

STUDENT ADVISING HANDBOOK

*DEPARTMENT OF COUNSELING
COLLEGE OF HEALTH AND SOCIAL SCIENCES*

*ACADEMIC YEAR: 2023-2024
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Welcome and Overview of the Student Advising Handbook

Students entering the program bring a wealth of experience and expertise including lived experience and professional backgrounds. The process of understanding how these experiences contribute to, and are transformed, throughout the coursework and internships is a complex, dynamic and growth filled process.

What We Bring Personally and Professionally

We all bring our lived experiences, the lessons taught to us by our families and our communities, our experience interpersonally and societally reflecting on our cultural identities, experiences of oppression, power and privilege, professional and educational experiences, and our commitment, passions and values. As educators, we aspire to honor those experiences and facilitate the development of a professional identity as a counselor and the responsibility of the counseling role as well as the knowledge developed through research and practice. As educators, we are also growing and learning about how to help our profession evolve, how to take the important body of knowledge gained through research and scholarship and understand how that is relevant to changing communities. We are evolving as educators and are committed to deep reflection and recognize that we continue to be a work in progress.

We welcome you to the journey toward becoming a multiculturally effective professional counselor and advocate with us at the Department of Counseling (DoC) in the College of Health & Social Sciences (CHSS) at San Francisco State University. Meeting the counseling needs of our communities requires understanding, patience, and risk taking. It is our hope that as you develop your skills in the helping relationship you will also deepen your empathy for the human condition and grow in your awareness of yourself and self in relation as well as develop the skills and knowledge to address challenges facing our clients and communities.

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

Growing Together as Community

As we work together during your time as a student in the program, and even later as alumni of the program, one of the strongest and most powerful experiences can be growing together as a community. Growing is often not an easy process nor is it ever really complete. Rather, growth is a dynamic, multi-faceted and often challenging process. We believe that our DoC community is made up of students, faculty, staff, the university, our professional community, our alumni, and our local community. We acknowledge that building a community requires effort on everyone's part. We share this Handbook with you to help in this partnership.

Your faculty advisor is your primary support and guide. Their role is to facilitate you in successfully navigating the program. They are also a central support person for you for any difficulties you have while you're in the program. Either they can help directly, or they can get you to the right person to help. Be sure to get to know them and reach out early. It is usually easiest to reach them and other faculty members by email. You can also call their office phone number during their office hours (see Faculty Page of our website).

About the Student Advising Handbook



This Handbook is designed to share with you information to help you navigate the program, expectations, and requirements. In addition, we hope it will clarify our roles and responsibilities as faculty and administrators of the training program, and your roles and responsibilities as a student and trainee. We have summarized many of the policies and regulations for our programs, procedures, resources, course requirements and recommended course sequences, and academic requirements.



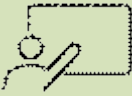
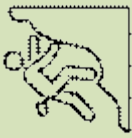




While the general requirements are not likely to change much during the time you are here, there are often procedural changes and there will be calendar deadlines. Here's what to do to be informed:


- **Please read this Handbook carefully.** We suggest that you start by looking at the index to familiarize yourself with the structure of the Handbook and that you use the index to locate pertinent information throughout your time in the program. There are links embedded in the Handbook to help you access more details. Some links are short cuts to other parts of the Handbook, some links take you to MS Teams DoC resources (these require you to be logged into your SFSU MS Teams), other links simply take you to webpages that contain helpful information.
- **Make sure to check your SFSU email and your SFSU MS Teams account regularly.** Changes in requirements, deadlines, and important announcements will be posted on Teams and SF State email through the department listserv (coun-l@sfsu.edu). In MS Teams, you will want to be familiar with **DoC Announcements** (important information from the department) and **DoC Dashboard** (department resources).
- **Download the *San Francisco State University Bulletin*** for the year you began the program and keep a copy in your records (go to <https://bulletin.sfsu.edu>). Also take a look at the [Student Handbook from Graduate Studies](#) for important information about university policies and resources.

Your faculty advisor and instructors partner with you throughout the program. Part of your responsibility in that partnership is to reach out to us. **You are still responsible for accessing and knowing the information contained in these publications as well as keeping up to date regarding deadlines and ongoing requirements.**

Below is a brief overview of each section of this Handbook and what it offers you:

Section of the Handbook		Purpose of the Section and What it Offers
	WELCOME Welcome and Overview	Introduction to the program and how it is related to accreditation and licensure. This section also summarizes what you can expect of us and what we expect of you as you begin the program.
Building Blocks for your Roadmap	 Degree Programs, Specializations and Emphases	Gives you an overview of each of the Specializations and how they relate to the degrees and emphases in the program.
	 Course Planning and	Information about your Specialization and how an Emphasis and Specialization work together in terms of course requirements. We also describe how advising works in the program and what to consider when deciding how many units are right for you each semester. Finally,

	<u>Building a Roadmap</u>	we give some information to help you with the logistics of getting into classes.
	 <u>Practicum, Internships and Fieldwork</u>	The basics about the practicum and internship requirements for graduation. More specific information can be found in the Practicum/Internship Handbook in MS Teams.
Being a Part of the DoC Community	 <u>DoC Community</u>	An overview about academic expectations in the program as well as policies and resources. This section also describes how evaluation of students in a professional counseling training program includes assessment of clinical and professionalism. The DoC's rubric for professional dispositions and the ACA Code of Ethics are also provided.
	 <u>Academic and Professional Expectations</u>	An overview of where to get help in the DoC, the roles of faculty and staff, and student organizations. Recommendations for how to get help with a conflict, concern or complaint. Summary of professional counseling associations link students to the counseling profession beyond the DoC.
	 <u>Resources for Survival and Success</u>	Overview of wellness, financial and basic needs resources on campus for graduate students
How Things Work- The Basics	 <u>How Things Work</u>	This section describes the logistics of how things work in the DoC including communication platforms and where important announcements and information are posted (listservs, MS Teams, Canvas, etc.). This section also gives you a peek into how the schedule of classes is created in collaboration with students and faculty as well as how faculty are hired and evaluated.
	 <u>Graduation</u>	A basic overview of the process for preparing for graduation including where to find deadlines and paperwork outlined by Graduate Studies.
	 <u>FAQ</u>	A summary of frequently asked questions
		Detailed descriptions of all DoC courses including prerequisites.

	Course Descriptions	
	 Appendices	Important forms and where to find them. Examples of the Supervisor Evaluation (Practicum and Internship) and the Student Evaluation Process and Professional Disposition Assessment

About the Graduate Program in Counseling

The Graduate Program in Counseling includes three-degree programs that prepare students for one of six counseling specializations. Further, students have the option of choosing an additional area of emphasis. In this section, we will share the mission and vision of the program, review the program objectives and learning goals, as well as discuss accreditation, licensure and certification associated with our program.

Counseling Graduate Program Mission and Vision

Our mission statement was created to reflect our values as a program and to set our aspirations and goals for what we are committed to working toward.

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

Our Departmental Vision

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

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

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

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

All counseling specializations (with the exception of Gerontological Counseling) are accredited by one or more national accrediting bodies including the Council for Accreditation of Counseling and Related Educational Programs (CACREP). School Counseling Specialization is accredited by the California Commission on Teacher Credentialing (CTC) and leads to Pupil Personnel School

Counseling (PPSC). The MFCC specialization leads to the license for Marriage and Family Therapist (LMFT) and the CMHC specialization and emphasis leads to the license for Professional Clinical Counselor (LPCC).

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

Program Objectives, Competencies and Learning Goals

Similar to all academic programs, the curriculum and requirements are guided by program and learning objectives. Because we are a professional counseling training program, these objectives are shaped by the field of counseling as defined by our accrediting bodies (CACREP and CCTC), licensing and credentialing agencies as well as the guidance of our alumni and professional counselors in our community. All of the courses that are required for the master's degree in counseling help you, and us, to meet those objectives. The Program Objectives outline what we strive for as a program whereas the learning goals and outcome measures are more directly related to course content.

The Department of Counseling programs are composed of general objectives and/or competencies considered necessary for the preparation of all professional counselors. These objectives are aligned with national and state accreditation standards (CACREP and CCTC) and state licensure (LMFT and LPCC). The Department of Counseling identifies Program Objectives and Program Learning Goals that (1) reflect current and cutting edge knowledge in counseling as well as projected needs of diverse communities for practice in a multicultural and pluralistic society; (2) systematically include perspectives of Department of Counseling faculty (full time and adjunct), students, alumni and community members; (3) address student learning objectives; and, (4) written so they are relevant to our diverse communities and measurable to assess the extent to which they are met.

Program Objectives:

1. The DoC will recruit and admit culturally and linguistically diverse students to reflect the approximate demographic composition of the Bay Area Community.
2. The DoC will enroll and retain culturally and linguistically diverse students using a fair and professionally relevant admissions process that includes attention to cultural diversity.
3. The DoC will work toward graduating 100% of all enrolled students and implement student support interventions when necessary.
4. The DoC will solicit input from students, faculty, alumni and community members regarding the program's objectives and curriculum.

Learning Goals and Outcome Measures

Area	Learning Objective (From CACREP Self-Study)	Outcome (from KPIs)
Human Development	Students will apply concepts of development to counseling including physical, emotional, social, cultural, personality, and cognitive aspects of development. Class also explores sexual and racial identity development along with career development and contemporary issues in human development.	Students will demonstrate their understanding of these concepts in an in-depth final paper and completion of knowledge assessment tests.
	Students will distinguish abnormal development, including behavior disorders and substance abuse. Students will also consider typical and divergent developmental experiences.	Students will demonstrate this understanding through course exams and other forms of knowledge assessment.
Theoretical Framework	Students will distinguish historic and contemporary theories of counseling and apply them to cases from practice	Students will demonstrate this through process notes and case conceptualization.

Counseling Interventions and Skills	Students will acquire and demonstrate basic individual counseling skills through practice	Students will record and analyze counseling skills and interventions through process notes and individual meetings with instructors.
	Students will apply knowledge of group dynamics and group counseling skills	Students will demonstrate knowledge and skill through deconstruction of group counseling experience.
Socio-cultural Factors	Students will develop self- understanding and a social justice-oriented counseling framework that integrates attention to cultural and sociopolitical contexts for individual clients, their families and communities including diversity related to various cultural, economic, ethnicity, disability, gender, sexuality, age, immigration, religion/spirituality, and lifestyle.	Students will demonstrate this understanding and application through written self-analysis, case analysis in process notes, and in their culminating experience project.
Career Development	Students will apply career theories to a range of counseling cases relevant to the settings in which they plan to work.	Students will articulate their application through a theory based scholarly paper.
	Students will analyze assessment data and hypothesize the relationship between data gained through career assessment tools and case material and apply that to career and life decisions and challenges.	Students will demonstrate this knowledge and skill through a career assessment report
Assessment, Evaluation, and Research	Students will apply a working knowledge of assessment tools to practice as a counselor.	Students will complete an analysis and interpretation of a range of assessment instruments and describe appropriate applications in counseling including attention to cultural relevance of assessment.
	Students will critically use research to maintain currency and cultural relevance in their practice and work.	Students will integrate research findings into literature reviews as well as a grant proposal.
Professional Development	Students will articulate the professional role of a counselor including individual and systemic interventions including use of community resources, knowledge of cultures of the various types of agencies	Students will develop a professional identity statement in relation to their practice as a

	that serve the public, and advocacy as a counseling professional.	counselor.
	Students will distinguish and apply knowledge of legal directives and ethical standards specific to the field of counseling generally as well as specialization specific standards	Students will demonstrate their understanding of legal directives and ethical standards through writing and examination. Data from Fieldwork Supervisors will provide independent assessment of student's understanding of ethical and legal directives.

Accreditation, Licensure and Credentials

Accreditation

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the following programs in the Department of Counseling at San Francisco State University through October 31, 2027: Career Counseling (M.S.); Clinical Mental Health Counseling (M.S.); College Counseling and Student Affairs (M.S.); Marriage, Couple, and Family Counseling (M.S.) and School Counseling (M.S.). The Pupil Personnel Services Credential program in School Counseling is also accredited by the California Commission on Teacher Credentialing (CTC).

Licensure and Credentials

The Board of Behavioral Sciences (BBS) is the state licensing body for Marriage and Family Therapy (LMFT) and Professional Clinical Counseling (LPCC).

Licensure to practice as a [Licensed Marriage and Family Therapist \(LMFT\)](#) in California is administered and regulated by the California Board of Behavioral Sciences (BBS). The MFCC Specialization in the Graduate Program in Counseling at SF State University meets all the educational requirements for LMFT as delineated by BBS. Students in the MFCC Specialization are responsible to familiarize themselves with the regulations and guidelines as well as their responsibilities outlined by the BBS prior to beginning internship. Students can also reach out to their faculty advisor or internship coordinator for guidance if needed.

Students enrolled in the CMHC program as a specialization or emphasis are in a fully aligned [Licensed Professional Clinical Counseling \(LPCC\)](#) program that specifically positions them to obtain their [LPCC](#). Our curriculum is aligned with the [Board of Behavioral Health \(BBS\)](#) requirements for the LPCC. Students in the CMHC Specialization and Emphasis are responsible to familiarize themselves with the regulations and guidelines as well as their responsibilities outlined by the BBS prior to beginning internship. Students can also reach out to their faculty advisor or internship coordinator for guidance if needed.

In both the MFCC and CMHC Specializations, once the degree has been posted, graduates must register with BBS as Associates and accrue supervised field experience as well as sit for licensure exams in order to be licensed. Students are responsible to ensure that all BBS and licensure related paperwork (i.e. hours logs, supervision agreements) are filled out appropriately throughout the program.

In addition to licensure, several credentials are available to graduates including the [Pupil Personnel Services \(PPSC\)](#) credential (for School Counseling Specialization students) as well as the [Certified Rehabilitation Counseling](#) (for CMHC Specialization students). Graduates of all Specializations are eligible to sit for the National Board of Certified Counselors examination (NCE).

What You Can Expect from Us and What We Expect from You

Undoubtedly, you had expectations and assumptions about what the experience would be like when you applied to, and entered, this program. As a graduate student, and developing counseling professional, you most likely have some very definite ideas about what you are hoping to learn, the skills you hope to develop, and the relationships you would build. In addition, we have expectations of you. Some of these are shaped by our experience as counselors and as educators. Other expectations are shaped by university policies.

What You Can Expect from Us

Teaching and Learning

We will do our best to:

- Engage in ongoing research, writing, and community work that is relevant to our mission statement and values
- Seek to continually reflect on our teaching, our pedagogy, and the experience of students and toward improvement where necessary
- Provide accommodations for students with disabilities in courses
- Consider how sociopolitical context influences us as educators, the program, the profession and the field
- Recognize the diversity of experience, skill, and knowledge students bring and attempt to facilitate the growth of all students
- Acknowledge students' strengths and lived experience
- Work to facilitate positive fieldwork experiences for students in developing as professional counselors
- Be open to receiving feedback and having difficult discussions
- Make our department, courses, and communities accessible to everyone
- Work toward a “brave” space in class and in the program (“brave” meaning an environment where students can feel challenged respectfully and take risks; for more info see [What is a Brave Space](#))

Program/Department Level

We will do our best to:

- Seek to continually reflect on our program, our pedagogy, and the experience of students and toward improvement where necessary
- Take a collaborative approach to building the class schedule
- Provide opportunities for feedback regarding classes as well as the program
- Hire and retain faculty who are committed to cultural relevance, professional expertise, and continual improvement
- Uphold nondiscrimination policies and practices as outlined by CSU, State and Federal legislation as well as our guiding principles and values as a counselor education program including:
 - Nondiscrimination on the basis of gender (or sex), gender (including transgender) identity, gender expression or sexual orientation (Federal and state laws, including Title IX of the Education Amendments of 1972)
 - Nondiscrimination on the basis of disability (CSU Executive Order 1097; Federal and state

laws [504 & 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act])

- Nondiscrimination on the basis of age, genetic information, marital status, medical condition, nationality, race or ethnicity (including color and ancestry), religion (or religious creed), and veteran or military status (CSU Executive Order 1097– in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act)
- Help resolve concerns or complaints in a fair and timely manner

Community Relations

We will do our best to:

- Maintain positive relationships with alumni and the counseling community
- Advocate at the university level for our students and for the program at a state and national level
- Advocate for social justice in the community and nationally; collaborating with communities that are most affected
- Aware of the impact of our actions at community and national levels on global justice.

Professional Engagement

We will do our best to:

- Maintain our standing as a nationally accredited program and our relationship to licensure and accreditation bodies including making sure that the program meets licensure and credentialing standards
- Engage in relevant counseling related research and scholarship and share that through publications and presentations as well as integrate this into our courses and program
- Engage in actions toward evolving the profession of counseling to better reflect an anti-oppression lens in scholarship, accreditation and professional standards and practice
- Engage in leadership and change making in various professional organizations, accreditation processes, and other spaces whenever possible to represent our diverse voices and needs in the profession

What We Expect from You

That you will do your best to:

- Communicate regularly with advisors and faculty
- Embrace a stance of curiosity, respect, compassion, and humility to hear other's perspectives
- Reach out to faculty and campus resources if you need more support or have concerns
- Be willing to bring attention to incidents of bias, discrimination, and/or hostility that you may experience or observe in class, in internship or in the program more broadly; know that as instructors, we may not always be aware that the incident occurred or how it impacts individual students
- Be willing to engage in debriefing difficult conversations and tolerate some discomfort as a part of the growth experience
- Be open to receiving constructive feedback from faculty and peers
- Ask questions and proactively engage in discussions with faculty until you reach clarity on any course, professional behavior, or other learning expectations
- Complete assignments and course expectations in a timely manner, come prepared to class in accordance with attendance policies, and communicate with your instructor if any

concerns or barriers

- Remember that faculty are lifelong learners and committed to their development with constructive feedback
- Communicate your disability related access needs as soon as possible to faculty as well as engage with [Disability Programs and Resource Center](#)
- Check your SFSU email regularly for announcements regarding important deadlines and requirements from the department as well as events
- Review this Student Handbook and adhere to the policies outlined here. If there are departmental policies that you believe need to be revisited or changed, reach out to your Faculty Advisor or the Department Chair
- Become familiar with, and adhere to, department and university policies around academic integrity, professionalism and professional readiness behavior expectations, scope of practice as a student, and the [ACA Code of Ethics](#) that applies to counseling students as well as faculty (described in the Handbook section: [Academic and Professional Expectations](#)); when clarity is needed around any of the above, seek out guidance from your faculty advisor
- Maintain a 3.0 GPA (per university requirement for graduate students; see section on [Grade Requirements and Probation](#)) and receive a B grade or higher in practicum and internship classes and a B- or higher in all other graded classes. Reach out to your faculty advisor and/or instructors if you have concerns about this.
- Take responsibility for, follow up, and/or submit any forms or requirements related to the DoC, SF State, or licensure or accreditation bodies in a timely manner including internship forms, graduation forms, advising forms, etc. If you are uncertain, reach out to your faculty advisor or the appropriate coordinator. Some forms are entirely the responsibility of students to ensure they are completed accurately and submitted on time (e.g., BBS forms).
- Review the self-care, community-care and other wellness resources that are provided in syllabi, MS Teams DoC Dashboard, SFSU websites, virtual course spaces, the Handbook, and other resources to monitor the impact of graduate study work and other work on your overall well-being. **Reach out for help when you need support.**

Degree Programs, Specializations, and Optional Emphases



This section provides you with an overview of our degrees, specializations and emphases. Each Specialization has its own section that provides you with a more thorough introduction to the Specialization and information to help you map out your course plan.

For emphases, you will need to add the courses required for that emphasis (course requirements are the same as if you were taking it as a specialization) and you will also have internship hours to complete for the emphasis. We will guide you through choosing your courses in a later section of this Handbook ("Course Planning and Building a Roadmap") and we encourage you to work closely with your faculty advisor as well.

Degree Objectives and Specializations

When students apply to the program, they must identify the Degree and Specialization they want to study and may also identify an additional area for Emphasis. The following pages provide a brief overview of the degrees, specializations, and emphases. Later in this Handbook, we provide specific information about course requirements and recommendations for the order in which to take the courses (sequencing). We have also included a worksheet that students can use to plan out and then update their courses and requirements.

