constitute boundary crossing and boundary violation. Be aware of the impact on supervisory and professional relationships before engaging in self-disclosure.
- Avoid hostility. Do not verbally attack your supervisor or your placement site, either directly (to your site supervisor) or indirectly (as when discussing your placement experience with the instructor). Be constructive, concrete, and professional while voicing your concerns. This is a small professional world, and placement supervisors are always screening interns as future colleagues.
- Realize that neither you nor your supervisor is perfect. It is a common mistake among us that we are more willing to forgive our clients for their imperfections than we are to forgive ourselves.
- Develop your sense of humor. In addition to stamina and courage, a well-developed sense of humor is one of the necessary assets in this profession.
- Remember that this is both a training and socializing process; that it is both a heuristic and evaluative experience.

# Appendix 10: Supervision Guidelines for Supervisors

At the request of supervisors, we are including some suggested activities to prepare our trainees for the supervision process.

- Orient agency/school personnel/staff (e.g., receptionist, teachers) to the roles and functions of the trainee prior to when the trainee begins their placement. Staff can benefit from knowing who will be supervising the trainee, where the student will be located and their contact information, and how the trainees' role intersects with staff's. The agency's receptionist/front desk personnel should be informed of the trainee's name, service location, phone extension, and day/time of the week at the location. Similarly, provide the trainee with information about the roles and functions of agency/school personnel/staff, their positions, and their role in the trainee's experience.
- Orient the student to the culture of the agency/school. What are the informal and formal aspects of the agency/school culture including dress code, parking, client/staff boundaries? What are the community practice policies at this placement?
- Educate/review the agency/school's crisis and safety protocols, emergency management protocols, and what and where the required forms trainees need to fill out and submit for reporting purposes. Provide trainee adequate training and time to learn reporting protocol, documentation requirements, and computer software programs that are used by the agency/school for documentation and communication.
- Orient the student to the broader social service community within which the agency operates. Where will the trainee refer clients when necessary? What other agencies/schools work with the same client population? With whom will the student consult in the community? If the counseling unit is operated within a larger service agency (e.g., wellness program within a school setting; academic advising office within an academic department), orientation to the large service agency and how the traineeship service unit functions within the larger service agency is important. Inform and introduce other intra and inter-professionals that will interact with the trainee (e.g., psychiatrist, social workers, psychologists, housing programs, case managers, etc.).
- Discuss the ethical and legal issues particularly critical in your agency/school. For example, provide information on the 51/50 process, HIPAA, reporting abuse, responding to suicide and homicidal ideations, emergency plan, etc. within the context of the agency/school. Offer information on relevant state and federal laws that apply counseling practice in the agency/school.
- Discuss with the student your expectations during their field placement and during the supervision hour. What materials do you expect the student to bring to each supervision session (e.g., recordings, process notes, verbal case presentation, etc.)? Consider sharing your supervision style and approach, theoretical orientation, and exploring the students' supervision expectations. Encourage the student to have an agenda for each supervision meeting. You might begin the meeting by agreeing on a flexible agenda. You may always suggest and add agenda items that can facilitate growth and development of counseling skills and counselor identity.
- Allow the student to shadow your work and other staff work, particularly during the beginning of the traineeship. Shadowing is one of the best tools for trainee learning and building self-efficacy. Consider role playing with trainees to assist them in gaining skills and/or building confidence in trying new approaches and skills with clients.
- Provide opportunities to discuss the trainee's (or those being shadowed) intentions behind actions, how techniques are linked to case conceptualization, goals and outcomes. Discuss specific techniques, strategies, and interventions you have used and consider sharing how you learn from your own mistakes. Discuss the process and value of learning through errors and being tolerant of imperfection and ambiguity.
- Provide opportunities to discuss, explore, and experience cultural and disability competent



counseling. What does this look like? How does the agency/school address culture and disability in their setting? How will the trainee know when they are enacting or not enacting cultural and disability competent counseling?

- Regularly review the student's caseload. Model for students how to relay client information in an efficient and clinically useful manner; what are the important details to relay? What language is best used to relay the information? Assist students in learning how to provide a "picture" of their client's presentation and functioning without relying on numerous details.
- Consider listening to parts of or entire sessions that have been audio-recorded or read through transcriptions together. Consider observing trainees during sessions if possible.
- Be clear with the student about your expectations and your perceptions of their performance throughout their traineeship. Give clear feedback on what the student is doing well and where you see need for improvement. Supervisors play both an educative and evaluative role.
- Refer the student to books, articles, conferences, and workshops that can enhance student skill and professional development.
- Take a deep breath and remember that you can't do all of this all of the time.