Every student will have a degree objective and a specialization; some students will also have an emphasis. The degree objective is connected to the specialization and the emphasis (optional) is in addition to the degree and specialization. Taking on an emphasis requires additional courses and internship hours (see sections that follow for more information).

The Department of Counseling offers **three-degree objectives and six specializations**. These include:

- 1) Master of Science in Counseling with **Specializations in Career, College, Gerontological, and School Counseling** (MSC)
- 2) Master of Science in Counseling with a concentration in **Marriage, Family, and Child Counseling** (MFCC); (MSC-MFCC)
- 3) Master of Science in **Clinical Mental Health Counseling** (CMHC); (MS-CMHC)

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

Master of Science in Counseling

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

Specialization - Career Counseling Students who choose the Career Counseling specialization focus on counseling persons of all ages inclusive of career and work-related issues, in a wide range of settings such as colleges, universities, high schools, nonprofit

organizations, private career counseling practice and consultation, private industry and public agencies. Career counseling may emphasize job search or transition, mental health issues impacted by employment (or vice versa), exploration and finding a career path, or other issues where work, relationships and health interact.

Specialization – College Counseling Students who choose the College Counseling specialization focus on counseling in higher education settings such as community colleges and universities, both public and private. Counseling may include academic, career and personal counseling, mental health counseling, as well as teaching, outreach and student success and well-being.

Specialization – Gerontological Counseling Students who choose the Gerontological Counseling specialization focus on working with transitional issues of older adults and their families.

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

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

Specialization – MFCC The Master of Science in Counseling with a Concentration in Marriage, Family, and Child Counseling (also known as MFT) is a 60-unit degree aligned with the educational requirements to sit for the Marriage and Family Therapy (MFT) licensing examination in the State of California. Students choosing this degree option complete advanced coursework in human sexuality, child treatment, and couples, family, and child counseling. Students choosing this degree option work in many different mental health settings, wellness centers, youth, young adult and older adult programs, community and 4-year college settings, county, state, and federal agencies, as well as in private practice.

Master of Science in Clinical Mental Health Counseling

Specialization - CMHC The Master of Science in Clinical Mental Health Counseling is a 60-unit degree leading to the eligibility for obtaining the Professional Clinical Counselor License (LPCC). Students choosing this degree option complete advanced coursework in psychopharmacology, case management, crisis counseling and biopsychosocial aspects of health, behavioral health, aging and disability. Students choosing this degree option or emphasis work in many different community behavioral health settings, wellness centers, youth, young adult and older adult programs, community and 4-year college settings, county, state, and federal agencies, as well as in private practice. CMHC counselors work with people with a range of health and behavioral health conditions, at-risk and historically marginalized communities, and those living with dual diagnosis and multiple co-occurring conditions.

Optional Emphases recognized by the Department of Counseling

In addition to specializations, the department offers the opportunity for students to gain an additional expertise in one other area of counseling by adding an emphasis to their course of study. When applicants apply to the program, they can specify a desired emphasis. Sometimes students decide they would like to add an emphasis after they have started the program. In that case, students need to submit a request to add the emphasis using the request form found in MS Teams -> DoC Announcements -> Forms. If admitted to an emphasis, a student will complete additional coursework and appropriate field placement hours to meet requirements of the emphasis. The coursework for an emphasis is the same as what is required for that specialization (e.g., an emphasis in Career Counseling requires the same coursework as a specialization in Career Counseling) however, the number of internship hours required for an emphasis is less than for the specialization. Please refer to the Specialization Requirements pages in this Handbook for more specific

information.

An emphasis is designed to allow students specializing in one field to gain additional expertise in another field. It does not officially appear on students' transcripts but will be verified on the certificate the student receives from the Department once their degree is posted. Emphases are not recognized by our accreditation agency, CACREP. Students wishing to pursue an LPCC licensure path are required to have CMHC as an emphasis or specialization. Students will be allowed to have a maximum of two emphases in addition to their specialization. Only Career Counseling, CMHC, College Counseling, and Gerontological Counseling can be emphases (MFCC and School Counseling are not available as emphases).

Emphasis – Career Counseling. Students who choose an emphasis in Career Counseling are required to take specialization coursework (COUN 721 and 727) and may need to take certain core courses if not required by their specialization (e.g., Coun 738, 741, and one special expertise course [704, 716, 792, or 858]). In addition, they must complete 360 hours of supervised career counseling OR one year in a field placement in which career counseling is the primary focus (e.g., career center). This may be done as separate internship hours or within specialization internship that includes career counseling work and is approved by the Career Counseling Specialization Coordinator.

Emphasis – Clinical Mental Health Counseling. Students who choose an emphasis in Clinical Mental Health Counseling are required to take additional coursework (COUN 704, 737, 741, 870). Students must complete 360 hours of internship in a site that is approved by the CMHC Coordinator.

Emphasis – College Counseling Students who choose an emphasis in College Counseling are required to take additional coursework (COUN 792 and 793) and may need to take certain core courses if not required by their specialization (e.g., Coun 738, 741, and one special expertise course [704, 716, 721, or 858]), and must have 360 hours of field placement where college counseling is the focus. One year of internship must be providing college counseling in a college or university setting approved by the College Counseling Specialization Coordinator.

Emphasis – Gerontological Counseling Students who choose an emphasis in Gerontological Counseling are required to take two additional courses (COUN 704: Biopsychosocial Aspects of Health, Behavioral Health, Aging, & Disability and an approved course in GERO) and must have 360 hours in a setting where Gerontological counseling is the focus and is approved by the Gerontological Counseling Coordinator.

Adding an emphasis to a program of study typically requires more than two years of internship. For example, a combination of a specialization in School Counseling and an emphasis in College Counseling will mean that students need to have field placements in two of three school settings elementary, middle and/or high school, **and** one year in a college setting. This cannot be accomplished in two years. Another example: a combination of a specialization in Marriage Family Child Counseling and an emphasis in Career Counseling will mean that students will need to satisfy the field requirements for the MFT specialization and for the emphasis in Career Counseling. Some combinations of Specialization and Emphasis may not require a third year of internship as long as both Specialization and Emphasis hours can be met by internships that are approved by both the specialization and emphasis. It is important for students to meet with their Faculty Advisor and the Specialization Coordinator to ensure they understand the requirements of each of the areas of Specialization and the requirements of each Emphasis when adding programs of study.

Students completing an emphasis complete the specialization coursework and internship hours for that emphasis in addition to any core courses required by the emphasis that are not already required by the specialization.

Emphases and Licensure Notes

LMFT (Licensed Marriage and Family Therapist) - Students who wish to be eligible for the licensing examination for Marriage Family Therapist (LMFT) must graduate with a DEGREE in Marriage, Family, and Child Counseling (MSC-MFCC) (specialization in MFCC not an emphasis). They must also review the hours and exam requirements outlined by the Board of Behavioral Sciences (BBS). Students are responsible for understanding and ensuring requirements are met including hours and supervision requirements.

LPCC (Licensed Professional Clinical Counselor) - Students should review the post graduate hours and exams requirements at <http://calpcc.org/>. Students who wish to be eligible for the Licensed Professional Clinical Counselor (LPCC) can follow one of following paths:

1. be enrolled in the CMHC Specialization and degree (MS-CMHC); OR
2. be enrolled in one of the other Specializations (e.g., Career, College, MFT, School) and must be enrolled in an emphasis in CMHC.

NCC (National Certified Counselor) All students in our department are able to sit for the National Counseling Certification (NCC) exam. Please see the following links for more information: <http://www.nbcc.org> (NCC).

Career Counseling

Career Counseling Specialization Faculty and Program

FACULTY

[Rebecca Toporek](#), Ph.D. (Professor, Interim Coordinator); rtoporek@sfsu.edu

[Elif Balin](#), Ph.D. (Associate Professor); ebalin@sfsu.edu (sabbatical 2023-2024)

[Derrick Bines](#), Ph.D. (Assistant Professor); dbines@sfsu.edu

[Gil Perez](#), M.S., LPCC (Lecturer Faculty); perezgil@sfsu.edu

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The Career Counseling Specialization

The Career Counseling specialization and/or emphasis provides graduates with expertise in career counseling and programs for colleges, universities, high schools, private career counseling practice and consultation, private industry and public agencies. This specialization/emphasis blends expertise in career counseling with individual and group counseling as well as teaching and designing career and employment programs. The focus of career counseling includes counseling related to work choices, intra and interpersonal development and family dynamics. Issues such as work and family balance, career and life decisions and goals, workplace conflict, healthy workplace, job search strategies, burnout, and the emotional aspects of career change are covered in the curriculum. The Career Counseling specialization is active in using new advances in the field for a rapidly changing economy as well as partnering with the local community to contribute to bringing the most vulnerable of society into new opportunities for success.

Graduates who are interested in providing holistic career counseling and addressing the range of issues that affects clients' lives and work may be interested in working toward eligibility for Licensed Professional Clinical Counselor (LPCC) (see the end of this section for more details).

Fieldwork in Career Counseling

Students who identify Career Counseling as their Specialization must complete a minimum of 700 fieldwork hours (CACREP program certification requirement) focused on career counseling. One year must be in an internship in which career counseling is the main focus of the setting. For an emphasis in Career Counseling, students must complete 360 hours or one year in a setting in which career counseling is the primary focus (e.g., career center) providing career counseling under supervision. Students may combine the Career Specialization with other emphases in the department (or complete an emphasis in Career Counseling with a different specialization). In some cases, hours accrued in other specialization/emphases may also count as Career Counseling hours. See Career Counseling Coordinator for more information.

Career Counseling Knowledge, Skills and Competencies

Students who are preparing to work as career counselors will demonstrate the professional knowledge, skills, and practices necessary to help individuals address life challenges related to career decisions and demands within a familial, cultural, and environmental context. Career counselors may also facilitate clients in making major decisions regarding their life career plan, with a focus on the role of work and how that role interacts with other life roles. Further, career

counselors help clients develop the skills and knowledge necessary to pursue successful employment. Career counseling is a strength-based specialization emphasizing the individual's experiences and abilities.

The Career Counseling Program emphasizes:

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

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

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

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

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

- Make counseling culturally relevant to a wide range of clients' career planning needs.
- Design and deliver career development programs and materials for populations that have had limited access to career counseling and opportunities.
- Advocate for clients' career development and employment as well as removal of barriers.
- Consult with others to help them understand the unique needs/characteristics of multicultural and diverse populations with regards to career exploration, employment expectations, and economic/social issues.
- Explain, articulate, and advocate for the importance of career counseling, career development, life-work planning, and workforce planning to legislators, other policymakers and/or the general public.

Career assessment with individuals and groups is a central tool of career counselors. Students gain an understanding of assessment strategies for career development and career counseling

programs and how to choose appropriate career assessment tools and techniques. Ethical assessment includes awareness of bias in career assessment and interpretation as well as methods for increasing the cultural relevance of assessment. Specific skills in assessment include the ability to:

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

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

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

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

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

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

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

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

MASTER OF SCIENCE IN COUNSELING

Specialization: Career Counseling

Required Courses

Course	Description	Units
COUN 700	Theories of Counseling and Psychotherapy	3

COUN 702	Developmental Foundations for Counselors	3
COUN 703	Psychological Foundations for Counselors	3
COUN 705	Supervision and Coaching	3
COUN 706	Practicum and Counseling Process	3
COUN 715	Assessment in Counseling	3
COUN 720	Career Counseling	3
COUN 721	Applied Career Counseling	3
COUN 727	Advanced Career Counseling	3
COUN 736	Advanced Counseling Process and Internship	3
COUN 738	Addictions Counseling	3
COUN 741	Crisis Counseling	3
COUN 794	Seminar in Research	3
COUN 811	Group Counseling Process	3
COUN 833	Social and Cultural Foundations	3
COUN 857	Law and Ethics in Counseling	3
COUN 704, 716, 792 or 858	Choose 1 of these courses	3
COUN 890	Integrative Counseling and Internship	3
COUN 891	Case Studies and Internship	3
COUN 892	Culminating Experience	3
Minimum Total		60

Career Counseling Specialization with An Emphasis in.....

Emphasis	Additional courses	Additional Internship Requirements
College	792, 793	For a College Counseling emphasis, students must have 360 hours of supervised college counseling in a college or university setting
Gerontological Counseling	704, Gero course, 870	At least 1 year in Gerontological Counseling approved site (most likely would be 3 rd internship)
CMHC (LPCC track)	704, 737, 870,	At least 1 year in CMHC approved site (could be double counted if approved for both CMHC and career)
School Counseling	716, 717, 718	Two years of internship (each at a different level of K-12 [i.e. elementary, middle, high school]). Combination school/career internships are relatively rare so may require total of 4 years of internship for this combination. Minimum of 900 internship hours. Meet school specialization requirement for specific areas of practice-see School Specialization page)

MFCC is only available as Specialization and cannot be Emphasis

Recommended Electives:

COUN 859 Counseling Aspects of Sexuality

Other Specializations pursuing Career Counseling as an Emphasis: Requirements

Specialization	Additional courses for College Emphasis	Additional Fieldwork for a College Emphasis
College	721, 727	360 hours of career focused counseling as approved by Career Counseling Coordinator (may be double counted if approved for both career and college counseling)
CMHC	721, 727 & Special expertise class (can use 704)	360 hours of career focused counseling as approved by Career Counseling Coordinator (may be double counted if approved for both Career and CMHC counseling)
Gero	721, 727 & Special expertise class (can use 704)	360 hours of career focused counseling as approved by Career Counseling Coordinator (may be double counted if approved for both Career and Gerontological counseling)
MFCC	721, 727, 741 & Special expertise class (can use 858)	360 hours of career focused counseling as approved by Career Counseling Coordinator (may be double counted if approved for both Career and MFCC)
School	721, 727, 738 (if not taken for School requirements) & Special expertise class (can use 716)	360 hours of career focused counseling as approved by Career Counseling Coordinator (may be double counted if approved for both Career and School counseling)

Recommended Course Sequence: A Road Map

The recommended sequence of classes for the specialization in Career Counseling are outlined below as a 2-year sequence or 3-year sequence. If you choose to complete your degree in more than 3 years, be sure to work with your advisor to set up a multi-year sequence to fit your timeframe.

2 Year Sequence

(Students completing a Career Specialization AND another Emphasis are advised to take a 3 year plan and will need to integrate emphasis requirements into course sequence)

Year 1: Fall—15 units			Year 1: Spring—15 units		
Course	Units	Title	Course	Units	Title
COUN 833	3	Social/Cultural Foundations	COUN 700	3	Theories of Counseling
COUN 705	3	Supervision & Coaching	COUN 715	3	Assessment in Counseling

COUN 706 ^P	3	Practicum & Counseling Process	COUN 727 ^P	3	Advanced Career Counseling
COUN 720	3	Career Counseling	COUN 736 ^P	3	Advanced Counseling Process/ Internship
COUN 721 ^P	3	Applied Career Counseling	COUN 857	3	Law/Ethics in Counseling

Year 2: Fall—15 units			Year 2: Spring—15 units		
Course	Units	Title	Course	Units	Title
Choose 1 704, 716, 792 or 858 ^P	3	Special expertise course	COUN 738	3	Addictions Counseling
COUN 702	3	Developmental Foundations	COUN 741 ^P	3	Crisis Counseling
COUN 811 ^P	3	Group Counseling Process	COUN 703	3	Psychological Foundations
COUN 794	3	Seminar in Research	COUN 891 ^P	3	Case Studies/Internship
COUN 890 ^P	3	Integrative Counseling/ Internship	COUN 892 ^P	3	Culminating Experience

3 Year Sequence

Year 1: Fall—9 units			Year 1: Spring—9 units		
Course	Units	Title	Course	Units	Title
COUN 833	3	Social/Cultural Foundations	COUN 700	3	Theories of Counseling
COUN 720	3	Career Counseling	COUN 715	3	Assessment in Counseling
COUN 721 ^P	3	Applied Career Counseling	COUN 727 ^P	3	Advanced Career Counseling

Year 2: Fall—12 units			Year 2: Spring—12 units		
Course	Units	Title	Course	Units	Title
COUN 794	3	Research Methods	COUN 703	3	Psychological Foundations
COUN 702	3	Developmental Foundations	COUN 736 ^P	3	Advanced Counseling Process/ Internship
COUN 705	3	Group Counseling Process	COUN 738	3	Addictions Counseling
COUN 706 ^P	3	Practicum & Counseling Process	COUN 857	3	Law/Ethics in Counseling

Year 3: Fall—9 units			Year 3: Spring—9 units		
Course	Units	Title	Course	Units	Title
COUN 811 ^P	3	Group Counseling Process	COUN 741 ^P	3	Crisis Counseling

Choose 1 704, 716, 792, or 858 ^P	3	Special Expertise course	COUN 891 ^P	3	Case Studies/Internship
COUN 890 ^P	3	Integrative Counseling/ Internship	COUN 892 ^P	3	Culminating Experience

Licensed Professional Clinical Counselor (LPCC)

Legal Notification for Students

The Master of Science in Career Counseling with an emphasis in CMHC is designed to meet the requirements of Section 4999.33 of the Business and Professions Code of the State of California for the Licensed Professional Clinical Counselor license.

Graduates of the Career Counseling program who are interested in furthering their clinical counseling skills and addressing the range of issues that affect clients' lives and work may be interested in working toward eligibility for Licensed Professional Clinical Counselor (LPCC).

Students wishing to pursue the LPCC must complete an emphasis in Clinical Mental Health Counseling. It is strongly recommended that students pursue an internship that integrates a clinical mental health focus (see Career Counseling Specialization Coordinator). Students interested in pursuing the LPCC must carefully read and comply with the requirements as outlined in the CMHC section of this Handbook.

Requirements for licensure as a Licensed Professional Clinical Counselor are separate from (but overlap with) requirements for the MS in Counseling with a specialization in Career Counseling. Students interested in pursuing the LPCC must carefully read and comply with the requirements as outlined in the CMHC section of this Handbook.

If you are interested in pursuing LPCC status, we strongly encourage you to join the California Association for Licensed Professional Clinical Counselors (www.calpcc.org) or a comparable organization.

For specific details regarding the LPCC, refer to the Board of Behavioral Sciences (BBS (www.bbs.ca.gov) and/or the California Association for Licensed Professional Clinical Counselors (www.calpcc.org). Please be advised that while our program can position you for the LPCC, licensure is ultimately determined by the BBS, which is an outside entity.

Clinical Mental Health Counseling (CMHC)

Clinical Mental Health Counseling Program and Faculty

FACULTY

[Sandra Fitzgerald](#), PhD (Associate Professor), Coordinator; sfitz@sfsu.edu

[Julie Chronister](#), PhD (Professor); jchronis@sfsu.edu (sabbatical Fall 2023)

Clinical Mental Health Counseling Specialization

In accordance with the [American Counseling Association's \(ACA\)](#) definition of professional counseling, clinical mental health counseling “involves a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals” (ACA, 2017). Our counselors are specifically trained to work in behavioral healthcare, defined as “the promotion of emotional health; the prevention of mental illnesses and substance use disorders; and treatments and services for mental and/or substance use disorders” ([SAMSHA, 2015], According to SAMSHA (2015), mental illnesses and substance use disorders are common, frequently recurrent, and often serious. A strong, well-trained and well-distributed behavioral health workforce is necessary to help the United States act on the vision embodied in SAMHSA's guiding tenets: behavioral health is essential to overall wellbeing; prevention works; treatment is effective; and people recover from mental and substance use disorders.

SF State's CMHC program is uniquely designed to prepare students to work in the behavioral health workforce. Our students receive the counseling, case management, advocacy and health promotion knowledge and skills necessary to work with the most at-risk, vulnerable behavioral health populations including (but not limited to) those from historically marginalized communities, those with disabling and/or co-occurring health/behavioral health conditions, those with trauma, homelessness, substance use, and other chronic stress-related histories, and those facing daily social injustices, discrimination and microaggressions. Clinical mental health counselors work with individuals from a wide age range including transition-age youths to older adults. Our students are both culturally and disability competent. Disability competency is fundamental to our program and students will gain knowledge, skills and awareness in the personal and contextual factors contributing to disability in our society.

Clinical mental health counseling students receive rigorous clinical training that is grounded in a pluralistic, social justice and advocacy orientation. Biopsychosocial diagnostic and classification systems are taught in concert with prevention, health promotion and wellness – all through the lens of each individual, family, and community's intersecting cultural values and beliefs. The role of society and context are considered as important (if not more) as individual functioning; thus, students are expected to address power, stigma and societal oppression on an individual and professional level. Clinical mental health counselor's roles and functions extend beyond talk-therapy; CMHC counselors advocate for resources, access, healthcare, legal services, housing, and inter-professional treatment response. Students gain clinical case management skills and learn how to navigate a fragmented behavioral health care service delivery system. Self-awareness, self-appraising, and self-correction are fundamental to counselor growth and are assessed at regular points throughout the program. Knowledge areas, models and orientations that guide our training program include:

- Biopsychosocial aspects of health, disability and aging
- World Health Organization International Classification of Health, functioning and Disability
- Justice-oriented counseling theories, models and interventions
- Principles of Psychiatric Rehabilitation & Community Mental Health
- Clinical Case Management and Systems of Care
- Mental Health Recovery model
- Trauma-Informed Care
- Social Justice & Advocacy Orientation

- Disability Competency, Disability Justice and Anti-Ableism
- Prevention, Education, Health Promotion & Wellness
- Sexuality, Sexual Health, LGBTQ+ & Intersectionality
- Evidence-Based Practice
- Integrated Behavioral Health

Course Requirements

MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING (M.S IN CMHC)

Course	Description	Units
COUN 700	Theories of Counseling and Psychotherapy	3
COUN 702	Developmental Foundations for Counselors	3
COUN 703	Psychological Foundations for Counselors	3
COUN 704	Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability	3
COUN 705	Supervision and Coaching	3
COUN 706	Practicum and Counseling Process	3
COUN 715	Assessment in Counseling	3
COUN 720	Career Counseling	3
COUN 736	Advanced Counseling Process and Internship	3
COUN 737	Psychopharmacology	3
COUN 738	Addiction	3
COUN 741	Crisis Counseling	3
COUN 794	Seminar in Research	3
COUN 811	Group Counseling Process	3
COUN 833	Social and Cultural Foundations	3
COUN 857	Law and Ethics in Counseling	3
COUN 870	Professional Issues, Clinical Case Management & Systems of Care	3
COUN 890	Integrative Counseling and Internship	3
COUN 891	Case Studies and Internship	3
COUN 892	Culminating Experience	3
	Minimum Total	60

Specialization Courses (included above)

- COUN 704: Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability
- COUN 737: Psychopharmacology
- COUN 741: Crisis in Counseling
- COUN 870: Professional Issues, Clinical Case Management, Systems of Care

Recommended Sequence: A Road Map

The recommended sequence of classes for the specialization in Clinical Mental Health Counseling are outlined below as a 3-year sequence or a 2- year sequence. If you choose to complete your degree in more than 3 years, be sure to work with your advisor to set up a multi-year sequence to fit your timeframe.

3 Year Course Sequence

Year 1: Fall—12 units			Year 1: Spring—12 units		
Course	Units	Title	Course	Units	Title
COUN 833	3	Social/Cultural Foundations	COUN 700	3	Theories of Counseling
*COUN 794	3	Seminar in Research	COUN 703	3	Psychological Foundations
COUN 702	3	Developmental Foundations	*COUN 715	3	Assessment in Counseling
COUN 857	3	Law/Ethics in Counseling	COUN 870	3	Professional Issues, Clinical Case Management, Systems of Care

* If you need to take only 9 units, take 794, 715 in SP of 2nd year

Year 2: Fall—12 units			Year 2: Spring—9 units		
Course	Units	Title	Course	Units	Title
COUN 704	3	Biopsychosocial Aspects of Health, Behavioral health, Aging & Disability	COUN 741	3	Crisis in Counseling
COUN 705/706	6	Practicum & Counseling Process & Supervision & Coaching	COUN 736	3	Advanced Counseling Process/ Internship
COUN 720	3	Career Counseling	COUN 738	3	Addictions Counseling

Year 3: Fall—12 units			Year 3: Spring—9 units		
Course	Units	Title	Course	Units	Title
COUN 737	3	Psychopharmacology	COUN 891	3	Case Studies/Internship
COUN 811	3	Group Counseling Process	COUN 892	3	Culminating Experience
COUN 890	3	Integrative Counseling/ Internship			

2 Year Course Sequence (not recommended)

Year 1: Fall—15 units			Year 1: Spring—15 units		
Course	Units	Title	Course	Units	Title
COUN 702	3	Developmental Foundations	COUN 700	3	Theories of Counseling
COUN 705/706	6	Practicum & Counseling Process & Supervision & Coaching	COUN 703	3	Psychological Foundations
COUN 833	3	Social & Cultural Foundation	COUN 736	3	Advanced Counseling Process/

					Internship
COUN 857	3	Law and Ethics	COUN 794	3	Seminar in Research
			COUN 870	3	Professional Issues, Clinical Case Management

Year 2: Fall—15 units			Year 2: Spring—15 units		
Course	Units	Title	Course	Units	Title
COUN 704	3	Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability	COUN 715	3	Assessment in Counseling
COUN 737	3	Psychopharmacology	COUN 738	3	Addiction
COUN 811	3	Group Counseling Process	COUN 741	3	Crisis in Counseling
COUN 720	3	Career Counseling	COUN 891	3	Case Studies & Internship
COUN 890	3	Integrative Counseling/ Internship	COUN 892 (COUN 891 & 892 must be taken concurrently)	3	Culminating Experience

Obtaining Your Licensed Professional Clinical Counseling (LPCC)

Legal Notification for Students

The Master of Science in Clinical Mental Health Counseling (CMHC) is designed to meet the requirements of Section 4999.33 of the Business and Professions Code of the State of California for the Licensed Professional Clinical Counselor license.

Students enrolled in the CMHC program are positioned to obtain their [LPCC](#). Our curriculum is fully aligned to meet the LPCC core content areas outlined in Article 3 of the California License Professional Clinical Counselor Statutes and Regulations [\[4999.33\]](#). Each of the LPCC core content areas below (A – M) is matched to a specific CMHC 3-unit course (see below). According to the BBS, “Professional clinical counseling means the application of counseling interventions and psychotherapeutic techniques to identify and remediate cognitive, mental, and emotional issues, including personal growth, adjustment to disability, crisis intervention, and psychosocial and environmental problems, and the use, application, and integration of the coursework and training required by Sections [4999.33](#). “Professional clinical counseling also includes conducting assessments for the purpose of establishing counseling goals and objectives to empower individuals to deal adequately with life situations, reduce stress, experience growth, change behavior, and make well-informed, rational decisions” (BBS, Business & Professional Code, 2017).

	LPCC CORE CONTENT AREA	CMHC COURSES #	CMHC COURSE TITLE	UNITS
A	Counseling Theory and Practice	COUN 700	Theories of Counseling & Psychotherapy	3
B	Human Development	COUN 703	Developmental Foundations for Counselors	3
C	Career Development Theories	COUN 720	Career Counseling	3
D	Group Counseling	COUN 811	Group Counseling	3
E	Psychological Assessment & Testing	COUN 715	Assessment in Counseling	3
F	Multicultural Counseling	COUN 833	Social and Cultural Foundations	3

G	Principles of Diagnostic Process	COUN 703	Psychological Foundations in Counseling	3
H	Research & Evaluation	COUN 794	Seminar in Research	3
I	Professional Orientation, Law and Ethics in Counseling; including CA Law	COUN 857	Law and Ethics	3
J	Psychopharmacology	COUN 737	Psychopharmacology	3
K	Addictions Counseling, Co-occurring Disorders	COUN 738	Addictions	3
L	Crisis or Trauma Counseling	COUN 741	Crisis Counseling	3
M	Advanced Counseling and Psychotherapeutic Theories and Techniques	COUN 736	Advanced Counseling Process	3

ADVANCED COURSEWORK – In addition to the courses above, CMHC students must take 15 semester units of advanced coursework listed below.

COURS E #	COURSE NAME	UNITS
COUN 704	Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability	3
COUN 870	Professional Issues, Clinical Case Management & Systems of Care	3
COUN 890	Integrative Counseling and Internship	3
COUN 891	Case Studies and Internship	3
COUN 892	Culminating Experience	3
	Total Units	15

PRACTICUM/INTERNSHIP (Fieldwork Requirement)

CMHC students take 15 units of supervised practicum and internship in a clinical setting that provides a range of clinical counseling experience as identified in the LPCC Section 4999.33(c)(2)(3)(A-K): (A) Applied psychotherapeutic techniques; (B) assessment; (C) diagnosis; (D) prognosis; (E) treatment; (F) issues of development, adjustment, and maladjustment; (G) health and wellness promotion; (H) professional writing including documentation of services, treatment plans, and progress notes; (I) how to find and use resources; (J) other recognized counseling interventions; and (K) achieve a minimum of 280 hours of face-to-face supervised clinical experience counseling individuals, families, or groups. CMHC specialization students must complete 600 of their total fieldwork hours in a setting that meets CMHC/LPCC field work requirements, of which 280 must be direct contact hours.

COURSE #	COURSE NAME	UNITS
COUN 705/706	Counseling Practicum and Basic Counseling Process	6
COUN 736	Advanced Counseling Process & Internship	3
COUN 890	Integrative Counseling and Internship	3
COUN 891	Case Studies and Internship	3
	Total Units	15

CMHC students must use the department log to track their hours, roles and functions. Practicum/internship courses listed below.

Additional Required Content	Course #	Course Name
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	COUN 704	Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability Aging and Disability
Socio Economic Status Impact	COUN 736 COUN 833 COUN 890 COUN 891	Advanced Counseling Process Social and Cultural Foundation Integrative Counseling & Internship Case Studies & Internship
Cultural Competency (California Specific)	COUN 704 COUN 736 COUN 833 COUN 890 COUN 891	Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability Advanced Counseling Process and Internship Social and Cultural Foundations Integrative Counseling & Internship Case Studies & Internship
Spousal or Partner Abuse Intervention and Dynamics	COUN 736 COUN 741 COUN 857 COUN 890 COUN 891	Advanced Counseling Process and Internship Crisis Counseling Law and Ethics Integrative Counseling & Internship Case Studies & Internship
Child Abuse (BPC Section 4999.33(c)(2)(3)(d)(9))	COUN 715 COUN 736 COUN 741 COUN 857 COUN 890 COUN 891	Assessment in Counseling Advanced Counseling Process and Internship Crisis Counseling Law and Ethics Integrative Counseling & Internship Case Studies & Internship
Issues of aging and long- term care; including elder abuse and neglect	COUN 702 COUN 704 COUN 741	Developmental Foundations for Counselors Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability Crisis Counseling
Human Sexuality	COUN 702 COUN 704 COUN 890 COUN 891	Developmental Foundations for Counselors Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability Integrative Counseling & Internship Case Studies & Internship
Mental Health Recovery– Oriented Care, Resiliency, Case Management and System of Case (45 clock hours) BPC Section 4999.33(c)(2)(3)(e)(1))	COUN 703 COUN 704 COUN 738 COUN 870	Psychological Foundations for Counselors Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability Addictions Professional Issues, Clinical Case Management & Systems of Care
Students have opportunity to meet with consumers of mental health services and their families	COUN 703 COUN 704 COUN 870	Psychological Foundations for Counselors Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability Professional Issues, Clinical Case Management & Systems of Care

The CMHC program offers instruction in each of the following LPCC areas: (There are no specific unit requirements for this content.)

Additional Licensed Professional Clinical Counselor (LPCC) Information:

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

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

3. There are no restrictions for working with children. CMHC students seeking to obtain their LPCC and want to work with children do not need to take any additional courses.

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

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

CMHC are positioned to become a National Board Certified Counselor (NBCC). For students wishing to become a Certified Rehabilitation Counselor (CRC), the CMHC degree meets eligibility under Criteria D. Specifically, COUN 704 meets the requirement for additional coursework-Psychosocial Aspects of Disability. COUN 870 meets the criteria for additional coursework-Case Management and Rehabilitative Services. You should have at least one year of internship with Department of Rehabilitation and be supervised by a CRC (one of our faculty) to meet their experience requirements. Please see specific criteria requirements: <https://www.crccertification.com/eligibility-requirements>.

Beginning the Licensure Journey Post-Graduation

After Graduating: Obtaining an Associate Registration Number

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

BBS Program Certification Form (APCC)

To register as an Associate Professional Clinical Counselor (APCC) after your degree is conferred, you (the applicant) must complete the upper portion of the APCC IN-STATE DEGREE PROGRAM CERTIFICATION FORM B from the BBS (name, social security number, enrollment date [08/20xx]) and attach a pdf copy of your unofficial transcript. The yes/no statements are to be left blank. To securely submit this form to our department, go to the following link:

APCC Program Certification: <https://na3.docuSign.net/Member/PowerFormSigning.aspx?PowerFormId=f58b3260-2d76-4d9a-9538-bd6b16fdc5b4&env=na3-eu1&acct=223bf8e1-bc14-478b-8607-15b5be78981f&v=2>



Board of Behavioral Sciences
1625 North Market Blvd., Suite S200, Sacramento, CA 95834
Telephone: (916) 574-7830 TTY: (800) 326-2297
www.bbs.ca.gov



**PROFESSIONAL CLINICAL COUNSELOR
IN-STATE DEGREE PROGRAM CERTIFICATION
FORM B**

This form is for use by the following applicants:

- 1) You began graduate study on or after August 1, 2012 **OR**
- 2) You began graduate study before August 1, 2012, AND did not complete the degree on or before December 31, 2018.

Contact your school if you have questions about which form to use

Type or print clearly in ink

Applicant Name: Last	First	Middle
SSN or Individual Taxpayer ID Number	Enrollment Date	Degree Award Date

(When filling out the form, click the paperclip icon to upload your transcripts)

Please do not start this process until you are ready to fill out your information and attach your unofficial transcript as it will not let you back in to make edits. Your degree should be posted on your unofficial transcript before uploading it. After you have filled out your portion, select "Submit" and it will be forwarded to the department for review. Once the department has received your form submission via the link above, it will be reviewed by the Department Chair. Upon receipt, it will take around one week to turn around the paperwork. The signed program certification form will then be uploaded to a secure Box folder at the BBS. You will not receive a confirmation from the BBS that this process has been completed. If you would like to confirm whether the process has been completed by the department office, you can send an email to counsel@sfsu.edu one week after you have submitted the form.

FAQs from the BBS about this New Process:

How will the Program Certifications that we submit be matched to the applications that the graduates submit on their own? The board will match them by using their names as a reference. Once received they will be attached to their electronic file.

Will we upload the Program Certifications prior to when graduates send in their application? Or will we need to wait until their application is on file? Transcripts and forms may be submitted before the graduate sends in their application. The board will maintain the transcript for a six month period. If, at that point the graduate has not applied, the board will delete the transcripts and records from our system. The graduate would then have to request the documents again from the institution

How do I indicate to the Board that my program certification was submitted online instead of including in my physical application packet? We are not requiring applicants to indicate whether their school submitted these forms electronically. If we receive applications without forms attached, we will be accessing them through the cloud Box. We will also double check whether their schools are uploading documents directly to us before we issue any sort of deficiency.

College Counseling

College Counseling Specialization Faculty and Program

FACULTY

[Derrick Bines](#), Ph.D. (Assistant Professor, Interim Coordinator), dbines@sfsu.edu

[Elif Balin](#), Ph.D. (Associate Professor); ebalin@sfsu.edu (sabbatical 2023-2024)

[Rebecca Toporek](#), Ph.D., (Professor), rtoporek@sfsu.edu

Alvin Alvarez, Ph.D., (Professor), aalvarez@sfsu.edu

[Bradley Jong](#), M.S. (Lecturer Faculty); bdjong@sfsu.edu

[Gil Perez](#), M.S., LPCC (Lecturer Faculty); perezgil@sfsu.edu

The College Counseling Program

The mission of the specialization/emphasis in College Counseling is to prepare master's level professionals to work in both counseling and student services roles at the community college and university levels in both public and private institutions including academic counseling, career counseling, personal counseling, teaching, program design and student success and well-being.

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

Fieldwork in College Counseling

Students who identify College Counseling as their specialization must complete a minimum of 700 fieldwork hours (CACREP program certification requirement) where college counseling is the focus. Students may combine the College specialization with other emphases in the department; however, regardless of the combinations, all students with a College specialization or emphasis must complete a minimum one-year traineeship in a college or university setting. As a result, students need to recognize that certain combinations of specialization or emphasis will result in additional time and field placement work through the Department of Counseling. As an example, the combination of College and School Counseling requires students to complete three years of traineeships: one (1) year at a college or university; and two (2) years at two of three settings (elementary, middle, and/or high school). Students with an emphasis in college counseling must complete a minimum of 360 hours of fieldwork in a college or university setting.

College Counseling Skills and Competencies

Specialized Counseling. The ability to facilitate the development of college students, including skill development and remediation. The main types of skills essential for competency in this area are:

- Prevention: intervention designed to prevent potential deficits from deteriorating
- Remediation: intervention designed to ameliorate skill deficits (academic, personal, social, etc.)
- Development: intervention designed to intentionally enhance or enrich persons and/or their environment

Group Processes. The ability to assess the dynamics of group processes and to facilitate growth and

development through group interaction with specific reference to adult concerns.

Educational Counseling. The ability to facilitate students in formulating and clarifying educational values and goals.

Problem-Solving and Decision-Making Skills. The ability to help students learn systematic problem-solving and decision-making strategies, including the ability to clarify values, formulate goals and objectives, design and implement programs of action, and evaluate their effectiveness. Two areas in which these skills are typically applied are (a) educational planning and (b) career and life planning. Focus in these areas is on developmental tasks of adults of all ages.

Specialized Assessment, Evaluation, and Research Techniques. The ability to assess college students' needs in such areas as learning skills, interests, personal development, etc., and the ability to communicate findings and results to other members of the college community.

Consulting. The ability to provide relevant and effective consultation to students, teachers, peers, administrators, and community members

MASTER OF SCIENCE IN COUNSELING

Specialization: College Counseling

Required Courses

Course	Description	Units
COUN 700	Theories of Counseling and Psychotherapy	3
COUN 702	Developmental Foundations for Counselors	3
COUN 703	Psychological Foundations for Counselors	3
COUN 705	Supervision and Coaching	3
COUN 706	Practicum and Counseling Process	3
COUN 715	Assessment in Counseling	3
COUN 720	Career Counseling	3
COUN 736	Advanced Counseling Process and Internship	3
COUN 738	Addictions Counseling	3
COUN 741	Crisis Counseling	3
COUN 792	Seminar for Counselors in Student Personnel Services (College Counseling)	3
COUN 793	Organization/Administration of Student Services	3
COUN 794	Seminar in Research	3
COUN 811	Group Counseling Process	3
COUN 833	Social and Cultural Foundations	3
COUN 857	Law and Ethics in Counseling	3
COUN 704, 716, 721 or 858	Special Expertise course - Choose 1 of these courses	3
COUN 890	Integrative Counseling and Internship	3
COUN 891	Case Studies and Internship	3
COUN 892	Culminating Experience	3
Minimum Total		60

Recommended Electives:

COUN 859 Counseling Aspects of Sexuality 2 units

College Counseling Specialization with An Emphasis in.....

Emphasis	Additional courses	Additional Internship Requirements
Career	721, 727	For a Career emphasis, students must have 360 hours of supervised career counseling OR one year in a field placement in which career counseling is the primary focus (e.g., career center).
Gerontological Counseling	704, Gero course, 870	At least 1 year in Gero approved site (most likely would be 3 rd internship)
CMHC (LPCC track)	704, 737, 870,	At least 1 year in CMHC approved site (could be double counted if approved for both college and career)
School Counseling	716, 717, 718	Two additional years of internship (each at a different level of K-12 [i.e. elementary, middle, high school]). Combination of College specialization with School emphasis requires total of 4 years of internship. Minimum of 900 internship hours. Meet school specialization requirement for specific areas of practice-see School Specialization page). Students interested in this combination should meet with their advisor and the School Counseling coordinator.