# Appendix 11: Sample of Confidentiality & Informed Consent Statements

## COUNSELING CLINIC

### Counseling Information and Consent Form

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

#### Clinic Information

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

#### Confidentiality

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

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

#### Counselor Supervision

Each counselor in the Clinic receives weekly individual and group supervision from licensed professionals on the Counseling Clinic Staff, which includes some counselors from Counseling and Psychological Services in Student Services Building Room 208. As a training facility for master level students, it is necessary for all counseling sessions to be audio-taped and some sessions to be video-taped.

Audio and video tapes are used only for supervision purposes and are reviewed in order to assist your counselor in the development of their counseling skills. Audio and video tapes are reviewed by your counselor and their Clinic supervisor. Additionally, an audio tape may be reviewed by your



counselor's designated instructor of clinical training within the Department of Counseling.

### **Intake process**

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

### **Cancellations**

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

### **Length of Services**

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

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

### **Client Name:**

Last First Middle Initial

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

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

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

**Client Signature:    Date:**

Counselor \_\_Signature: Date\_\_:

\*\*\*\*\*

**AGENCY / SCHOOL LETTERHEAD  
CONFIDENTIALITY AND CONSENT FOR COUNSELING**

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

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

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

In all other circumstances information disclosed within sessions is confidential.

I hereby give permission for my child to receive counseling. Parent/Guardian

Signature/ Date

\*\*\*\*\*

**SCHOOL LETTERHEAD**

Dear Parent and/or Guardian of:

Name of Student

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

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

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

We are requesting your permission for your child to meet regularly with a counselor trainee. Please return this form as soon as possible. Yes. I give my son and / or daughter permission to meet with the counselor trainee.