MFCC is only available as a Specialization and cannot be Emphasis

Other Specializations pursuing College Counseling as an Emphasis: Requirements

Specialization	Additional courses for College Emphasis	Additional Fieldwork for a College Emphasis
Career	792, 793	1 year internship (minimum 360 hours) in a college or university setting (may be double counted if approved for both Career and College counseling)
CMHC	792, 793 & Special expertise class (can use 704)	1 year internship (minimum 360 hours) in a college or university setting (may be double counted if approved for both College counseling and CMHC)
Gero	792, 793 & Special expertise class (can use 704)	1 year internship (minimum 360 hours) in a college or university setting
MFCC	792, 793, 741 & Special expertise class (can use 858)	1 year internship (minimum 360 hours) in a college or university setting (may be double counted if approved for both College counseling and MFCC)
School	792, 793, 738 (if not taken for School requirements) & Special expertise class (can use 716)	1 year internship (minimum 360 hours) in a college or university setting

Recommended Course Sequence: A Road Map

The recommended sequence of classes for the specialization in College Counseling are outlined below as a 2-year sequence or 3-year sequence. If you choose to complete your degree in more than 3 years, be sure to work with your advisor to set up a multi-year sequence to fit your timeframe. These roadmaps are created for College Specialization only. If you have an emphasis, you will need to build in those additional courses as outlined at the end of these roadmap tables.

2 Year Sequence

(Students completing a College Counseling Specialization AND another Emphasis are advised to take a 3 year plan and will need to integrate emphasis requirements into course sequence)

Year 1: Fall—15 units			Year 1: Spring—15 units		
Course	Units	Title	Course	Units	Title
COUN 833	3	Social/Cultural Foundations	COUN 700	3	Theories of Counseling
COUN 705	3	Supervision & Coaching	COUN 715	3	Assessment in Counseling
COUN 706	3	Practicum & Counseling Process	COUN 793	3	Organization/Administration of Student Services
COUN 720	3	Career Counseling	COUN 736	3	Advanced Counseling Process/ Internship
COUN 792	3	Seminar for Counselors in Student Personnel Services	COUN 857	3	Law/Ethics in Counseling

Year 2: Fall—15 units			Year 2: Spring—15 units		
Course	Units	Title	Course	Units	Title
Choose 1 704,716,721 or 858	3	Special expertise course	COUN 738	3	Addictions Counseling
COUN 702	3	Developmental Foundations	COUN 741	3	Crisis Counseling
COUN 811	3	Group Counseling Process	COUN 703	3	Psychological Foundations
COUN 794	3	Research Methods	COUN 891	3	Case Studies/Internship
COUN 890	3	Integrative Counseling/ Internship	COUN 892	3	Culminating Experience

3 Year Sequence

Year 1: Fall—9 units			Year 1: Spring—9 units		
Course	Units	Title	Course	Units	Title
COUN 833	3	Social/Cultural Foundations	COUN 700	3	Theories of Counseling
COUN 720	3	Career Counseling	COUN 857	3	Law/Ethics in Counseling
COUN 792	3	Seminar for Counselors in Student Personnel Services	COUN 793	3	Organization/Administration of Student Services

Year 2: Fall—12 units			Year 2: Spring—12 units		
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Course	Units	Title	Course	Units	Title
Choose 1 704,716,721 or 858	3	Special expertise course	COUN 703	3	Psychological Foundations
COUN 702	3	Developmental Foundations	COUN 736	3	Advanced Counseling Process/ Internship
COUN 705	3	Group Counseling Process	COUN 738	3	Addictions Counseling
COUN 706	3	Practicum & Counseling Process	COUN 715	3	Assessment in Counseling

Year 3: Fall—9 units			Year 3: Spring—9 units		
Course	Units	Title	Course	Units	Title
COUN 811	3	Group Counseling Process	COUN 741	3	Crisis Counseling
COUN 794	3	Research Methods	COUN 891	3	Case Studies/Internship
COUN 890	3	Integrative Counseling/ Internship	COUN 892	3	Culminating Experience

Licensed Professional Clinical Counselor (LPCC)

Legal Notification for Students

The Master of Science in College Counseling with an emphasis in CMHC is designed to meet the requirements of Section 4999.33 of the Business and Professions Code of the State of California for the Licensed Professional Clinical Counselor license.

Graduates of the College Counseling program who are interested in furthering their clinical counseling skills and addressing the range of issues that affect clients' lives and work may be interested in working toward eligibility for Licensed Professional Clinical Counselor (LPCC).

Students wishing to pursue the LPCC must complete an emphasis in Clinical Mental Health

Counseling. It is strongly recommended that students pursue an internship that integrates a clinical mental health focus (see College Counseling Specialization Coordinator).

Requirements for licensure as a Licensed Professional Clinical Counselor is separate from (but overlaps with) requirements for the MS in Counseling with a specialization in College Counseling. Once completing the Masters Degree, graduates will need to apply for Associate Status and accrue 3000 hours under the supervision of a licensed practitioner as well as pass licensure exams. **Students wishing to pursue and LPCC track should carefully review the CMHC section of this Handbook.**

If you are interested in pursuing LPCC status, we strongly encourage you to join the California Association for Licensed Professional Clinical Counselors (www.calpcc.org) or a comparable organization.

For specific details regarding the LPCC, refer to the Board of Behavioral Sciences (BBS (www.bbs.ca.gov) and/or the California Association for Licensed Professional Clinical Counselors (www.calpcc.org). Please be advised that while our program can position you for the LPCC, licensure is ultimately determined by the BBS, which is an outside entity.

Gerontological Counseling

The Gerontological Counseling Specialization Faculty and Program

FACULTY

[Kwong-Liem Karl Kwan, Ph.D.](#) (Professor, Interim Coordinator); kwon@sfsu.edu

The Gerontological Counseling Specialization

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

Gerontological Counseling Skills and Competencies

- Demonstrates and actively advocates for positive, respectful, wellness-enhancing attitudes toward older persons and a concern for empowerment of persons throughout the life span.
- Demonstrates skill in applying extensive knowledge of human development for older persons, including major theories of aging, the relationship between physical and mental health and aging, the difference between normal and pathological aging processes, gender-related developmental difference, and coping skills for life transitions and loss.
- Demonstrates skill in applying extensive knowledge of social and cultural foundations for older persons, including characteristics and needs of older minority subgroups, factors affecting substance and medication abuse, recognition and treatment of elder abuse, and knowledge of social service programs.
- Demonstrates the ability to function in the multiple roles required to facilitate helping relationships with older persons (e.g., advocate, family consultant) and to mobilize available resources for functioning effectively in each role.
- Demonstrates skill in recruiting, selecting, planning, and implementing groups with older persons.
- Demonstrates skill in applying extensive knowledge of career and lifestyle options for older persons, age-related assets, barriers to effective choices, and resources for maximizing exploration of career and lifestyle options.
- Demonstrates skill in appraisal of older persons, including identifying characteristics of suitable appraisal instruments and techniques and in using assessment results in developing treatment plans.
- Demonstrates skill in applying extensive knowledge of current research related to older persons and the implications of research findings for helping relationships.
- Demonstrates skill in applying extensive knowledge of the intellectual, physical, social, emotional, vocational, and spiritual needs of older persons and strategies for helping to meet those needs.
- Demonstrates skill in applying appropriate intervention techniques in collaboration with medical and other care providers, for physical and mental impairments common to older persons, such as acute, chronic, and terminal illness, depression, suicide, and organic brain syndromes.
- Demonstrates extensive knowledge of public policy and legislation affecting older persons and knowledge of a continuum of care that will allow older persons to maintain their highest level of independence.
- Demonstrates skill in applying appropriate intervention techniques for situational and developmental crises commonly experienced by older persons, such as bereavement,

isolation, divorce, relocation, sexual concerns, illness, transportation, crime, abuse, and relationships with adults, children and caregivers.

- Demonstrates skill in the use of a wide variety of specialized therapies to assist older persons in coping with both developmental and non- normative issues such as creative art therapies, pet therapy, peer counseling, and family counseling.
- Demonstrates skill in applying extensive knowledge of ethical issues in counseling older persons, their families, and care providers. Demonstrates the ability to act as a consultant to individuals and organizations on issues related to older persons and their families. Demonstrates skill in program development for the older population, including needs assessment, program planning, implementation, and evaluation.

MASTER OF SCIENCE IN COUNSELING

Specialization: Gerontological Counseling

Required Courses

Course	Description	Units
COUN 700	Theories of Counseling and Psychotherapy	3
COUN 702	Developmental Foundations for Counselors	3
COUN 703	Psychological Foundations for Counselors	3
COUN 704	Biopsychosocial Aspects of Health, Behavioral Health	3
COUN 705	Supervision and Coaching	3
COUN 706	Practicum and Counseling Process	3
COUN 715	Assessment in Counseling	3
COUN 720	Career Counseling	3
COUN 736	Advanced Counseling Process and Internship	3
COUN 738	Addictions Counseling	3
COUN 741	Crisis Counseling	3
COUN 794	Seminar in Research	3
COUN 811	Group Counseling Process	3
GERO	Graduate Course in Gerontology Department (by approval of DoC Gero Coordinator)	3
COUN 833	Social and Cultural Foundations	3
COUN 857	Law and Ethics in Counseling	3
GERO 820 or 870	Professional Issues, Clinical Case Management & Systems of Care (may need to do course substitution request in ATC)	3
COUN 890	Integrative Counseling and Internship	3
COUN 891	Case Studies and Internship	3
COUN 892	Culminating Experience	3
Minimum Total		60

Gerontological Counseling as an Emphasis

COUN 704	Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability	3
GERO	Approved course in GERO Department	3

In addition, for a Gerontological Counseling emphasis, students need to complete one year of internship in a site approved for Gerontological Counseling

Recommended Course Sequence: A Road Map

(Students completing a Gerontological Counseling Specialization AND another Emphasis are advised to take 3 year plan and will need to integrate emphasis requirements into course sequence)

3 Year Sequence

Year 1: Fall—9 units			Year 1: Spring—12 units		
Course	Units	Title	Course	Units	Title
COUN 833	3	Social/Cultural Foundations	COUN 700	3	Theories of Counseling
COUN 702	3	Developmental Foundations	COUN 703	3	Psychological Foundations
COUN 857	3	Law/Ethics in Counseling	GERO	3	Course in GERO approved by Coordinator
			COUN 870	3	Professional Issues, Clinical Case Management, Systems of Care

Year 2: Fall—12 units			Year 2: Spring—9 units		
Course	Units	Title	Course	Units	Title
COUN 704	3	Biopsychosocial Aspects of Health, Behavioral health, Aging & Disability	COUN 741	3	Crisis in Counseling
COUN 705/706	6	Practicum & Counseling Process & Supervision & Coaching	COUN 736	3	Advanced Counseling Process/ Internship
COUN 720	3	Career Counseling	COUN 738	3	Addictions Counseling

Year 3: Fall—12 units			Year 3: Spring—6 units		
Course	Units	Title	Course	Units	Title
COUN 794	3	Research Methods	COUN 891	3	Case Studies/Internship
COUN 811	3	Group Counseling Process	COUN 892	3	Culminating Experience
COUN 890	3	Integrative Counseling/ Internship			

2 Year Course Sequence (not recommended)

Year 1: Fall—15 units			Year 1: Spring—15 units		
Course	Units	Title	Course	Units	Title

COUN 702	3	Developmental Foundations	COUN 700	3	Theories of Counseling
COUN 705/706	6	Practicum & Counseling Process & Supervision & Coaching	COUN 703	3	Psychological Foundations
COUN 833	3	Social & Cultural Foundation	COUN 736	3	Advanced Counseling Process/ Internship
COUN 857	3	Law/Ethics in Counseling	GERO	3	Course in GERO approved by Coordinator
			COUN 870	3	Professional Issues, Clinical Case Management

Year 2: Fall—15 units			Year 2: Spring—15 units		
Course	Units	Title	Course	Units	Title
COUN 704	3	Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability	COUN 715	3	Assessment in Counseling
COUN 794	3	Research Methods	COUN 738	3	Addiction
COUN 811	3	Group Counseling Process	COUN 741	3	Crisis in Counseling
COUN 720	3	Career Counseling	COUN 891	3	Case Studies & Internship
COUN 890	3	Integrative Counseling/ Internship	COUN 892	3	Culminating Experience
COUN 891 & 892 must be taken concurrently					

Licensed Professional Clinical Counselor (LPCC)

Legal Notification for Students

The Master of Science in Gerontological Counseling with an emphasis in CMHC is designed to meet the requirements of Section 4999.33 of the Business and Professions Code of the State of California for the Licensed Professional Clinical Counselor license.

Graduates of the Gerontological Counseling program who are interested in furthering their clinical counseling skills and addressing the range of issues that affect clients' lives and work may be interested in working toward eligibility for Licensed Professional Clinical Counselor (LPCC).

Students wishing to pursue the LPCC must complete an emphasis in Clinical Mental Health Counseling. It is strongly recommended that students pursue an internship that integrates a clinical mental health focus (see Gerontological Counseling Specialization Coordinator). The only additional course required for CMHC emphasis beyond the Gerontological Counseling Specialization is Coun 737. Students wishing to add a CMHC emphasis should complete the Request to Add Emphasis Form.

Requirements for licensure as a Licensed Professional Clinical Counselor is separate from (but overlaps with) requirements for the MS in Counseling with a specialization in Gerontological Counseling. Once completing the Masters Degree, graduates will need to apply for Associate Status and accrue 3000 hours under the supervision of a licensed practitioner as well as pass licensure exams. **Students interested in pursuing the LPCC should carefully review the CMHC section of this Handbook.**

If you are interested in pursuing LPCC status, we strongly encourage you to join the California Association for Licensed Professional Clinical Counselors (www.calpcc.org) or a comparable organization.

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

LPCC Requirement

Intended to be met by MS in Counseling: **Gerontological Counseling**

I. Three semester units of coursework in at least 10 of the following 13 core content areas (all of which must be completed before licensure):

Counseling and psychotherapeutic theories and techniques	COUN 700
Human growth and development across the lifespan	COUN 702
Career development theories and techniques	COUN 720
Group counseling theories and techniques	COUN 811
Assessment, appraisal and testing	COUN 715
Multicultural counseling theories and techniques	COUN 833
Principles of diagnosis, treatment planning and prevention of mental and emotional disorders and dysfunctional behavior	COUN 703
Research and evaluation	COUN 794
Professional orientation, ethics and law in counseling, including California law and professional ethics	COUN 857
Psychopharmacology	COUN 737
Addictions counseling	COUN 738
Crisis/Trauma Counseling	COUN 741
Advanced counseling and psychotherapeutic theories and techniques	COUN 736

II. Advanced coursework to develop knowledge of specific treatment issues or special populations.	COUN 766, GERO, 890, 891
III. Not less than 6 semester units of supervised practicum that provides a range of professional clinical counseling experience including: applied psychotherapeutic, techniques, assessment, diagnosis, prognosis, treatment, issues of development, adjustment, maladjustment, health and wellness promotions, professional writing including documentation of services, treatment plans, and progress notes, how to find and use resources, and other recognized counseling interventions. You must have 280 hours of direct service to individuals, families, groups	COUN 705, 706, 890, 891

IV. The following areas need to be included in the 60-unit course of instruction:

Human behavior in social context/SES	COUN 833
Cultural competency	COUN 833, 736, 890, 891
Effects of SES on treatment/resources	COUN 833, 703, 736
Cross-cultural interaction and therapeutic process	COUN 890, 891, 833, 736
Case management, systems of care, public and private services for persons w/SMI	COUN 736, 741, 890, 891, 703, 870
Community resources for victims of abuse, disaster, trauma response, advocacy for persons w/SMI and collaborative treatment	COUN 741, 703, 736, 890, 891
Human sexuality and the study of the physiological, psychological and social cultural variables associated with sexual behavior, gender identity and psychosexual dysfunction	COUN 702, 704, 703, 766, 833, 736, 890, 891
Spousal or partner abuse assessment, intervention strategies and same-gender abuse dynamics	COUN 715, 741, 736, 890, 891
Child abuse assessment and reporting (7 contact hours)	COUN 741, 857
Aging and long-term care, including biological, social, cognitive and psychological aspects of aging	COUN 702, 704 and GERO course

Supervision: A minimum of 3,000 post-degree hours of supervised experience (see BBS for specifics of requirement)	<i>By law, must be completed post- degree.</i>
VI. Examination: Passing score on the National Clinical Mental Health Counselor Examination (NCMHCE) and the Californian Law and Ethics Exam	<i>By law, must be taken after all other licensure requirements are met.</i>

Please be advised that while our program positions you for the LPCC, licensure is ultimately determined by an outside entity. For LPCC information, you must contact the Board of Behavioral Sciences (BBS).

Marriage, Family and Child Counseling (MFT)

The Marriage, Family and Child Counseling Concentration Faculty and Program

FACULTY

[Tiffany O'Shaughnessy, Ph.D.](mailto:taosh@sfsu.edu) (MFCC Program Coordinator); taosh@sfsu.edu

[Kwong-Liem Karl Kwan, Ph.D.](mailto:kwan@sfsu.edu) (Professor); kwan@sfsu.edu

[Cynthia Martinez, Psy.D.](mailto:cmartinez42@sfsu.edu) (Assistant Professor); cmartinez42@sfsu.edu

The MFCC Program

The specialization of Marriage & Family Therapy provides training consistent with the State of California Board of Behavioral Sciences licensing requirements for Marriage and Family Therapy and with CACREP national accreditation standards. The curriculum is guided by these requirements and by the emergence of mental health counselors as one of the major service providers for society. The program prepares students to become generalists with knowledge and skills in specific professional counseling domains, which include theoretical and developmental foundations, psychodiagnosis, counseling process and relationship, family and systemic assessment and interventions, and therapeutic work with culturally and clinically diverse populations. In addition to being trained as counseling generalists, students in the MFCC specialization receive training in (a) multicultural and social justice informed perspectives to working with family systems; (b) child, adolescent, and school-based mental health services, (c) advanced theory and skills in the systemic-familial approach to counseling clients from various developmental stages, and (d) human sexuality. Consistent with the training mission of the Department of Counseling, the MFT specialization recognizes the need for close collaboration with training in clinical field settings and the development of a curriculum that is responsive to the ever-evolving needs of the communities we serve and state licensing requirements and national accreditation standards.

Legal Notification for Students

The Master of Science in Marriage, Family, and Child Counseling meets the curriculum requirements of Sections 4980.36 and 4980.40 of the Business and Professions Code of the State of California for the Marriage and Family Therapist license as well as Section 4999.33 of the Business and Professions Code of the State of California for the Licensed Professional Clinical Counselor license.

Marriage, Family, and Child Counseling Skills and Competencies

- 1. Relationship Counseling:** Comprehension of approaches, dynamics, and techniques appropriate to assisting individuals with intimate couple relationships, including marital and nonmarital arrangements.
- 2. Family Dynamics and Therapy:** Knowledge and understanding of family dynamics, communication patterns, role system, and implications for family therapy; knowledge and understanding of techniques that are of major importance in the field and their cross-cultural interpretations.
- Child Counseling:** Knowledge and understanding of major approaches for working with children in therapeutic counseling.
- 2. Separation, Divorce, and Relation Dissolution Counseling:** Knowledge and understanding of major dynamics and techniques related to individuals experiencing relationship loss.
- 3. Assessment:** Knowledge and application of major psychological tests and appraisal procedures related to behavioral dynamics, personality adjustment, and general mental health status of individuals in marriage and family, education, and career counseling settings; includes training in ethical use, selection, administration, scoring, and interpretation of select instruments.
- 4. Sexuality Counseling:** Knowledge and understanding of basic dynamics, techniques, and approaches to working with individuals experiencing functional or nonfunctional difficulty with sexuality.

5. **Family Law:** Knowledge and understanding of basic laws and legal issues related to working with individuals and families in institutional and private practice.
6. **Consultation:** The ability to provide relevant consultation with peers, clients, other helping professionals and agencies; ability to perform independent consultant tasks.