Parent/Guardian Signature    Date

Sincerely,

\_\_Head Counselor\_\_School

# Appendix 12: Student Evaluation of Field Placement

## Student Evaluation of Field Placement Site

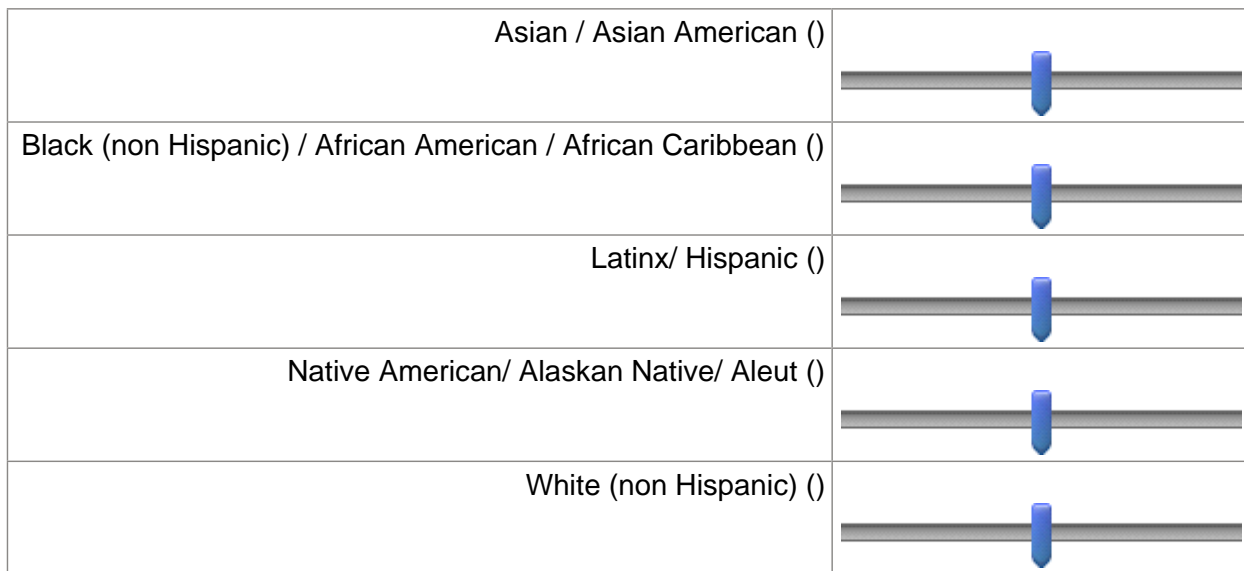
Q1 Student Eval of Site

	Strongly Disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
The placement provides an adequate number of cases. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The placement provides support for recording cases. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The placement offers appropriate range and type of professional activities. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case Conferences (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-Service Training (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency support provided when needed. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case loads are assigned appropriately reflective of student's state of readiness and increasing competency (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional staff is supportive of students (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
morale is positive (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
staff is available to students (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Supervision is consistent, supportive, directed to skill enhancement and professional training (11)	o	o	o	o	o	o	o
Individual supervision is regularly provided (12)	o	o	o	o	o	o	o
Group supervision is regularly provided (13)	o	o	o	o	o	o	o
Evaluation of performance is communicated to student, based on clear and consistent criteria, and is undertaken as part of the process of training (14)	o	o	o	o	o	o	o

Q2 Ethnicity of client load

0      1      2      3      4      5      6      7      8      9      10



Q3 Additional Comments regarding any aspect of your field placement:

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Q4 Driving to Placement

	Strongly Agree (1)	Agree (2)	Somewhat agree (3)	Neither agree nor	Somewhat disagree	Disagree (6)	Strongly disagree
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				disagree (4)	(5)		(7)
Parking is readily available (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of parking is reasonable (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You feel safe walking to and from your car (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Q5 Public Transportation

	Strongly Agree (1)	Agree (2)	Somewhat agree (3)	Neither agree nor disagree (4)	Somewhat disagree (5)	Disagree (6)	Strongly disagree (7)
Public transportation is available nearby (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buses/Trains pass by frequently (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You feel safe going to and from public transit (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of public transit is reasonable (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel times are reasonable for the distance traveled (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6. This placement site would be ideal for someone who (check all that apply):

- has a lot of experience
- Is just starting out
- Is self-motivated
- Likes a lot of structure
- Needs more flexibility
- Likes oversight
- Is self-directed
- Dislikes being micro-managed
- Likes leading trainings/workshops
- Likes a casual atmosphere
- Likes a professional atmosphere
- Likes a fast-paced environment

- Wants to work with couples
- Wants to work with families
- Wants to work with groups
- Wants opportunities in academic, social/emotional, and career domains
- Wants counseling opportunities at individual, small group, and classroom levels

Q7.

Based on your experience and observations of expectations at this site, briefly explain what kind and level of previous knowledge, skills, experience, etc. would be helpful for a future intern to adapt and have a successful training experience at this site?

#### Q8 Student Information

- o Student Name (1) \_\_\_\_\_
- o SF State ID (2) \_\_\_\_\_
- o Placement Name (3) \_\_\_\_\_
- o Click to write Form Field 4 (4) \_\_\_\_\_

#### Q9 Specialization

- o Career (1)
- o College (2)
- o CMHC (3)
- o MFT (4)
- o School (5)
- o Gero (6)

#### Q10 Year Level

- o 1st Year (1)
- o 2nd Year (2)
- o 3rd Year (3)

#### Q11 Course

- o 705 & 736 (1)
- o 890 & 891 (2)
- o 850 (3)

# Appendix 13: Supervisor Evaluation of Trainee

## Supervisor Evaluation of Trainee

At the beginning of each semester, your supervisors will receive an online evaluation form that can be used to guide evaluation of trainee performance throughout their practicum and internship. The course instructor will contact and send the online evaluation form to the supervisor.



Questions

Responses

103

SP23- Traineeship Evaluation

-

Saved

Preview

Collect responses



## SP23- Traineeship Evaluation

Deadline: May 5th, 2023

1. Supervisor's Name/Title:

2. Placement Name:

3. Name of Student (First and Last):

4. Number of Hours Trainee is at Field Placement Per Week

5. Name of Course Instructor/Liaison:

6. Practicum/Internship Semester

Spring 1st Year

Spring 2nd Year

7. Professional Skills and Behaviors.

Not Passing	Approachi ng Expectatio Expectatio	Meets Expectati ons	Exceeds Expectatio ns	Unable to Assess
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Adheres to agency regulations and policies including dress, punctuality and professional role

Understands agency mission and purpose of counseling/clinical work in that setting

Performs professional responsibilities in a consistent and dependable manner

Demonstrates ability to maintain respectful and professional collegial, supervisory, and peer relationships

Demonstrates knowledge of and ability to apply the American Counseling Association's (ACA) ethical and legal standards and of relevant licensing boards or certification organizations for specializations

Completes required documentation in a consistent and accurate manner

Demonstrates appropriate boundaries: professional, ethical, and interpersonal

Demonstrates preparedness for supervision

Takes initiative to discuss problems/difficulties with supervisor

Demonstrates awareness of and respect for diversity and multicultural issues

Respects divergent points of view

Demonstrates ability to work collaboratively with others

Demonstrates flexibility by responding appropriately to change

Demonstrates ability to take responsibility for their actions

### 8. Personalization Skills:

Not Passing	Approaching Expectations	Meets Expectations	Exceeds Expectations	Unable to Assess
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Demonstrates self-awareness of counseling strengths and areas for growth

Demonstrates realistic expectations of self as counselor-in-training

Demonstrates an ability to use supervision to evaluate client and self

Demonstrates ability to receive, give, and integrate feedback

Demonstrates awareness of cultural or other personal biases and attitudes

Demonstrates ability to recognize and monitor personal stress and emotional reactions to professional responsibilities

Demonstrates ability to take appropriate risks with respect to counseling skills and process

Demonstrates ability to tolerate imperfection

### 9. Basic Counseling Skills:

Not Passing	Approaching Expectations	Meets Expectations	Exceeds Expectations	Unable to Assess
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Demonstrates good listening skills

Demonstrates appropriate use of paraphrases, content and feeling reflections, and summaries

Demonstrates appropriate use of questions and probes

Demonstrates empathic understanding, genuineness, positive regard and warmth

Demonstrates ability to build and sustain therapeutic rapport

Demonstrates ability to allow and hold client feelings in session

Demonstrates the ability to use interviewing skills appropriately

Demonstrates ability to articulate clients' presenting concerns

Demonstrates ability to develop achievable and measurable goals in collaboration with clients

Demonstrates ability to develop and modify treatment plans

Demonstrates ability to use skills and develop plans/goals that are appropriate to the client's developmental, cultural and social context

Demonstrates ability to effectively

terminate with clients

## 10. Advanced Counseling Skills:

Not Passing	Approachin g Expectation s	Meets Expectatio ns	Exceed Expectatio ns	Unable to Assess
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Demonstrates ability to deliver advanced-level counseling skills (immediacy, confrontation, feedback, interpretation) accurately and appropriately

Demonstrates ability to use self-disclosure cautiously and appropriately

Demonstrates awareness of and ability to manage counter-transference issues

Demonstrates awareness of the client-counselor process (e.g., attending to in-session interpersonal, power, cultural dynamics)

Demonstrates ability to respond effectively to clients in crisis

Demonstrates ability to handle multiple client obstacles in a therapeutic and constructive manner

Demonstrates ability to use the DSM V/ICD-10 classification system to provide diagnostic information

Demonstrates ability to construct appropriate theoretical conceptualizations of clients issues

Demonstrates ability to use assessment tools that are appropriate for the client, their culture, and the context

Demonstrates ability to interpret assessment information in a manner that considers the client's background and cultural factors

Demonstrates ability to select and use interventions that are appropriate for the client's background and culture

Demonstrates ability to incorporate environmental factors in case conceptualization, treatment planning, and intervention

Demonstrates ability to engage clients in discussion about multicultural issues

Demonstrates a strengths-based

orientation that also considers wellness and prevention in case conceptualization, treatment planning, and intervention

Demonstrates knowledge of substance abuse assessment and treatment.

Demonstrates ability to work effectively with other systems of care and service providers including the legal system (referrals, consultation, collaboration)

Demonstrates advocacy skills at the client, community, and/or system level

Demonstrates ability to promotes client self-advocacy

Demonstrates ability to perform case management

Demonstrates ability to perform client outreach activities

### 11. Advanced Counseling Skills (Cont:)

Not Passig	Approaching Expectations	Meets Expectations	Exceeds Expectations	Unable to Access
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Demonstrates ability to lead or co-lead groups.

### 12. Specialization:

### 13. Career Counseling Specialization

Not Passing	Approachin g Expectation s	Meets Expectatio ns	Exceed Expectatio ns	Unable to Assess
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Demonstrates ability to conduct career assessments

Facilitates client exploration and decision-making regarding career and educational planning

Demonstrates ability to teach counseling-related courses and workshops

Demonstrates ability to appropriately guide clients around school/college policies and regulations

Demonstrates ability to assist clients in preparing for internship/job search (e.g., self-statements, resumes/cover letters, interview preparation)

Demonstrates ability to identify,

acquire, and evaluate career-related resources relevant for culturally diverse populations

14.College Counseling Specialization: Required to answer. Likert.