Information Relating to Obtaining the Marriage/Family Therapy License

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

1. A master's degree in Counseling: Concentration in Marriage, Family, and Child Counseling. **All students must have graduate standing; i.e., must have earned an undergraduate degree, and must enroll and complete all program requirements.**
2. Three thousand (3,000) hours of supervised clinical experience. During graduate study, students must complete 12 units before beginning to count hours towards future licensure. Please note that COUN 690 cannot be included in this 12-unit requirement. All clinical work must be under the supervision of a **licensed** MFT, professional clinical counselor, psychologist, clinical social worker, or a board-certified psychiatrist. (To verify a license for LMFT, LPCC or LCSW go to <https://search.dca.ca.gov>)
3. At least 1,700 hours must be accrued on a post-master's basis. Please refer to the *Practicum and Internship Handbook* for details.
4. Successful completion of California Law and Ethics Examination and California Clinical Examination.

There are numerous regulations and criteria that relate to these requirements, and the Board of Behavioral Sciences frequently changes them. The department makes every attempt to keep current with changes and communicate such changes to students. Because of this fact, however, it is recommended that you be alert to departmental communications and attend any informational meetings that are announced.

We strongly encourage you to access the Board of Behavioral Sciences web site <https://www.bbs.ca.gov>, which contains the most current information concerning the range of licensing requirements and forms you will need. Furthermore, you may contact the Board with your questions at <https://www.dca.ca.gov/webapps/bbs/contact.php>

Clinical Practice Hours (Fieldwork)

In addition to course instructors' supervision and coaching, all students must be concurrently placed at a clinical training site and be enrolled in a practicum and internship course (COUN 706, 736, 890, 891). Field supervisors (licensed staff at the clinical training site) must verify that (a) the student's clinical hours qualify under BBS regulations; and (b) the supervision hours qualify under BBS regulations. The Department of Counseling must approve all clinical training sites before you can be placed, and also monitor hours accumulated for program and graduation requirements.

Training hours towards licensure will be counted only after a student has successfully completed 12 units in the program (not including COUN 690).

Students who elect to meet the professional requirements in Marriage, Family, and Child Counseling specialization must document 700 hours of supervised fieldwork experience (this is a CACREP accreditation requirement, not a BBS requirement). These hours are not equivalent to hours that count toward licensure. Only some of these 700 hours will be applied to licensure.

After Graduating: Obtaining an Associate Registration Number

Upon graduation, you will have to wait until your degree officially appears on your transcript. This usually occurs in late June after graduation in May. This transcript can be obtained from the Registrar and may take up to six weeks after completing all requirements. Conferring of your degree is performed in SFSU's Registrar's office in conjunction with documentation of your coursework verified by the Division of Graduate Studies. Once you have applied for graduation, the degree conferring process is completely out of the hands of the Department.

The Division of Graduate Studies is aware of the 90-day requirement to apply to the BBS for a change from trainee to associate status and has previously agreed to process all applications for our degrees before they process any others. If you have any questions about this, please directly contact the Registrar or Graduate Division. To obtain the AMFT or APCC application, go to www.bbs.ca.gov

BBS Program Certification Form

To register as an Associate Marriage and Family Therapist (AMFT) or and Associate Professional Clinical Counselor (APCC) after your degree is conferred, you (the applicant) must complete the upper portion of the AMFT or APCC IN-STATE DEGREE PROGRAM CERTIFICATION FORM B from the BBS (name, social security number, enrollment date [08/20xx]) and attach a pdf copy of your unofficial transcript. The yes/no statements are to be left blank. To securely submit this form to our department, go to the following link:

AMFT Program Certification: <https://na3.docusign.net/Member/PowerFormSigning.aspx?PowerFormId=9315833b-250d-48d0-a101-b1fce0719d92&env=na3-eu1&acct=223bf8e1-bc14-478b-8607-15b5be78981f&v=2>

You will click on the yellow box with the paper clip in order to attach and upload your transcript.

**ASSOCIATE MARRIAGE AND FAMILY THERAPIST
IN-STATE DEGREE PROGRAM CERTIFICATION
FORM B**

This form is for use by the following applicants:

- 1) You began graduate study on or after August 1, 2012 **OR**
- 2) You began graduate study before August 1, 2012, AND did not complete the degree on or before December 31, 2018.

Contact your school if you have questions about which form to use

Type or print clearly in ink

Applicant Name: Last	First	Middle
SSN or Individual Taxpayer ID Number	Enrollment Date	Degree Award Date

APPLICANT: The purpose of this form is for your school to verify completion of a degree program that complies with California law. Enclose it with your application in an envelope that has been sealed by your school.

Please do not start this process until you are ready to fill out your information and attach your unofficial transcript as it will not let you back in to make edits. After you have filled out your portion, select “Submit” and it will be forwarded to the department for review. Once the department has received your form submission via the link above, it will be reviewed by the Department Chair. Upon receipt, it will take around one week to turn around the paperwork. The signed program certification form will then be uploaded to a secure Box folder at the BBS. You will not receive a confirmation from the BBS that this process has been completed. If you would like to confirm whether the process has been completed by the department office, you can send an email to counsel@sfsu.edu one week after you have submitted the form.

FAQs from the BBS about this Process:

How will the Program Certifications that we submit be matched to the applications that the graduates submit on their own? The board will match them by using their names as a reference. Once received they will be attached to their electronic file.

Will we upload the Program Certifications prior to when graduates send in their application? Or will we need to wait until their application is on file? Transcripts and forms may be submitted before the graduate sends in their application. The board will maintain the transcript for a six month period. If, at that point the graduate has not applied, the board will delete the transcripts and records from our system. The graduate would then have to

request the documents again from the institution

How do I indicate to the Board that my program certification was submitted online instead of including in my physical application packet? We are not requiring applicants to indicate whether their school submitted these forms electronically. If we receive applications without forms attached, we will be accessing them through the cloud Box. We will also double check whether their schools are uploading documents directly to us before we issue any sort of deficiency.

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

Course Requirements

MARRIAGE, FAMILY, CHILD COUNSELING

(Master's of Science in Marriage, Family, Child Counseling)

Course	Description	Units
COUN 700	Theories of Counseling and Psychotherapy	3
COUN 702	Developmental Foundations for Counselors	3
COUN 703	Psychological Foundations for Counselors	3
COUN 705	Supervision and Coaching	3
COUN 706	Practicum and Counseling Process	3
COUN 715	Assessment in Counseling	3
COUN 720	Career Counseling	3
COUN 736	Advanced Counseling Process and Internship	3
COUN 738	Addictions Counseling	3
COUN 741	Crisis Counseling	3
COUN 794	Seminar in Research	3
COUN 811	Group Counseling Process	3
COUN 827	Consultation	1
COUN 833	Social and Cultural Foundations	3
COUN 857	Law and Ethics in Counseling	3
COUN 858	Couple and Family Counseling I	3
COUN 859	Counseling Aspects of Sexuality	2
COUN 860	Couple and Family Counseling II	3
COUN 861	Seminar on Child Treatment	3
COUN 890	Integrative Counseling and Internship	3

COUN 891	Case Studies and Internship	3
COUN 892	Culminating Experience	3
	Minimum Total	60

Recommended Course Sequence: A Road Map

The recommended sequence of classes for the specialization in MFCC are outlined below as a 2-year sequence or 3-year sequence. If you choose to complete your degree in more than 3 years, be sure to work with your advisor to set up a multi-year sequence to fit your timeframe.

We have prepared a logical sequence of courses and we expect you to follow it accordingly. Some courses are only offered once per academic year and this is determined by the course sequence. The two-year and three-year plans are detailed below. We expect you to complete the foundational courses (COUN 700, 702, 703, 833, 857) and the first-year practicum sequence (COUN 705, 706, 736; 705 & 706 must be taken concurrently) before attempting second-year courses. Consultation with your faculty advisor on these matters should help you organize your course of study. If further consultation is desired, please confer with the MFT coordinator. The recommended sequence of classes for the Master of Counseling – Concentration in Marriage, Family and Child Counseling follows:

2-Year Sequence

Year 1: Fall—15 units			Year 1: Spring—15 units		
Course	Units	Title	Course	Units	Title
COUN 702	3	Developmental Foundations	COUN 700	3	Theories of Counseling
COUN 705	3	Supervision & Coaching	COUN 703	3	Psychological Foundations
COUN 706	3	Practicum & Counseling Process	COUN 736	3	Advanced Counseling Process/ Internship
COUN 833	3	Social & Cultural Foundation	COUN 738	3	Addictions
COUN 857	3	Seminar in Research	COUN 861	3	Child Treatment
COUN 705 and 706 must be taken concurrently					

Year 2: Fall—15 units			Year 2: Spring—15 units		
Course	Units	Title	Course	Units	Title
COUN 720	3	Special expertise course	COUN 715	3	Assessment in Counseling
COUN 794	3	Seminar in Research	COUN 827	1	Consultation
COUN 811	3	Group Counseling Process	COUN 859	2	Counseling Aspects of Sexuality
COUN 858		Couple & Family I	COUN 860	3	Couple & Family II
COUN 890	3	Integrative Counseling/ Internship	COUN 891	3	Case Studies/Internship
			COUN 892	3	Culminating Experience
COUN 827 & 859 must be taken					

concurrently COUN 891 & 892 must be taken concurrently					
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[Click Here for the 2-Year Sequence Advising Form for Tracking Progress](#)

Three-year Recommended Sequence

If you are considering a “three-year plan,” we strongly recommend that you seek some type of volunteer or paid counseling-related field experience (e.g., crisis hotline, women’s shelter, family service agency, etc.) during your first year. Working or volunteering in the field will permit you to apply the knowledge and principles learned in class to your fieldwork.

Year 1: Fall—9 units			Year 1: Spring—12 units		
Course	Units	Title	Course	Units	Title
COUN 702	3	Developmental Foundations	COUN 700	3	Theories of Counseling
COUN 833	3	Social/Cultural Foundations	COUN 703	3	Psychological Foundations
COUN 857	3	Laws and Ethics	COUN 715	3	Assessment in Counseling
			COUN 738	3	Addiction

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

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

[Click Here for the 3-Year Sequence Advising Form for Tracking Progress](#)

Licensed Professional Clinical Counselor (LPCC)

The Master of Science in Marriage, Family, and Child Counseling meets the curriculum requirements of Sections 4980.36 and 4980.40 of the Business and Professions Code of the State of California for the Marriage and Family Therapist license as well as Section 4999.33 of the Business and Professions Code of the State of California for the Licensed Professional Clinical Counselor license. (p.38)

Students wishing to pursue the LPCC in addition to the LMFT should complete an emphasis in Clinical Mental Health Counseling. Requirements for licensure as a Licensed Professional Clinical Counselor are separate from (but overlap with) requirements for the MS in Marriage, Family, and Child Counseling. Once completing the Master’s Degree, graduates will need to apply for Associate Professional Clinical Counselor Status with the Board of Behavioral Sciences and accrue 3000 hours under the supervision of a licensed practitioner as well as pass licensure exams. Graduates interested in acquiring the LPCC must receive a passing

score on the National Clinical Mental Health Counselor Examination (NCMHCE) and the California Law and Ethics Exam. By law, it must be taken after all other licensure requirements.

The Master of Science in Marriage, Family, and Child Counseling when paired with an emphasis in Clinical Mental Health Counseling offers a curriculum that prepares students to be eligible for the Licensed Professional Clinical Counselor (LPCC) license as specified in Section 4999.33 of the Business and Professions Code of the State of California. (pp.41-42)

If you are interested in pursuing LPCC status, we strongly encourage you to join the California Association for Licensed Professional Clinical Counselors (www.calpcc.org) or a comparable organization.

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

LPCC Requirement

Intended to be met by MS in Counseling: Marriage, Family & Child Counseling

I. Three semester units of coursework in at least 10 of the following 13 core content areas (all of which must be completed before licensure):

Counseling and psychotherapeutic theories and techniques	COUN 700
Human growth and development across the lifespan	COUN 702
Career development theories and techniques	COUN 720
Group counseling theories and techniques	COUN 811
Assessment, appraisal and testing	COUN 715
Multicultural counseling theories and techniques	COUN 833
Principles of diagnosis, treatment planning and prevention of mental and emotional disorders and dysfunctional behavior	COUN 703
Research and evaluation	COUN 794
Professional orientation, ethics and law in counseling, including California law and professional ethics	COUN 857
Psychopharmacology	COUN 737
Addictions counseling	COUN 738
Crisis/Trauma Counseling	COUN 741 <i>or take outside of degree program</i>
Advanced counseling and psychotherapeutic theories and techniques	COUN 736

II. 15 semester units of advanced coursework to develop knowledge of specific treatment issues or special populations.	COUN 858, 860, 861, 890, 891
III. Not less than 6 semester units of supervised practicum that provides a range of professional clinical counseling experience including: applied psychotherapeutic, techniques, assessment, diagnosis, prognosis, treatment, issues of development, adjustment, maladjustment, health and wellness promotions, professional writing including documentation of services, treatment plans, and progress notes, how to find and use resources, and other recognized counseling interventions. You must have 280 hours of direct service to individuals, families, groups	COUN 705, 706, 890, 891

IV. The following areas need to be included in the 60 unit course of instruction:

Human behavior in social context/SES	COUN 833
Cultural competency	COUN 833, 736, 890, 891
Effects of SES on treatment/resources	COUN 833, 703, 736
Cross-cultural interaction and therapeutic process	COUN 890, 891, 833, 736
Case management, systems of care, public and private services for persons w/SMI	COUN 736, 741, 890, 891, 703, 870
Community resources for victims of abuse, disaster, trauma response, advocacy for persons w/SMI and collaborative treatment	COUN 741, 703, 736, 890, 891
Human sexuality and the study of the physiological, psychological and social cultural variables associated with sexual behavior, gender identity and psychosexual dysfunction	COUN 859, 704
Spousal or partner abuse assessment, intervention strategies and same-gender abuse dynamics	COUN 857, 858, 860
Child abuse assessment and reporting (7 contact hours)	COUN 857
Aging and long-term care, including biological, social, cognitive and psychological aspects of aging	COUN 702, 704

Supervision: A minimum of 3,000 post-degree hours of supervised experience (see BBS for specifics of requirement)	<i>By law, must be completed post-degree.</i>
VI. Examination: Passing score on the National Clinical Mental Health Counselor Examination (NCMHCE) and the Californian Law and Ethics Exam	<i>By law, must be taken after all other licensure requirements are met.</i>

Please be advised that while our program positions you for the LPCC, licensure is ultimately determined by an outside entity. For LPCC information, you must contact the Board of Behavioral Sciences (BBS).

School Counseling Specialization, PPS Credential

The School Counseling Specialization Faculty and Program

[Patricia Van Velsor](#), Ph.D. (Professor), Coordinator

[Molly Strear](#), Ph.D. (Associate Professor)

The School Counseling program prepares master's level professionals to utilize comprehensive, data-driven, multi-tiered school counseling services that meet the academic, social, emotional, and career needs of students in PK–12 schools. Through didactic and experiential learning opportunities, school counseling students will learn preventative and intervention strategies to promote the wellness and development of children and adolescents, while fostering more culturally affirming, inclusive, and equitable learning environments. As professional school counselors, graduates will be positioned as advocates and leaders that promote student success, caregiver and community connections, and systemic change. The program may be completed in two years on a full-time basis, or may be taken on a part-time basis. The program consists of 60 units. While much of the course work is generic in nature and is common to all counseling majors, some courses are unique to the School Counseling program. The School Counseling curriculum is a component within the Department of Counseling with all of the required course work offered through this department. Graduates will be recommended for a PPS credential in school counseling to the California Commission on Teacher Credentialing (CCTC) upon completion of all credentialing requirements (including satisfaction of the CCTC Basic Skills Requirement such as the CBEST).

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

Fieldwork in School Counseling

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

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

1. A minimum of eight hundred (800) clock hours of field placement are required in a PK-12 school setting in direct contact with pupils:
 - Fieldwork shall be provided in at least two of three settings (elementary, middle, and/or high school) with a minimum of two hundred (200) hours at each setting.
 - At least 150 fieldwork hours must include students from diverse backgrounds (e.g., students with diverse racial and ethnic identities, English learners, transgender and gender diverse youth, youth experiencing housing instability, youth in the foster care system, youth with disabilities);
 - Fieldwork hours must include a minimum of 100 hours of experience in each of the following domains: social/emotional, college/career, and academic counseling. School counseling students must track their domain hours throughout their program with an additional fieldwork hours log;
 - A minimum of twenty (20) sessions of group counseling and/or classroom lessons must be completed. Ten (10) sessions must be accrued facilitating small group counseling or classroom lessons in a school setting. Ten (10) sessions will be completed in the group counseling class (Counseling 811) in which students participate as members and facilitators of a small group.
2. Up to two hundred (200) of the eight hundred (800) clock hours may be in a setting other than the public schools provided that the candidate is supervised by an experienced practitioner who holds the Pupil Personnel Services Credential and who has been practicing as a school counselor for at least two years.

Credential Requirements

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

1. Fingerprinting (application for Character and Identification Clearance). This must be completed **before** starting to work in any California public school. The forms are available in the Credentialing Office in the College of Education.
2. Evidence that the student had a current TB test with negative results.
3. Successful completion of the CCTC Basic Skills Requirement such as the CBEST **before** your credential is approved. We strongly recommend that you address this requirement either before or soon after starting our program.
4. Payment of a credential processing fee to the Credential Office in the School of Education.
5. Submission of a CAP (Credential Approved Program) accompanied by one (1) unofficial transcript to the School Counseling coordinator in the Department of Counseling. The signed CAP form becomes part of the packet submitted to the Credential Office.
6. Submission to the Credential Office of one (1) unofficial transcript in the final semester at SFSU.

7. Once your CAP packet with all of the above items has been reviewed, it will be forwarded by the SFSU Credential to the California Commission on Teacher Credentialing.

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

State of California – Commission on Teacher Credentialing

1900 Capitol Avenue

Sacramento, California 95811

1-888-921-2682

Course Requirements

MASTER OF SCIENCE IN COUNSELING

Specialization: School Counseling, PPS Credential

Required Courses

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

School Counseling as an Emphasis

COUN 716	Professional Seminar I – Structural Elements	3
COUN 717	Professional Seminar II – Functional Elements	3
COUN 718	Professional Seminar III – Professional Issues	3
COUN 741	Crisis Counseling (If not already required in the specialization)	3

- Students with a school counseling emphasis must meet the same fieldwork and credential requirements as the School Counseling program (please see field practice and credential requirements above).

Recommended Sequence of Courses: A Road Map

The recommended sequence of classes for the specialization in School Counseling are outlined below as a 2-year sequence or 3-year sequence. If you choose to complete your degree in more than 3 years, be sure to work with your advisor to set up a multi-year sequence to fit your timeframe.

2 Year Sequence

(Students completing a School Specialization AND another Emphasis are advised to take a 3 year plan and will need to integrate emphasis requirements into course sequence)

Year 1: Fall – 15 units			Year 1: Spring – 15 units		
Course	Units	Title	Course	Units	Title
Coun 702	3	Developmental Foundations	Coun 700	3	Theories of Counseling
Coun 705	3	Supervision & Coaching	Coun 703	3	Psychological Foundations
Coun 706	3	Practicum & Counseling Process	Coun 717	3	Professional Seminar II Functional Elements
Coun 716	3	Professional Seminar I- Structural Elements	Coun 736	3	Advanced Counseling Process/ Internship
Coun 857	3	Law & Ethics	Coun 794	3	Seminar in Research

Year 2: Fall – 15 units			Year 2: Spring – 15 units		
Course	Units	Title	Course	Units	Title
Coun 720	3	Career Counseling	Coun 715	3	Assessment in Counseling
Coun 718	3	Professional Seminar III Prof. Issues	Coun 738 or 858	3	Addictions or Couple & Family Counseling I
Coun 811	3	Group Counseling Process	Coun 741	3	Crisis Counseling
Coun 833	3	Social/Cultural Foundations	Coun 891	3	Case Studies/ Internship

Coun 890	3	Integrative Counseling/ Internship	Coun 892	3	Culminating Experience
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Some of our graduate students complete the program in two years while others do it in three years. If you wish to complete the program in three years, please find below a suggested class sequence.

3 Year Sequence

Year 1: Fall – 9 units			Year 1: Spring –9 units		
Course	Units	Title	Course	Units	Title
Coun 702	3	Developmental Foundations	Coun 700	3	Theories of Counseling
Coun 794	3	Seminar in Research	Coun 703	3	Psychological Foundations
Coun 833	3	Social/Cultural Foundations	Coun 857	3	Law & Ethics

Year 2: Fall – 12 units			Year 2: Spring – 12 units		
Course	Units	Title	Course	Units	Title
Coun 705	3	Supervision & Coaching	Coun 715	3	Assessment in Counseling
Coun 706	3	Practicum & Counseling Process	Coun 717	3	Professional Seminar II Functional Elements
Coun 716	3	Professional Seminar I Structural Elements	Coun 736	3	Advanced Counseling Process/ Internship
Coun 720	3	Career Counseling	Coun 738 or 858	3	Addictions or Couple & Family Counseling I

Year 3: Fall – 9 units			Year 3: Spring – 9 units		
Course	Units	Title	Course	Units	Title

Coun 718	3	Professional Seminar III Prof. Issues	Coun 741	3	Crisis Counseling
Coun 811	3	Group Counseling Process	Coun 891	3	Case Studies/ Internship
Coun 890	3	Integrative Counseling/ Internship	Coun 892	3	Culminating Experience

Internship Credential for School Counseling

Public school districts or county offices of education occasionally invite a school counseling trainee to assume the functions of a credentialed school counselor. In these select cases, the intern continues to receive supervision from the school district while being paid a salary by the school district in order to meet the instructional or service needs of the district. The participating school district must certify that the intern will not displace certified employees in their district. The school counseling trainee may obtain information from the School Counseling Coordinator and is responsible for submitting the required paperwork to the credential analyst in the Credential and Graduate Services Center (College of Education) that ensures processing of the Internship Credential. Please note that the Internship Credential is not available for private schools or private charter schools. School districts must send a letter to SFSU indicating that they are requesting the participation of a specific trainee to work under an Internship Credential in their district. Interns who work under the Internship Credential will still need to meet all of the practicum course requirements, such as taping, process notes, etc.

Licensed Professional Clinical Counselor (LPCC)

Legal Notification for Students

The Master of Science in School Counseling is designed to meet the requirements of Section 4999.33 of the Business and Professions Code of the State of California for the Licensed Professional Clinical Counselor license.

Graduates of the School Counseling program who are interested in furthering their clinical counseling skills and addressing the range of issues that affect clients' lives and work may be interested in working toward eligibility for Licensed Professional Clinical Counselor (LPCC).

Students wishing to pursue the LPCC should complete an emphasis in Clinical Mental Health Counseling.

It is strongly recommended that students pursue an internship that integrates a clinical mental health focus (see School Counseling Specialization Coordinator).

Requirements for licensure as a Licensed Professional Clinical Counselor is separate from (but overlaps with) requirements for the MS in Counseling with a specialization in School Counseling. Once completing

the Masters Degree, graduates will need to apply for Associate Status and accrue 3000 hours under the supervision of a licensed practitioner as well as pass licensure exams. Graduates interested in acquiring the LPCC must receive a passing score on the National Clinical Mental Health Counselor Examination (NCMHCE) and the California Law and Ethics Exam. By law, it must be taken after all other licensure requirements.

If you are interested in pursuing LPCC status, we strongly encourage you to join the California Association for Licensed Professional Clinical Counselors (www.calpcc.org) or a comparable organization.

For specific details, refer to the Board of Behavioral Sciences (BBS (www.bbs.ca.gov)) and/or the California Association for Licensed Professional Clinical Counselors (www.calpcc.org). Please be advised that while our program can position you for the LPCC, licensure is ultimately determined by the BBS, which is an outside entity.

PPSC Only (Post Masters)

Pupil Personnel Services Credential-Only Program (post-masters)

This program is designed for individuals who currently hold a master's degree in counseling, and who wish to obtain a credential enabling them to work as a school counselor in a PK-12 school setting.

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

The program is designed to supplement an already completed master's degree in counseling. It comprises a minimum of 18 semester units.

Course	Title	Units
Coun 716	Structural Elements for School Counseling	3
Coun 717	Functional Elements for School Counseling	3
Coun 718	Professional Issues for School Counseling	3
Coun 741	Crisis Counseling	3
Coun 850	Post-Masters Internship	6

Upon admission, students may be required to take additional coursework to meet the CCTC program and credential requirements. The exact number of units required for PPS Credential-Only students will be determined after admission following a transcript review. The total number of semester credit hours must be a minimum of 48 semester units, which may include units from the candidate's previous master's degree program. To complete the Pupil Personnel Services Credential-Only Program, candidates must demonstrate knowledge and skills in the following California CTC PPS School Counseling Program Standards:

- Foundations of School Counseling Professional Standards
- Professionalism, Ethics, and Legal Mandates
- Student Academic Development
- Student College and Career Development
- Social and Emotional Development
- Growth and Development, Learning Theory, and Academic Achievement
- Leadership and Advocacy in Social Justice, Equity, and Access
- Program Development
- Research, Program Evaluation, and Technology

Fieldwork Requirement

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

1. A minimum of eight hundred (800) clock hours of field placement are required in a PK-12 school setting in direct contact with pupils:
1. Fieldwork shall be provided in at least two of three settings (elementary, middle, and/or high school) with a minimum of two hundred (200) hours at each setting;
2. At least 150 fieldwork hours must include students from diverse backgrounds (e.g., students with diverse racial and ethnic identities, English learners, transgender and gender diverse youth, youth experiencing housing instability, youth in the foster care system, youth with disabilities);
3. Fieldwork hours must include a minimum of 100 hours of experience in each of the following domains: social/emotional, college/career, and academic counseling. School counseling students must track their domain hours throughout their program with an additional fieldwork hours log;
4. A minimum of twenty (20) sessions of group counseling and/or classroom lessons must be completed. Ten (10) sessions must be accrued facilitating small group counseling or classroom lessons in a school setting. Ten (10) sessions can be completed in a group counseling class (e.g., Counseling 811) in which students participate as members and facilitators of a small group.
5. Up to two hundred (200) of the eight hundred (800) clock hours may be in a setting other than the public schools provided that the candidate is supervised by an experienced practitioner who holds the Pupil Personnel Services Credential and who has been practicing as a school counselor for at least two years.

Credential Requirements

To process your PPS credential in school counseling, please go to the website of the College of Education (<https://sites7.sfsu.edu/gcoe/current-students/pps-school-counseling-professional-clear-credential-procedures>). Your application for the award will be processed by the Credentialing Office in the College of Education.

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

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

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

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

State of California – Commission on Teacher Credentialing

1900 Capitol Avenue

Sacramento, California 95811

1-88-921-2682

Credential Application:

To apply for the award of your Professional Clear Pupil Personnel Services (PPS) credential, please follow the instructions given on the College of Education's website at <https://sites7.sfsu.edu/gcoe/current-students/pps-school-counseling-professional-clear-credential-procedures>. Consult with your program advisor for the current procedural requirements at the time of your application. Further questions about this program should be directed to the Commission on Teacher Credentialing (see address above).

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For specific details, refer to the Board of Behavioral Sciences (BBS (www.bbs.ca.gov) and/or the California Association for Licensed Professional Clinical Counselors (www.calpcc.org). Please be advised that while our program can position you for the LPCC, licensure is ultimately determined by the BBS, which is an outside entity.

Course Planning and Building a Roadmap



In the previous section, each specialization was described in depth along with two- and three-year sequences. This section focuses on the advising process and resources to help you build your road map toward graduation. In this section:

1. We describe the advising process in the DoC including mandatory advising meetings each semester with your faculty advisor and the Approval process and form (COAF).
2. We also provide information for incoming students about the university's writing requirement and information for those students who wish to transfer graduate counseling courses from previous universities.
3. Then, we share the **Recommended Course Sequence Summary Tables** that provide an overview and compare the requirements for each specialization in the recommended order for taking your courses taking into account prerequisites and preferences by field sites. We have created these tables so that you can see all specializations at once and compare your emphases with your specialization. We provide tables for 2-year and 3-year plans across all specializations.
4. There is a brief overview of how internships and internship courses fit into your plan in terms of planning coursework.
5. We ask you to consider how many units you might take and what that might mean for your length of time in the program.
6. We share some "nuts and bolts" about registering for courses, waitlists, dropping classes, etc.

We also provide information you need about our processes and requirements for successfully registering and enrolling in your classes.

Before you Start the Program: Writing Requirements and Transfer Credits

Graduate Level Writing Proficiency

Graduate Studies at SF State University requires a first level writing assessment (prior to the first semester) and second level assessment (prior to graduation) for all graduate programs.

1. In the Department of Counseling, the first level graduate writing proficiency requirement is assessed after the offer of admissions and is based on the Personal Statement included in the application. This Personal Statement must be written by the applicant and the applicant must sign an affidavit verifying that they are the sole author. If the admissions committee determines that the admitted student does not meet graduate level writing, they will refer the incoming student to enroll in HSS 700, a graduate level writing course, to prepare them for success.

The HSS 700 writing course is designed to help students prepare for the rigorous writing requirements in the Department and to be successful in the program. The content and assignments in the course are specifically shaped to reflect the kind of writing that is required such as literature reviews, process notes, etc.

Except under extraordinary circumstances, students who have not met this criterion will not be permitted to take counseling courses. Exceptions include students who have completed masters or doctoral degrees and submit their thesis, dissertation, or other published work for review (see explanation below).

2. A second level of writing proficiency will be demonstrated through the Culminating Experience Project (CEP) during the second semester of the second-year internship (completed in COUN 892). The writing assignments for the culminating Experience Project involve writing that is relevant to specialization specific professional contexts.

There are times when a student may feel that their writing ability is better than the writing assessment outcome. If the student wishes to appeal the HSS requirement on the basis that their writing skill does meet the level one proficiency, the appeal process involves the student, Department of Counseling, and Graduate Studies. The appeal process is as follows: The student should first meet with their advisor to discuss their intent. They then would need to submit supporting documentation clearly indicating their writing abilities (e.g., published original works, if they hold a previous graduate degree, their thesis or dissertation may be used). They would submit that documentation to the Department of Counseling for review by a committee along with a [Petition for Waiver of Graduate Program Regulations](#) select “Other” on the form and write “Waive Level One Writing Requirement”). If the Department committee believes that the student has successfully demonstrated writing level one proficiency, the Department would write a supporting letter to attach to the student’s petition and forward it to the Associate Director of Graduate Admissions. According to Graduate Studies, “students that cannot provide such evidence of their writing proficiency are typically not good candidates for this petition”.

International Students and Writing

All graduate, credential, and certificate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English must demonstrate competence in English. International students should refer to the

Graduate Studies webpage: [English Test Requirements](#) for specific information regarding specific tests and required scores.

Applicants who do not meet SF State TOEFL, IELTS, or PTE standards are encouraged to apply to the American Language Institute at SF State to prepare for full admission to SF State graduate programs. Contact the [American Language Institute](#) for information.

Transfer Units

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

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

Advising Process in the DoC

Whereas incoming students receive advising during orientation and a Faculty Advisor affirms their choices and signs their MS Teams Approval form (COAF), continuing students participate in advising during Advising Week and should be sure to check out [MS Teams DoC Announcements Course Advising and Registration](#).

Enrolled students must meet with their Faculty Advisor a minimum of one time each semester during Advising Week (usually mid semester). In addition, students are welcome, and encouraged, to reach out to their Faculty Advisor at any time of the semester for assistance or guidance. This section explains what the advising process looks like, specifically in terms of preparing you to register for the upcoming semester.

Below, we describe what you will need to prepare for Advising Week (advising to prepare for the Spring semester usually happens in early November, advising to prepare for Summer and Fall usually happens in March). **Please read it all carefully.**

Preparing for Advising Week

The Department Office will post an announcement using the Coun-I listserv (be sure to read your SFSU email) with the dates of the upcoming Advising weeks usually about 2 weeks in advance. We also post the instructions on [MS Teams DoC Announcements Course Advising and Registration](#). At that time, we will also send the link for the required Pre-Advising Survey and a “Course Schedule” showing the times and days of each class along with notations reminding students whether the course is offered fall only, spring only, or both fall and spring. Around that time, Faculty Advisors or the Department staff will send an email to all of their students with guidance about how to schedule an advising appointment. Many Faculty Advisors will post their schedule in Teams-Booking for students to schedule advising appointments there directly.

The Department of Counseling requires students to complete a **Pre-Advising Survey** to allow us to estimate the number of students hoping to take specific classes. This helps Faculty Advisors to provide you with the best information estimating which courses may have space when it is your time to register through the university portal. This also helps inform us about challenges and needs of students so we can advocate for more funding if there are significantly more students who **MUST** have a particular class than seat caps allow. The PRE-ADVISING SURVEY is DUE TWO WEEKS BEFORE ADVISING WEEK. To fill out the Pre-Advising Survey, you will want to refer to the following documents:

Proposed Schedule (available 2 weeks before Advising Week)- This contains the **proposed schedule of classes** with notations including courses offered fall only*, spring only**, and both fall and spring***. In addition, notations for each specialization are listed. If a course is not listed on the spring schedule, that means it will not be offered in the spring. The last two pages of this document show how the schedule is laid out for each specialization if you are following a 2-year plan. This will also be posted in Teams – “DoC Announcements”.

[2-Year or 3-Year Course Sequence Guide for your Specialization-](#) If you plan to take more than a 3-year plan, be sure to talk with your advisor for help modifying your advisor can also help you with this.

When you meet with your advisor during advising week, you will submit an “Approval Form” through MS Teams and this becomes your COAF (Consent of Advising form). You create the approval form listing your advisor and “Depart of Counseling” (see [MS Teams DoC](#)

[Announcements Course Advising and Registration](#)). This becomes your COAF and your proof that you have

been advised into specific classes. It does not guarantee a spot in a class, rather it signals your priority for a class. We will do our best to ensure that students get the classes they need but sometimes we all need to be flexible. When you arrange your advising appointment with your advisor, make sure to attach your unofficial transcript and your Advising Form (the list of all the requirements you have met).

Advising Week

All students are required to meet with their Advisor during "Advising Week" to prepare for registration, plan their desired schedule for the following semester, and obtain the Advisor's signature affirming the plan. The following instructions describe the advising process and the steps you need to take to clear your Advising hold prior to registration.

Dates for Advising Week are mid-semester and the dates are announced via the Department's listserv (Counsel@sfsu.edu) and on MS Teams. The advising holds are removed after the Department receives the signed Consent of Advisor form (COAF) created through MS Teams and approved by your advisor. The holds are released in order based on the *Seating Priority* policy (described in this Handbook) and after you have met with your advisor during Advising Week. At the bottom of this page, we have provided a guide for using Teams to create your Advising Approval form (COAF). Please review it and ask your Faculty Advisor if you have any questions.

When you meet with your Advisor during Advising Week, you must bring the following to this meeting (if you are meeting with your advisor by Zoom, be sure to send them electronic copies):

- (1) Your Educational Plan (either a form from your advisor or from [MS Teams DoC Announcements Course Advising and Registration](#))
- (2) a completed Teams Advising Approval Form (Consent of Advisor Forms; COAF), and
- (3) a recent unofficial transcript

In your Advising Week meeting, you will plan with your advisor the sequence of courses, your educational plan, and discuss other issues pertinent to your progress in the program. You and your advisor will agree on the courses that are appropriate for you to take during the next academic term. You will keep one copy of the form for guidance when you register for courses through *Student Center* (go to *MySFSU* website at www.sfsu.edu/student) during your specific registration time slot assigned by the university. Only those courses listed on this form may be enrolled in, and only your advisor may sign your COAF. **If you enroll in courses that are not approved by your advisor formally in the Approval COAF form, you may be dropped from the course.** The Approval COAF form provides permission to register for the course, however you must formally register through the university registration system at your designated time and date of registration (you can get this information from www.sfsu.edu/student). Please note that if more students are advised into a course than there is space for, some students will need to consider alternate choices. Please contact your Faculty Advisor to assist you with this and also [fill out the DoC's Trouble Getting Into Classes survey to alert the DoC Chair about the problem.](#)

If you change your schedule prior to the semester beginning, please contact your Faculty Advisor to approve a revised Approval COAF.

Late Advising

Faculty are available to meet with students for Late Advising on the Monday of the first week of the semester. Please contact your advisor to schedule a time for Late Advising. This should be a last resort.

Seat Priority

Students who meet with their advisor during the specified Advising Week dates will be viewed as having priority for the classes on their COAF. Students who complete their Approval COAF after advising weeks, or modify their Approval form, have second priority and may be asked to drop the class if the class is full with students on the waitlist. Similarly, if a student is graduating that semester and needs a course, we will do what we can to make sure they will have a seat. Doing the approval form during Advising Week will help this. This system helps us to ensure that students who received advising during advising week have preference for seats in their desired courses before those students who do not fulfill the Advising Week requirement. Your advisor will send information out regarding the process for scheduling an advising appointment with them. The Approval system is for the specific classes and sections that appear on the Approval COAF. Having said all this, it is possible that there may be more students advised into a particular section of a class than seats available. In those cases, not all students will be able to register for their first preferences and may need to be flexible in considering alternatives. Working with your Faculty Advisor and completing the “[Trouble Getting Into Classes](#)” survey on Teams will be the best way to collaboratively find solutions.

The following is the priority system for seats in classes:

- We consider that students who are graduating in Spring of that academic year and attend advising during Advising Week should be given special consideration whenever possible. In addition, students who attend advising during Advising Week, even if they are not graduating.
- Students who have their initial advising after Advising Week but before the beginning of the semester are second priority. This also includes students who have revised their Approval COAF after Advising Week.
- Last priority is given to students who attend advising on late advising day on the first day of the upcoming semester.

Creating your Approval Advising form (COAF) on Teams

How to fill out COAF (Desktop Version)

1. Go to "Find personal apps" – 3 dots on the left column

2. Click on "Approvals"

3. Click "New Approval request"

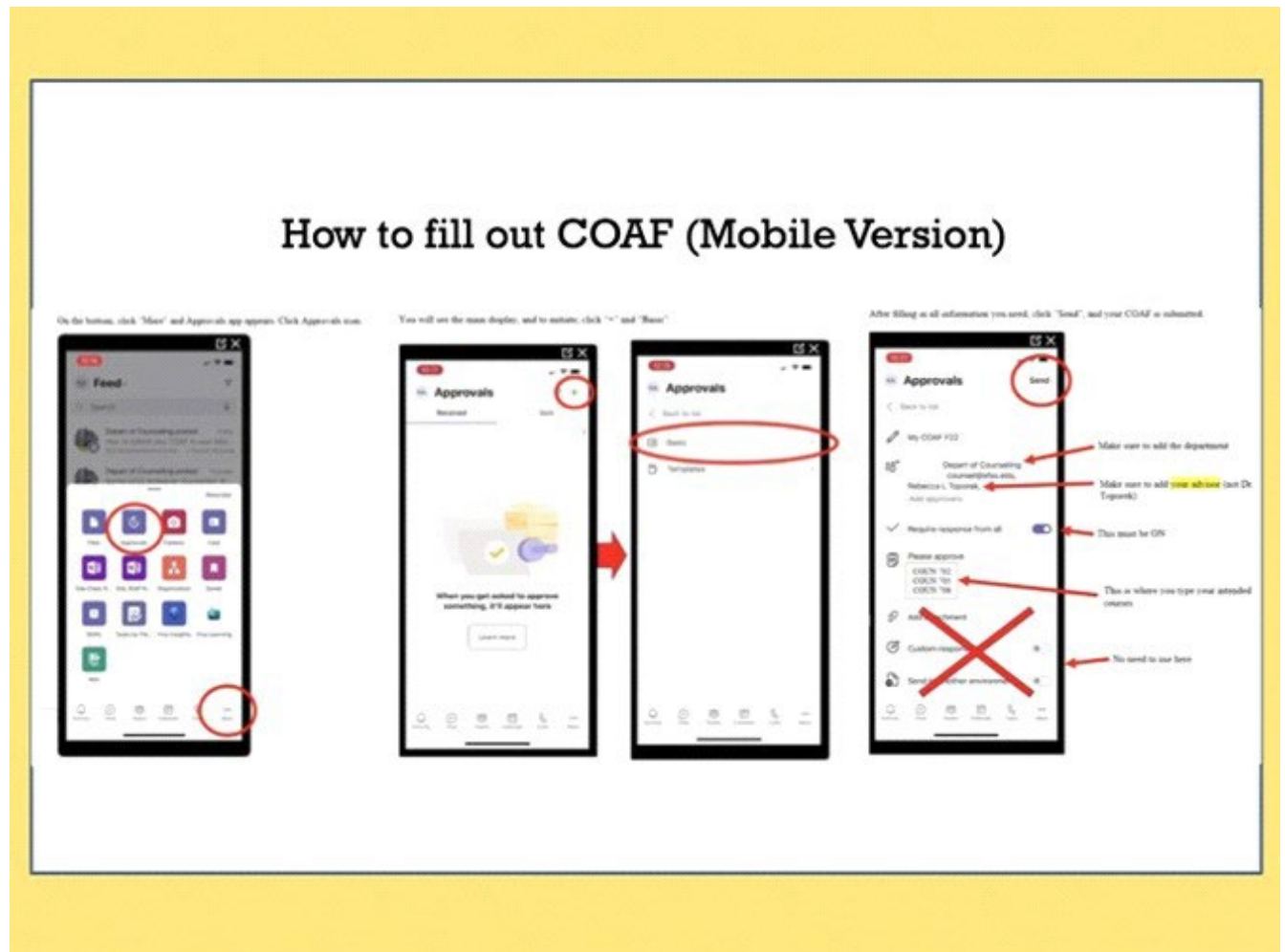
4. Fill out & submit this request

5. Once COAF is approved, it looks like this.

(image of instructions for using MS Teams to create Approval form. The image shows a picture of MS Teams "Approvals" icon with an arrow to "." in the left column.