Not Passing	Approachin g Expectation s	Meets Expectatio ns	Exceed Expectatio ns	Unable to Assess
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Demonstrates use of effective strategies that promote academic, social and career success for students in higher education settings

Demonstrates ability to appropriately guide students in higher education around college policies and regulations

Demonstrates ability to facilitate student exploration and decision-making regarding courses/majors

Employs interventions that address the broad range of mental health issues for students in higher education settings

Collaborates with the higher education community to develop programs and services for students in higher education settings

Demonstrates the use of strategies to promote equity in student achievement and access to the workforce

Demonstrates ability to teach counseling-related workshops and courses within the college setting

Demonstrates ability to assist students in preparing for internship/job search (e.g., self-statements, resumes/cover letters, interview preparation)

15.Clinical Mental Health Counseling Specialization

Not Passing	Approachi ng Expectatio ns	Meets Expectati ons	Exceed Expectati ons	Unable to Assess
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Demonstrates ability to gather client background information including biopsychosocial, vocational, educational, and cultural information

Exhibits knowledge of the functional and environmental aspects health and mental health impairments

Identifies and facilitates appropriate personal and environmental supports (accommodations, assistive technology, modifications) for clients with disabilities

Develops vocational and/or educational plans and goals in collaboration with client

Demonstrates knowledge of the Americans with Disabilities Act Amended (ADAAA), the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act of 1973 (Sections 501, 503, 504, 508)

Demonstrates techniques and interventions for prevention and treatment of a broad range of mental health issues including those with dual diagnosis

Demonstrates ability to respond appropriately to clients with trauma histories

Assists clients in navigating their service delivery systems

Assists clients in gaining health and mental health literacy skills

Demonstrates knowledge and application of the mental health recovery model

Demonstrates basic knowledge of psychopharmacology and their side effects

#### 16. Marriage, Family and Child Counseling (MFT):

Not Passing	Approaching Expectations	Meets Expectations	Exceeds Expectations	Unable to Assess
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Demonstrates ability to gather client background information including biopsychosocial, mental health, and cultural information

Demonstrates ability to assess, evaluate and implement interventions for children, couples, and families from a systems perspective.

Demonstrates ability to employ techniques and interventions for the prevention and treatment of a broad range of mental health issues for children, couples and families.

Demonstrates ability to respond appropriately to clients with trauma histories.

Demonstrates basic knowledge

of psychopharmacology and their side effects

17.School:Required to answer. Likert.

	Not Passing	Approaching Expectations	Meets Expectations	Exceed Expectations	Unable to Assess
Demonstrates knowledge of developmental issues associated with K-12 aged students					
Demonstrates knowledge of developmentally appropriate counseling interventions and assessment tools for K-12 aged students					
Demonstrates use of counseling interventions and strategies that promote academic and social development in K-12 school settings					
Demonstrates the ability to assist k-12 students with getting the educational supports needed to be successful in the classroom.					
Demonstrates ability to facilitate school and postsecondary transitions among K-12 aged students					
Demonstrates strategies that promote college and career readiness for K-12 aged students					
Demonstrates ability to work with parents, teachers and other school personnel to foster collaboration and teamwork					
Demonstrates ability to understand the connections between social, familial, emotional and behavioral problems and academic achievement					
Demonstrates the use of strategies to promote equity in student achievement and college access					
Demonstrates ability to identify and intervene around bullying related issues for K-12 aged students.					
Demonstrates ability to identify signs of abuse and neglect for k-12 aged students.					

Demonstrates ability to respond appropriately to k-12 students with trauma histories.

Demonstrates ability to design and facilitate interventions for at-risk youth

Demonstrates ability to provide developmentally appropriate substance abuse interventions and assessments.

Demonstrates ability to counseling-related workshops and courses

Demonstrates ability to guide students regarding school policies and regulations

### 18. Gerontological Counseling Specialization

Not Passing	Approaching Expectations	Meets Expectations	Exceeds Expectations	Unable to Assess
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Demonstrates knowledge of the functional and environmental aspects of aging related physical and mental health impairments.

Demonstrates ability to identify and facilitate appropriate personal and environmental supports (accommodations, assistive technology, modifications) for older adults.

Demonstrates ability to employ counseling interventions appropriate for older adults.

Demonstrates knowledge of end of life issues.

Demonstrates ability to facilitate social support for older adults.

### 19. Overall Rating

Not Passing	Approaching Expectations	Meets Expectations	Exceeds Expectations	Unable to Assess
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Please provide your overall evaluation of the student's professional, personal, counseling and specialization skills and behaviors at this point in time.

20. We value any additional comments you may have. Please provide narrative comments here.





# Appendix 14: MFCC Licensure Information

## **Licensure Information for Students in MFCC Specialization**

During the course of your training and prior to graduating, you may accumulate hours of supervised field experience. However, you can only begin to count these hours toward licensure (3000 supervised clinical hours) only after successful completion of 12 units of credit in the program. The Department of Counseling must monitor pre-graduation hours and must approve placements based on required standards and the appropriateness of the placement for traineeship. In order to satisfy requirements for monitoring of these hours, students must complete the weekly summary of hours of experience forms that can be directly downloaded from the Department's website. These forms must be kept by the student and produced at any time they are requested. It is important for students to understand that they are responsible for completing, maintaining, and keeping all records that the BBS will ask you to present when you apply for licensure.

The Department of Counseling will also monitor fieldwork hours accumulated toward the 840 hours required for graduation in the Master's degree program. While these hours may appear the same as those accumulated for licensure, they should be logged separately. The Department of Counseling is most concerned with traineeship hours required to complete the degree program. To satisfy requirements for graduation, students are required to keep a record of the Department's Traineeship Log forms and fulfill all of the Department of Counseling academic and traineeship requirements. The Department of Counseling will keep and maintain a record of your log forms and your traineeship hours. Please note that the department will not keep a record of hours for the BBS.

To stay informed of the changes and current state of BBS licensing requirements, forms, and process, it is recommended that you join the California Association of Marriage and Family Therapists (CAMFT), and familiarize yourself with the BBS website at <http://www.bbs.ca.gov>.

# Appendix 15: LPCC Licensure Information

## Licensure Information for Students Seeking LPCC

For students who want to become a California Licensed Professional Clinical Counselor (LPCC), you must be in the CMHC program (as counseling specialization or emphasis). If you are not in the CMHC program as either a specialization or emphasis at the start of their program, you will need to apply for an emphasis in CMHC using the Application for Addition or Deletion of Emphasis form, which can be downloaded from the Department’s website. The application must be submitted in October or February of the academic year. The CMHC faculty will determine if the application will be approved typically within a month after the form is submitted.

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

Specialization	Emphasis	Course #	Course Title
<b>Career</b>	CMHC	704	Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability
		737	Psychopharmacology
		870	Professional Issues, Clinical Case Management & Systems of Care
<b>College</b>	CMHC	704	Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability
		737	Psychopharmacology
		870	Professional Issues, Clinical Case Management & Systems of Care
<b>Gerontological</b>	CMHC	704	Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability
		737	Psychopharmacology
		870	Professional Issues, Clinical Case Management & Systems of Care
<b>MFT</b>	CMHC	704	Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability
		737	Psychopharmacology
		741	Crisis Counseling
		870	Professional Issues, Clinical Case Management & Systems of Care
<b>School</b>	CMHC	704	Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability
		737	Psychopharmacology

		*738	*Addictions (if was not taken as elective)
		870	Professional Issues, Clinical Case Management & Systems of Care

Reminder: Trainees are not permitted to count any pre-degree experience towards the 3,000 hours, including the 500 supervised hours treating couples and families, required for licensure. All 3000 hours must be accrued post-graduation. (BBS Statutes & Regulation 1850.2.(b): <https://www.bbs.ca.gov/pdf/publications/lawsregs.pdf>, 2021, p.180).

The BBS allows LPCCs to treat couples and families provided that additional educational course requirement AND 500 supervised hours of treating couples and families (by a qualified supervisor such as LPCC, LMFT, Licensed Social Worker, Licensed Psychologist, or a Licensed Physician Board-Certified in Psychiatry) requirement are fulfilled.

The BBS allows for the couples and families coursework (COUN 858 & COUN 860) taken during the degree program be counted for fulfilling LPCC educational requirement for treating couples and families, and before accruing 500 supervised hours of treating couples and families (BBS Statute Amendment 1820.5).