- 1- Go to "Find personal apps" 3 dots on left column.
- 2- Click on "Approvals" with an arrow to the Approvals icon.
- 3- Click on "New Approval Request" on top of right side of screen"
- 4- Fill out & Submit this request with an arrow to details.
- 5- Once COAF is approved, it looks like this (an image of what the COAF looks like).

In the image of the Approvals App, it shows title as "My COAF for F21", below that says "Enter your Advisor's name" and "Don't forget to add Department so we can remove your advising hold" and "Don't forget to Turn on" pointing to "Require a Response from all Approvers"



(Image of instructors for Mobile Version of COAF)

Planning Your Courses: Recommended Course Sequences, Prerequisites, and Requirements

The Recommended Course Sequences are based on a developmental process as well as the order of prerequisites. Please pay attention to the notations that tell you which courses are offered only once each year (fall or spring), and which courses have prerequisites (see Course Description section at the end of this Handbook or the SF State Bulletin for specific information). Carefully plan your program with your faculty advisor. In some cases, the summer session minimizes the necessity of heavy semester schedules or overloads, yet only a few courses in the curriculum are offered during the summer.

This section provides you with a quick tool for checking the recommended path (sequence) for your specialization and provides a comparison table so you can easily see what each specialization requires (helpful for those also doing an emphasis). We also provide information you need about our processes and requirements for successfully registering and enrollment in your classes.

Planning Your Courses: A Quick View Tool for 2-year and 3-year Plans for All Specializations

The program is carefully structured to follow specific curricular, pedagogical logic. The following curricular outline for each specialization is the recommended sequence of classes. Please note that some courses are offered only once each year (fall or spring), and many courses have prerequisites (listed at the end of this page; also see **Course Description section in this Handbook** or the SF State Bulletin). Carefully plan your program with your advisor. In some cases, the summer session minimizes the necessity of heavy semester schedules or overloads, yet only a few courses in the curriculum are offered during the summer based on demand from students and university budget. Make sure to consult with your Faculty Advisor to create the best plan given availability of classes.

Please follow the recommended sequence for your specialization. If you have an emphasis or are required to take HSS 700 (writing), you are advised to take a 3-year sequence. **Please work with your Faculty Advisor to integrate the emphasis courses including any core course requirements that may be different from your specialization.** BE SURE TO CONSULT WITH YOUR ADVISOR BEFORE TAKING COURSES OUT OF SEQUENCE. Keep in mind that some courses have prerequisites identified in the course listings in the SFSU Bulletin and this Handbook.

Creating Your Educational Plan: Required Internships and Courses

Your Educational Plan is your roadmap. This is where you lay out what courses you will take and in what order, including your internships. We have several tools to help you with this and your Faculty Advisor is also a great resource. We have separated the Educational Planning Process into several parts: understanding course requirements (recommended sequences for 2- and 3-year plans), and writing up your personalized educational plan (worksheet). Please review the section on Practicum and Internship to better understand the course sequences, hours requirements and other specific demands of the practicum and internship process.

Recommended Course Sequence Summary Tables

Department of Counseling (DoC) at SF State (Revised Fall 2022)

Below are roadmaps for the recommended sequence of courses for

- 2-year plan (no emphasis, no HSS 700) and
- 3-year plan (no emphasis and no HSS 700).

If you are doing an emphasis and/or choose to do the program in more than three years, please work with your faculty advisor to create an educational plan that fits your needs. For more details, please see your Specialization section of the DoC Student Handbook.

2-YEAR RECOMMENDED COURSE SEQUENCE

The 2-year plan is most appropriate for students who have a specialization and NO emphasis, as well as students who do NOT need to take HSS 700 (writing). The number of units are in parentheses followed by the course number. Pay attention to the notations (* fall only; ** spring only; *** fall and spring; ^p prerequisite required).

YEAR 1						
SEMESTER/FALL	CAREER	COLLEGE	GERON	SCHOOL	MFCC	CMHC
	(3) 833*	(3) 833*	(3) 702*	(3) 702*	(3) 702*	(3) 702*
	(3) 705* & (3) 706* ^p	(3) 705* & (3) 706* ^p	(3) 705* & (3) 706* ^p	(3) 705* & (3) 706* ^p	(3) 705* & (3) 706* ^p	(3) 705* & (3) 706* ^p
	(3) 720*	(3) 720*	(3) 833*	(3) 716**	(3) 833*	(3) 833*
	(3) 721* ^p	(3) 792*	(3) 857***	(3) 857***	(3) 857***	(3) 857***
Total Units	15	15	15	15	15	15
SEMESTERS/PRING	CAREER	COLLEGE	GERON	SCHOOL	MFCC	CMHC
	(3) 700**	(3) 700**	(3) 700**	(3) 700**	(3) 700**	(3) 700**
	(3) 715**	(3) 715**	(3) 703**	(3) 703***	(3) 703***	(3) 703***
	(3) 727** ^p	(3) 736** ^p	(3) 736** ^p	(3) 717** ^p	(3) 736** ^p	(3) 736** ^p
	(3) 736** ^p	(3) 793** ^p	(3) GERO~	(3) 736** ^p	(3) 738**	(2) 794***
	(3) 857***	(3) 857***	(3) 870**	(3) 794***	(3) 861** ^p	(3) 870**
Total Units	15	15	15	15	15	15
YEAR 2						
SEMESTER/FALL	CAREER	COLLEGE	GERON	SCHOOL	MFCC	CMHC
	(3) 704, 716, 792 or 858 ^p	(3) 704, 716, 721 or 858 ^p	(3) 704**	(3) 718* ^p	(3) 720*	(3) 704*

	(3) 811* _p	(3) 811* _p	(3) 720*	(3) 720*	(3) 794***	(3) 737* _p
	(3) 702*	(3) 702*	(3) 811* _p	(3) 811* _p	(3) 811* _p	(3) 811* _p
	(3) 794***	(3) 794***	(3) 794***	(3) 833*	(3) 858* _p	(3) 720*
	(3) 890* _p	(3) 890* _p	(3) 890* _p	(3) 890* _p	(3) 890* _p	(3) 890* _p
Total Units	15	15	15	15	15	15
SEMESTERS PRING	CAREER	COLLEGE	GERON	SCHOOL	MFCC	CMHC
	(3) 738***	(3) 738***	(3) 738***	(3) 715**	(3) 715**	(3) 715**
	(3) 741** _p	(3) 741** _p	(3) 741** _p	(3) 738*** or 858*	(1) 827** _p & (2) 859** _p	(3) 738***
	(3) 703**	(3) 703**	(3) 715**	(3) 741** _p	(3) 860** _p	(3) 741** _p
	(3)891** _p & (3) 892** _p	(3)891** _p & (3) 892** _p	(3) 891** _p & (3) 892** _p	(3)891** _p & (3) 892** _p	(3)891** _p & (3) 892** _p	(3)891** _p & (3) 892** _p
Total Units	15	15	15	15	15	15

* Offered only in the Fall Semester

** Offered only in the Spring Semester

*** May be offered both Fall and Spring semesters

_p Check prerequisites in Student Handbook

~ GERO –Work with DoC Gero Coordinator to identify graduate level GERO courses

3-YEAR RECOMMENDED COURSE SEQUENCE

YEAR 1						
SEMESTERF ALL	<u>CAREER</u>	<u>COLLEGE</u>	<u>GERON</u>	<u>SCHOOL</u>	<u>MFCC</u>	<u>CMHC</u>
	(3) 833*	(3) 833*	(3) 702*	(3) 702*	(3) 702*	(3) 702*
	(3) 720*	(3) 720*	(3) 833*	(3) 857*	(3) 833*	(3) 857***
	(3) 721* _p	(3) 792*	(3) 857***	(3) 833*	(3)857***	(3) 833*
	<i>(3) HSS 700 if required</i>	<i>(3) HSS 700 if required</i>	<i>(3) HSS 700 if required</i>	<i>(3) HSS 700 if required</i>	<i>(3) HSS 700 if required</i>	(3) 794* take later if choose 9 units
Total Units	9 (or 12)	9 (or 12)	12 (or 15)	9 (or 12)	9 (or 12)	9 (or 12)

SEMESTERS PRING	CAREER	COLLEGE	GERON	SCHOOL	MFCC	CMHC
	(3) 700**	(3) 700**	(3) 700**	(3) 700**	(3) 700**	(3) 700**
	(3) 715**	(3) 857**	(3) 703**	(3) 703***	(3)703***	(3) 703***
	(3)727** _p	(3) 793** _p	(3) GERO~	(3) 794***	(3) 715**	(3) 715
			(3) 870**		(3) 738**	(3) 870**
Total Units	9	9	12	9	12	12
YEAR 2						
SEMESTERF ALL	CAREER	COLLEGE	GERON	SCHOOL	MFCC	CMHC
	(3) 705* & (3)706* _p	(3) 705* & (3) 706* _p	(3) 705* & (3) 706* _p	(3) 705* & (3)706* _p	(3) 705* & (3)706* _p	(3) 704*
	(3) 702*	(3) 702*	(3) 704*	(3) 716*	(3) 720*	(3) 705* & (3) 706*
	(3)794***	(3) 794***	(3) 720*	(3) 720*	(3)794***	(3) 720*
Total Units	12	12	12	12	12	12
SEMESTERS PRING	CAREER	COLLEGE	GERON	SCHOOL	MFCC	CMHC
	(3)703***	(3)703***	(3)736** _p	(3)715**	(3)736** _p	(3)736** _p
	(3)736** _p	(3)736** _p	(3)738***	(3)717** _p	(1) 827** & (2)859** _p	(3)738***
	(3) 738***	(3) 738***	(3)741** _p	(3) 736** _p	(3) 861** _p	(3) 741** _p
	(3) 857***	(3)715***		(3) 738*** or (3) 858*		
Total Units	12	12	9	12	9	9
YEAR 3						
SEMESTERF ALL	CAREER	COLLEGE	GERON	SCHOOL	MFCC	CMHC
	(3) 811* _p	(3) 811* _p	(3) 794***	(3)718*	(3) 811* _p	(3) 737* _p
	(3)704, 716, 792 or 858*	(3)704, 716, 792 or 858*	(3) 811* _p	(3) 811* _p	(3)858*	(3) 811* _p
	(3) 890* _p	(3) 890* _p	(3) 890* _p	(3) 890* _p	(3) 890* _p	(3) 890* _p

Total Units	9	9	9	9	9	9
SEMESTERS PRING	CAREER	COLLEGE	GERON	SCHOOL	MFCC	CMHC
	(3) 741** _p	(3) 741** _p	(3) 891** _p & (3) 892** _p	(3) 741** _p	(3) 860** _p	(3) 891** & (3) 892** _p
	(3) 891** _p & (3) 892** _p	(3) 891** _p & (3) 892** _p		(3) 891** _p & (3) 892** _p	(3) 891** _p & (3) 892** _p	
Total Units	9	9	6	9	9	6

* Offered only in the Fall Semester

** Offered only in the Spring Semester

*** May be offered both Fall and Spring semesters

_p Check prerequisites in Student Handbook

~ GERO –Work with DoC Gero Coordinator to identify graduate level GERO courses

Note: This recommended sequence is subject to change without prior notice. Consult your faculty adviser regularly.

Prerequisites

All DoC graduate courses are restricted to classified graduate students in MS Counseling, MS Counseling: Concentration in Marriage, Family, and Child Counseling, and MS Clinical Mental Health Counseling. In addition, many require that you have completed another course first (prerequisites). We have created a quick reference here and hope we haven't missed anything. To be sure, refer to the [Course Descriptions section of this Handbook](#) or the [SFSU Bulletin](#) to confirm.

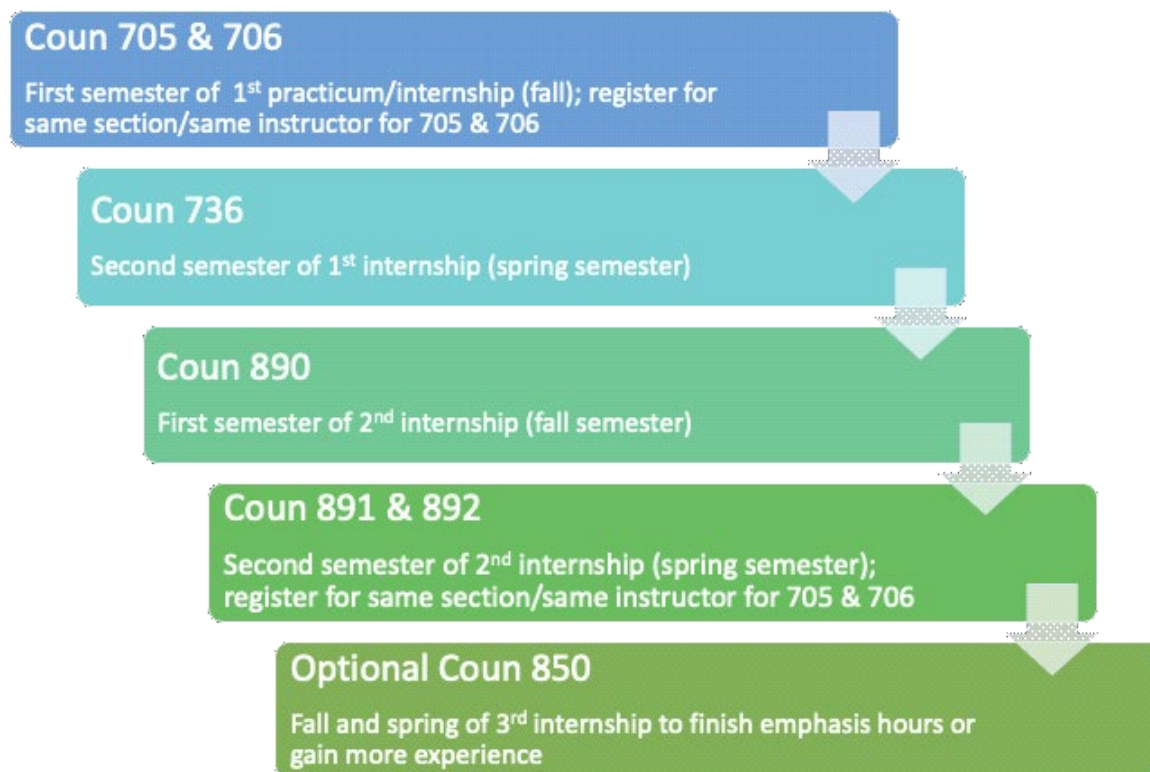
DoC Course	Prerequisite or co-requisite
705	Concurrent enrollment with 706 and contract with a DoC approved field training site
706	Concurrent enrollment with 706 and contract with a DoC approved field training site
717	716
718	717
721	720 (or concurrent enrollment)
727	721
735	736
736	Completion of 706 and 705 with a B or better and contract with a DoC approved field training site; completion or concurrent enrollment in 700
737	703
741	Completion of 736 or concurrent enrollment
793	792

811	706
850	736
858	700; 706
860	858
861	736
890	Completion of 736 with a B or better and contract with a DoC approved field training site
891	Completion of 890 with a B or better and contract with a DoC approved field training site; concurrent enrollment with 892
892	Concurrent enrollment with 890
899	Pre-arranged with individual DoC faculty member

Planning for Practicum and Internship Courses

Internship Course Sequence

Internship/Practicum courses must be taken in the following order, regardless of the year you begin internship:



*If you continue an internship into the summer, you may need to register for Coun 735 summer (additional cost)

Practicum Course Selection

Students select a practicum section (COUN 706 & 705, COUN 736, COUN 890, COUN 891 & 892) that reflects their specialization. Please note that if you are taking COUN 706 you must be concurrently registered in COUN 705. Similarly, if you are taking COUN 891 you MUST be concurrently registered in COUN 892. Be sure to consult with your Faculty Advisor or Coordinator(s) if you have any questions about this or other related matters. Students who are engaged in a third internship after having completed Coun 891 are required to enroll in Coun 850 for during third internship. Students who continue their internship through the summer (after completed an academic year of an internship) will also be required to enroll in Coun 735 during the summer. Please see the [Practicum Internship Section](#) and [Academic Expectations](#) sections of this Handbook for policies for grades required in practicum/internship courses to move through the practicum/internship process.

Attendance in Internship Classes

Students may not miss more than one class meeting in COUN 736, 890 and 891. If a student misses more than the allowed absences as indicated in the syllabus, they will not pass the class (this may also include coaching sessions) resulting in having to repeat the internship extending their time in the program. In addition to providing instruction on counseling skills, building community, and facilitating the development of culturally relevant interventions, practicum and internship courses provide necessary group supervision as specified by our accreditation requirements. Refer to the attendance policy in the syllabus for specifics.

30 Unit Fieldwork Policy

Students **MUST** begin their fieldwork (practicum/internship) by the time they reach 30 units (HSS 700 is not included) so they have the proper context for their coursework and so the faculty can facilitate the student's development as a clinician prior to advancing too far in the program. This policy was waived during 2020-2021. It was reinstated in 2022-2023. If necessary, students should discuss exceptions with their faculty advisor and may appeal to the Department Chair using the [Exceptions to Department Policy](#) form.

Practicum/Internship/Fieldwork Policies

All students are expected to become familiar with the necessary information regarding Practicum and Internship, be sure to read the [Practicum and Internship section](#) of this Handbook as well as the [Practicum and Internship Handbook](#) that is posted on MS Teams -> DoC Announcements and on our DoC website for the current year. Students are responsible for monitoring and tracking their practicum and internship hours, ensuring their forms are completed correctly, and signed and completed appropriately by their supervisors and field sites. Further, students who will be using their internship hours to meet BBS requirements must be familiar with the policies and requirements and ensure they meet those. If a student has any concerns or questions, it is essential they reach out to their practicum/internship instructor to alert them to the concern or clarify.

How Many Units and How Many Years Will You Take?

The *Recommended Course Sequence* provides guidance about what courses to take and in what order. Yet, each student needs to make decisions about their load considering their readiness and other demands in their life. It is essential to consult with your Faculty Advisor in making these decisions as well as taking into account guidelines and policies below.

Full-time or Part-time

Full-time students usually carry approximately 15 units per semester. To complete the program within two years, not counting summer school, a 15-unit load will be necessary for students with a Specialization only. Carrying an Emphasis typically requires a 3-year plan. If the student is required to improve their writing skills and take HSS 700 [writing class] this will also require additional time. It is important that students talk with their faculty advisors about workload, outside commitments, and other aspects that will influence how they build their course schedule and educational plan.

Some students choose to take courses in the summer semester to make their the academic load per semester and the total amount of time in the program easier to plan and handle. However, it is difficult to predict which classes will be offered each summer because it is based on student demand. We send a poll to students typically in February or March to vote on their requests for summer courses.