“A Professional Clinical Counseling Student/Trainee is permitted to treat couples and families as part of their supervised practicum experience [i.e., before graduation], but may not count that experience toward the 500 hours required to assess couples and families.” For the 500 hours to qualify for meeting LPCC supervised hour requirements to treat couples, families, and/or children, “... you must be an Associate Professional Clinical Counselor (APCC) or a licensed LPCC [i.e., post-graduation] while gaining the experience” (BBS LPCC Couples and Families Requirements and Application Process: Frequently Asked Questions: [https://www.bbs.ca.gov/pdf/publications/lpcc\\_couple-fam\\_faq.pdf](https://www.bbs.ca.gov/pdf/publications/lpcc_couple-fam_faq.pdf), 2020). While it is advisable for CMHC students to complete the six units of couple and family counseling coursework during the degree program, this is not a requirement for LPCC licensure.

LPCC’s must obtain written confirmation from the BBS of meeting the requirements to treat couples, families or children and supervise LPCCs/MFTs who are working with couples, families and children. The BBS requires LPCC’s to provide clients and supervisees prior to commencing treatment/supervision (California Business & Professions Code 4999.20(a)(3), 4980.03(g)). Upon receipt of this verification, there is no restriction for LPCCs to assess and treat children.

Once a CMHC student graduates, the counselor applies to the BBS to register as an Associate Professional Clinical Counselor (APCC) which positions them to earn 3,000 supervised hours over a minimum of two years and a maximum of six years toward licensure. Applicants will have one year, from the date of their letter of deficiencies, to complete any education deficiencies outlined by the BBS. All education requirements must be completed before the intern number can be assigned. The LPCC Law & Ethics Exam is taken in the first year of post graduate internship and the National Clinical Mental Health Counselor Exam is taken when all 3,000 supervised hours are complete. An exam must be attempted at least once a year until all have been passed. This process can take several years, since applicants will have one year to complete the application, one year to complete deficiencies after Board notification, one year to complete each exam and up to six years to complete the 3,000 supervised hours.

Counselors licensed in other states, who are applying for the LPCC in California, may have already met these requirements, so their path to licensure will be expedited. Please access CALPCC website <https://calpcc.org> for the following information:

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

# Appendix 16: Contingency Adjust for COVID-19

## Contingency Adjustment of Requirements During COVID-19 & Telehealth Practice\*

\*To be used in case of emergency.

### **Contingency Adjustment of Traineeship Requirements During COVID-19 & Telehealth Practice (August 2021)**

COVID-19 and the use of telehealth and remote communications has presented potential challenges to fulfill the regular training hour requirements for practicum and internship. Faculty in the Department of Counseling have agreed to provide the following adjustment to training requirements, which apply to: (a) students enrolled in practicum and internship that begins in Fall 2020, (b) traineeship continues to be conducted via telehealth and remote communications or hybrid variations, and (c) COVID-19 necessitates remote operations of traineeship activities. Faculty will determine when regular training requirements will resume and when the pandemic and telehealth practice do not pose significant constraint to obtain training hours.

### **Recordings of Placement Cases for Supervision & Coaching**

Use of recording in supervision and coaching is part of CACREP requirements in professional practice training. Students typically present recordings of two cases from your placement's caseload to faculty instructor in COUN 736, COUN 890, and COUN 891 for skill coaching and case conceptualization. Given the potential challenges of confidentiality, and upon consultation with placement agency's supervisor and trainee, faculty instructor will determine the feasibility of recordings and, if necessary, adjust the requirements without compromising trainee's learning experience.

### **Direct Hours & Total Hours**

In both the Fall and Spring semesters, students record hours using Trainee Logs developed to reflect contingency adjustment of hours requirements. All students need to accrue 280 direct contact hours and an adjusted minimum of 700 total hours from COUN 705, COUN 736, COUN 890, and COUN 891. The contingency adjustment allows students to use combined hours across the semesters to fulfill traineeship requirements, and to carry over excess hours accrued in Fall semester to Spring semester, and in previous internship to the next internship. In spite of the adjustment, all students should strive to meet the minimum hours required for the respective semesters. Students in COUN 705 (first-semester practicum) should strive to fulfill the 40 direct contact hour requirement by the end of Fall semester since this is a CACREP requirement.

### **Group Counseling Hours**

“In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group”. (CACREP 2016 Accreditation Standards). Because this is a CACREP requirement and CACREP does not specify the

number of hours to co-lead or lead a group, the Department of Counseling will be flexible on number of group sessions for those students currently in internship and completing 891 in Spring 2020 or Spring 2021. Refer to details in Appendix 13 for the respective specializations.

**Contingency Adjustments for Minimum Internship Hours Requirements in Response to COVID-19 & Telehealth Practice (August 2021)**

Due to the impact of the pandemic on internship sites, the Department of Counseling has adjusted the required number of internship hours for students completing internship during semesters that are affected. This is a temporary adjustment and hours will return to their original requirements when the pandemic no longer interferes with internship sites.

The intern’s commitment to their internship site (i.e., agreement regarding hours) should be honored first and foremost. If there is a problem the students should work with their supervisor and internship instructor.

**Requirements**

**CACREP** Requires a minimum of 700 hours in one’s specialty (of which 280 must be direct contact hours); **PPS** requires 700 hours in school counseling.

**Group hours: 10 hours in class** (completed within Coun 811) + **additional group hours**

**Hours Requirements by Specialization and Emphasis**

**Minimum hours (blue) for students who are enrolled in Practicum and Internship during 2019-2020 and/or 2020-2021 academic year.** (Pre and post Covid requirements in parentheses)

Specialization/ emphasis	Specialization Direct hours	Specialization Overall hours	Emphasis direct hours	Emphasis Overall hours	Adjusted Minimum Total (if emphasis, total may be higher)
Career	280 (280)	700 (840)	160 (180)	360 (480)	700
CMHC (1 year in mental health focus)	280 (280)	700 (840)	160 (240)	360 (480)	700
College (must be 1 year in college setting)	280 (280)	700 (840)	160 (180)	360 (480)	700
Gerontology	280 (280)	700 (840)	160 (180)	360 (480)	700
MFT	280 (280)	700 (840)	NA	NA	700
School (2 different levels)	280 (280)	700 (840)	160 (180)	700 (600*)	700

\* PPS requires 700 hours

**Options/alternatives for hours (what counts?)**

The options for providing direct client hours and indirect hours must be arranged with your

supervisor and your field site. In terms of the requirements of the Department and CACREP, the following are some ideas you can share with your supervisor. We are continuing to advocate with CACREP for more flexibility in terms of what can count as direct client hours and will update you if anything changes.

Currently, the following are some ideas of activities that may be done remotely to accrue direct and indirect client hours.

One hour of weekly supervision must continue throughout the spring semester in order to accrue hours.

<b>Specialization</b>	<b>Direct Hours</b>	<b>Indirect Hours</b>
	(If available through your field site with supervisor's permission)	(If available through your field site with supervisor's permission)
Career	Online workshops, classes, distance counseling; checking in with former student-clients by phone or video; taking over the supervision and training of peer (undergrad) counselors/advisors or student workers on their internship sites; substantive follow-up emails with established student-clients	Preparing workshops, packets, materials and resources; research and writing blogs on job search, interviews, etc. in this current transition to the online world
CMHC	Telehealth or distance counseling, writing termination letters, outreach to clients via phone, text, email as approved by the site.	Training regarding telehealth and other training options. Catching up on documentation (as approved by the site), compiling resources for clients.
College	Online workshops, classes, distance counseling; checking in with former student-clients by phone or video; taking over the supervision and training of peer (undergrad) counselors/advisors or student workers on their internship sites; substantive follow-up emails with established student-clients; producing and disseminating webinars, online activities, etc.	Preparing workshops, packets, materials and resources, supervision, training, blogs etc., research related to your internship, documentation.
MFT	Telehealth or distance counseling, online groups, Client centered advocacy [BBS defines this as researching, identifying, and accessing resources, or other activities, related to obtaining or providing services and supports for clients or groups of clients receiving psychotherapy or counseling services]	Training, online/distance supervision, catching up on case notes, any didactic training options approved by your site.
School	As deemed appropriate by site supervisors: Contacting caregivers to provide resources	Counseling curriculum development; small group planning; data



during shutdown; online workshops, classes, tutoring, and distance counseling as deemed appropriate by site supervisors; online/telephone caregiver consultation; online/telephone teacher consultation.	management; community resource list development; professional development (e.g., ASCA or CASC online modules); best/EBP research to support specific student needs; re-entry planning; supervision, training.
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