Part-time students usually carry 3-12 units per semester depending on the student and how long they plan to be in the program. One consideration for students who choose a part-time load is the importance of beginning fieldwork (practicum/internship) by the time they complete 24 units in the program. Students who are receiving financial aid should consult with the Financial Aid Office regarding the minimum number of units they are required to take to maintain their financial aid award.

Please keep your schedule sufficiently flexible to accommodate fieldwork requirements and department course schedules and work with your faculty advisor throughout the program to plan and adjust plans as needed.

Practicum/Internship

Because internships are a full academic year commitment and two internships are required, the program requires a minimum of two years. Many students choose a 3-year program because they choose to focus on coursework and/or personal obligations one of the years of the program or because a third year is needed for emphasis requirements. Additionally, some students choose to do a third internship (requiring an additional year) either to meet emphasis requirements or simply to gain more experience.

Planning Time for the Culminating Experience Project (CEP)

During the year of your second year internship, students complete a Culminating Experience Project, their academic and professional capstone to the graduate degree. Students will begin talking with their Coun 890 instructor in the fall and then in the spring, enroll concurrently in Coun 891 (internship) and Coun 892 (Culminating Experience Project). In Coun 892, students

are immersed intensively in creating, writing, rewriting, and editing multiple drafts of this major written work. In planning courseload for this semester, students must account for the time they will need for this major project that requires research, writing, and rewriting several drafts with feedback. For more information about the CEP refer to the [Graduation - Culminating Experience Project section](#) of this Handbook.

Unit Load Policy

The typical full-time load for graduate students is 12-15 units per semester. A student may take up to 16 units with permission of the designated faculty advisor. If you feel that you must take more than 16 units in any given semester, it is essential to discuss this with their faculty advisor during advising week. The Department does not recommend that students take more than 16 units in order to balance your course load, internship experiences, work, and family time.

Under no circumstances is any graduate student given permission to exceed 18 units in any semester. Students enrolling in more than the approved number of units will be administratively dis-enrolled from their excess units. Further, students who enroll in classes that are not approved through the advising and COAF process may be dis-enrolled from the unauthorized class(s).

Seven Year Limit

Title V of the California Code of Regulations for higher education requires that a master's degree be completed within a seven- year period. No more than seven years may elapse from the first semester of enrollment after admission and completion of a student's degree requirements. If, for any reason, a student's program will not be completed within seven years, they must submit a request for an [Extension of the Seven Year Limit](#) which may require documentation and course recertification. This applies to all students who go beyond seven years including those who have taken a leave from the program.

Getting Into Classes: Nuts and Bolts of Registering, Waitlists, Adding, Dropping, Fees

Registering for Classes

An **Advising Approval form (COAF)** through Teams is the document that tells us that your faculty advisor has approved your choices of courses as appropriate for your path forward. Registering for the class is a separate process that takes place through the university's Student Center sometime after your advising appointment. The university will assign a registration time slot before registration begins and after fees are paid. The registration time slot (priority position) is based upon the total number of units completed. To take advantage of your priority status, you must access *Student Center* during your assigned time—**DO NOT MISS THIS REGISTRATION TIME. You only have priority course registration during your time slot and if you miss that, you will need to wait until open registration.**

Remember, it is your responsibility to register for the courses you have been advised into. If you enroll in courses that have not been approved through the advising and COAF process, you may be taking another student's approved seat and you may be dropped from the unauthorized course(s). If, after your advising appointment and Approval process, you decide to change your schedule, you **MUST** get approval from your faculty advisor and submit a Revised Approval form through MS Teams. It is possible that there may be more students advised into a particular section than the number of seats. In those cases, students will need to be flexible and consider alternatives. We do our best to accommodate and work out issues that come up but we all have to work together and be considerate of each other. If you are ever in this situation, please work with your Faculty Advisor, complete the "[Trouble Getting Into Classes](#)" Survey and let the Department Chair know the situation.

We encourage you to monitor the online course schedule to determine if any changes have been made and we will try to keep you updated using the Coun-1 listserv.

For information on the university's Academic Calendar, associated deadlines, holidays, add and drop deadlines, go to www.sfsu.edu/~admisrec/reg/regsched.html.

Fees

After registering, make sure to pay your fees by the deadline noted in the university academic calendar and the Bursar's calendar. Information about fees and deadlines can be found at the [Bursar's website](#). If you do not pay the fees by the university deadline, you may be dropped from the class. If you are having an issue with financial aid or a problem with paying fees, contact the financial aid office as soon as possible. Avoid getting dropped from your classes!

Waitlist

If you are not able to get into a class, you may be able to register for the waitlist. Reach out to your faculty advisor to see if you can come up with some alternative courses. You may need to be flexible and move things around in your life. If that doesn't work, fill out the DoC's "[Trouble Getting Into Classes](#)" survey to alert the DoC Chair about the problem. The Chair will attempt to investigate the issue either quickly, or several weeks down the road, depending on the situation and viable solutions. Prior to the start of the semester, as students drop, waitlisted students are added in the order they appear on the waitlist (there may be extenuating circumstances where the Department Chair may need to step in to resolve issues). If you are not added to the class prior to the first day of the semester, you will need to contact the instructor to see if there will be space, it is important that you attend the first day of class. If there is space in the class, the instructor will give you a permission code that you will use to register through the university. As of the first

day of class, the waitlist disappears.

Adding Classes

Students who are trying to add a course that they were not initially advised into during Advising

Week must first meet with their faculty advisor to obtain an updated COAF and they may also need to contact the department chair. After the first day of class, students will need to obtain a permission code from the instructor in order for the student to add the class. The Add period is usually the first 2-3 weeks of the semester, check the current university [Academic Calendar](#) for specific dates.

First Day of Class

It is **essential** that you attend the first class meeting. Students that do not attend the first day of class will be considered a “No Show”. Students with this status must drop themselves from the course through SF State's [Student Center](#).

Dropping a Class

If you need to drop a class, be sure to do it within the add/drop deadline (usually the first 2-3 weeks of the semester, see the [Registrar's Deadlines](#) for specific dates). If you need to drop a class due to "serious and compelling reasons" after the drop deadline, you **MUST** see your advisor and follow the procedures outlined by the university. Dropping during this timeframe will result in a "W" on your transcript. Although there are extenuating circumstances where this might be necessary, it cannot be a pattern.

Please note that you are responsible for managing your own enrollment and you must adhere to the add and drop dates specified in the university. Please use the [Registrar's Office Important Dates and Deadlines](#)

Practicum, Internships and Fieldwork



Field Placement: Traineeships

Trainee placements (internships or fieldwork) are an integral part of the graduate program—the student’s opportunity to gain direct experience with clients and to develop skills. The department has prepared a separate handbook detailing all policies, procedures, and expectations relating to trainees. The Practicum and Trainee Handbook is available online on the [DoC Practicum and Internship webpage](#) and the [MS Teams -> Practicum and Internship Team](#). **Students enrolled in Practicum/Internship classes (Coun 706, 736, 890, 891, 735, 850) MUST be familiar with the Practicum and Internship Handbook.** We have provided a brief overview here related to practicum and internships however the [DoC Practicum and Internship Handbook](#) is THE guide students must follow.

Upon entering the program, students must review the Fieldwork policies and make sure to ask questions of their advisor or the fieldwork coordinator to ensure they understand, and plan for, the requirements. Field supervisors can also be referred to the [DoC Practicum and Internship webpage](#). All forms required to be completed during the two years of field placement are also available for download from the [DoC Practicum and Internship webpage](#).

Students are responsible for participating in the internship search process and applying to approved sites that are consistent with their specialization. It is advisable that students apply to several sites and treat the search process similar to a job search process. Once an approved fieldwork site has made an offer to the student, if the student accepts the offer, they are expected to inform their advisor and the Fieldwork Coordinator. Students should ensure that they are committed to the Fieldwork site before they accept the offer and should consider this their 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 Fieldwork Coordinator if they have concerns.

MFCC Specialization students must consult the Board of Behavioral Sciences at www.bbs.ca.gov. **It is essential that MFCC students start a personal file with copies of all BBS forms.** Note: SFSU does not keep documents for use for the BBS licensure. This is the responsibility of each individual student as well as ensuring that all forms are completed accurately.

Students seeking a Professional Clinical Practice license (LPCC), please consult the information in your specialization section about the field placement requirements. Please also refer to the www.CALPCC.com and www.bbs.ca.gov. Please consult with the CMHC Coordinator and/or your faculty advisor regarding internships and the LPCC.

The following are **some** of the general policies regarding trainee placements (Please consult the [DoC Practicum and Internship Handbook](#) for the year you enter the program for a full description of all the policies and practices):

1. Placements are for the full academic year (Fall through Spring semester);
2. Students will complete a minimum of **two separate and different one-year placements** during your graduate program. Students cannot expect (and it is not advised) to complete

both years of internship in the same setting. The only internships that fulfill Departmental requirements are those that are pre-approved by the Department. See the Practicum/Internship Master List on [MS Teams Practicum/Internship Site Lists Channel](#) to determine which Specializations and Emphases have approved the internship.

School Counseling Internship Requirements

Students completing a school counseling credential must complete their trainee placements in two of three settings: elementary, middle, and secondary school levels. It is essential that School Counseling students refer to the [DoC Practicum and Internship Handbook](#) for requirements regarding hours. Students are also encouraged to reach out to the School Counseling Coordinator and/or Internship Coordinator for assistance if needed.

Field Placements for Emphases

Hours needed to satisfy Emphasis requirements may complement Specialization hours (sometimes overlapping) or they may need to be in addition to Specialization hours if different setting, population, or focus of work is necessary. If a student requires more than two years of internship to fulfill Specialization and/or Emphasis hours, they must complete a third year of internship and register for Coun 850. Please check information for your specific program for emphasis hours requirements or check with your advisor. Some Specialization and Emphases combinations require 3 years of internship (e.g., School and College combination).

Fieldwork Evaluations

At the end of each semester the site supervisor completes an on-line trainee evaluation and reviews it with the student. The evaluation is submitted online to the department. You can see an example here of the evaluation your supervisor will fill out at the end of each semester:

[Supervisor Evaluation](#)

Critical Elements of Ethics in Fieldwork

Students beginning internship should become familiar with the ACA Code of Ethics. This will be explored in Coun 857 as well. In addition, the DoC [Professional Readiness Expectations](#) also outline expectations for internship and in the DoC more generally. Below are several critical elements highlighted here.

- **Confidentiality** is an essential in the student's relationship with their clients. In practicum supervision, the confidentiality of the client's relationship with the student is part of their professional relationship. The practicum instructor is privy to the client-student interaction. The practicum instructor and student instruction are, however, not confidential. Students are being instructed and evaluated at the same time.
- **Boundaries** and a counseling intern's understanding of their professional role within the internship, with their supervisor, their clients, and their colleagues in the field site and the DoC.
- **Documentation** involves timeliness in completing and submitting essential documents, case notes, etc. Both in the field site and the internship class.
- **Professional competence** refers to, among other things, responsiveness to supervisors, clients, instructors as well as understanding one's limits of competence in relation to a client's needs.
- **Self-awareness and openness** to feedback both from supervisors, instructors and peers is an essential quality for an intern.

Required: Liability for Professional Practice

Students **MUST** purchase liability insurance to cover your work at your field site prior to beginning there practicum/internship. This is a CACREP requirement and proof must be submitted to your Practicum/Internship instructor within the first week of the fall semester. There are several professional associations that offer inexpensive professional practice insurance coverage either as a part of general membership or through additional coverage that can be purchased (see below). As specific rates and options vary from time to time, we recommend that you consider requesting information from one of the following organizations prior to looking for a field placement.

[American Counseling Association](#)

[American Rehabilitation Counseling Association \(ARCA\)](#)

[California Association for Licensed Professional Clinical Counselors \(CALPCC\)](#)

[California Association of Marriage & Family Therapist \(CAMFT\)](#)

[California Career Development Association \(CCDA\)](#)

Who is Involved in the Practicum/Internship and What are their Roles?

Fieldsite Supervisor

Internship supervision is provided by a qualified supervisor onsite. Qualifications include a master's degree in counseling or related field that includes counseling training, minimum of 2 years post masters experience as a counselor or related mental health professional and appropriate licensure or credentialing for MFT, LPCC, or PPS. Trainees receive a minimum of 1 hour of individual supervision per week. At some sites, there is additional training or group supervision provided. A minimum of 1.5 hours (average) per week of group supervision is provided in the practicum and internship classes, thus attendance is required. The field site (practicum or internship site) is responsible for providing a supervisor who holds the relevant qualifications to meet the requirements for the Specialization and/or emphasis.

Practicum/Internship Instructor and Fieldwork Liaison

Each practicum course (706, 736, 890, 891) is taught by a faculty member. This may be a full-time, tenure-track professor or a part-time lecturer faculty. Most of the practicum courses are identified with a specific specialization. The liaison is the student's practicum/internship instructor. They connect with the student's onsite fieldwork supervisor several times a semester and help both the student and field site ensure that the student is getting the training they need to develop effectively as a counselor as well as meet the requirements of internship. The functions of the liaison, briefly, are to provide support for the student and the supervisor, assist when concerns or conflicts arise, and act as a link for information between the department and the fieldwork placement. These functions are explained in the Practicum and Internship Handbook, which you should review at the beginning of each internship. **If problems arise with your field placement, contact your instructor immediately.** Students are expected to contact their instructor/liaison as soon as a problem begins to develop. Problems caught early stand a better chance of being successfully resolved.

Internship Coordinator and Staff

The Fieldwork Coordinator is a member of the faculty who facilitates developing new internship sites in collaboration with Specialization Coordinators, maintain lists of agencies and schools, maintain ongoing site relationships, consult with agencies, and ensure that legal and professional processes are followed. Office staff members also play a critical role in maintaining up to date information about field sites, communicating with field sites and students, receiving and recording hours logs, and answering questions. Both the Internship Coordinator and staff work to plan, coordinate and ensure the success of the Annual Supervisors Meetings and the Spring Traineeship Fair. They also prepare the Practicum/Internship Handbooks and facilitate applications from sites hoping to become approved as internships. In cases where there are challenges at a site, the student and instructor may call on the Internship Coordinator to assist in resolving the issue.

Student/Trainee/Intern

The student/intern is responsible for fulfilling the agreed upon hours and roles in their internship including work with clients, attending meetings and trainings, coming prepared for supervision, and consulting when necessary. Further, they are responsible for communicating frequently and in a timely manner with their internship supervisor and instructor. Finally, the student/intern is responsible to ensure all necessary paperwork is completed fully, signed and submitted by the DoC deadlines including Commitment Agreement, Traineeship Agreement, Supervisor Contact Forms, BBS forms, Specialization and Emphasis Hours Logs. This is all in addition to the coursework assigned in their internship class. If the intern has any concerns regarding meeting the hours requirements, supervision, or any other aspect of the practicum or internship, it is essential that they consult with their practicum/internship instructor as soon as possible. Students must complete and turn a field progress report into their instructor each semester in which they share their experience at their field site. This provides the Department with feedback from students regarding the quality of fieldwork sites.

Sequence for Practicum and Internship

Practicum/Internship Sequence

For more detailed information, please see the [Practicum and Trainee Handbook](#). The practicum sequence consists of specific courses and concurrent fieldwork. Students who take either a practicum or a traineeship course must take them concurrently and sequentially (COUN 705 together with 706; 736; 890; 891 together with 892); specifically:

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

*Optional 3rd internship- Coun 850

**Students who continue an internship into the summer may be required to register for 1 unit of Coun 735 during that summer which requires summer enrollment fees.

First Internship

- **First Semester (Fall) of First Internship.** In the first semester, students who are in internship will enroll in both COUN 706 and 705 (same section and instructor for each) to accompany and support their experience in their internship. COUN 706 is a weekly practicum seminar that focuses on developing basic listening, interviewing and counseling skills as well as professional identity of the counselor. In the same semester, students engage in mock counseling to practice these counseling skills and receive coaching and supervision (COUN 705). In addition to the student's onsite supervisor at their internship, the instructor for COUN 705/706 provides guidance and coaching. The student will have the same instructor for both 705 and 706 and the same cohort of students will be in both classes. A grade of CR is required in 705 and a grade of B or higher is required in 706 to advance to Coun 736. If the student receives a grade lower than a CR (705) and B (706) they MUST retake the first internship sequence the following year and they will not continue their current internship.
- **Second Semester (Spring) of First Internship.** The same cohort from the fall (and in most cases, the same instructor) will continue to work together in the spring in COUN 736, to continue advancing their counseling skills. During the spring semester of their first year, COUN 736 will focus on the students' work in their field placement, provide coaching regarding their work and facilitate in depth analysis of the student's counseling sessions. A grade of B or higher is required in 736 to advance to Coun 890. If the student receives a grade lower than a B in 736 they MUST retake the first internship sequence the following year including Coun 706 & 705, even if they passed those courses. Further, the student would discontinue their internship. Internship is a full academic year commitment and students must

be enrolled in the internship sequence.

Second Internship

- **First Semester (Fall) of Second Internship.** In the second year of internship, students will enroll in COUN 890 (fall) and continue into COUN 891 (spring) with the same section and instructor both semesters. A grade of B or higher is required in 890 to advance to Coun 891. If the student receives a grade lower than a B in 890 they MUST retake the second year internship sequence the following year and discontinue their current internship.
- **Second Semester (Spring) of Second Internship.** Students enroll in Coun 891 for their second semester second year internship. In the Spring, students will also enroll in 892 (same section as 891) to focus and complete their Culminating Experience Project. To successfully complete Coun 891 and second year internship, a grade of B or higher is required. If the student receives a grade lower than a B in 891 they MUST retake the second year internship sequence (890 & 891) the following year even if they passed Coun 890. Further, the student would discontinue their internship. Internship is a full academic year commitment and students must be enrolled in the internship sequence.

Students may only retake 706, 736, 890, or 891 one time if they do not pass.

Third internship. Students engaged in a third internship must enroll in Coun 850 for the academic year. This course involves group supervision with a DoC faculty member and other students enrolled in Coun 850. Typically, the focus is in the field work rather than academic work. Students must still fulfill the requirements outlined in the syllabus and maintain the professional readiness expectations of both their field site and the DoC.

On rare occasions, students arrange with their field site to continue to complete internship hours in the summer. In those cases, students must enroll in Coun 735 for a minimum of 1 unit. Summer enrollment fees apply.

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

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

*Based upon 12 hours per week in the field

**Based upon 16 hours per week in the field

Hours Requirements for Practicum and Internship

Internship and Practicum Hours Requirements

The total number of hours required for internship varies by specialization. For Career, College, Gerontological Counseling, MFCC and CMHC, the hours required include 700 hours of field placement in your respective specialization, including at least 280 hours of direct client contact (40 hours in practicum [COUN 705/706] and 240 hours in traineeship [COUN 736, 890, 891]).

For the School Counseling Specialization, the hours required include 900 hours of field placement in your respective specialization, include at least 280 hours of direct client contact (40 hours in practicum [COUN 705/706] and 240 hours in traineeship [COUN 736, 890, 891]). For School Counseling internships, there are very specific requirements so it is essential to work with your Faculty Advisor and internship instructor.

Please refer to the Hours tables in the Practicum and Trainee Handbook available online on the [DoC Practicum and Internship webpage](#) and the [MS Teams -> Practicum and Internship Team](#).

Students with an emphasis must complete hours consistent with the requirements of their emphasis. Please review information on your specific program and/or check with your advisor. ***Please refer to the Practicum Internship Handbook for the current year for specific information on hours requirements.***

Hours Logs. Students must submit a completed log of hours to their instructor at the end of each semester with Supervisor signatures (supervisor must initial weekly). This log and a satisfactory supervisor evaluation, in combination with successful completion of all coursework, is necessary to pass practicum and internship classes. An hours log must be completed specific to the student's Specialization. **If the student is also accruing hours for their Emphasis, they must submit a separate log form for the Emphasis.**

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

Group Counseling Requirement

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. They are required to lead or co-lead a group during the course of their work in the field. This may be done at any time during the field placements (first or second year) and must be supervised by agency supervisors. Students need to make sure to include group hours on their hours log form that is signed by their supervisor. Students will not be able to graduate if this requirement is not fulfilled.

This group facilitation requirement is in addition to the requirement fulfilled in the Group Counseling class (Coun 811) in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

Approval Process for Practicum & Internship Sites

A traineeship setting must be reviewed by the Department of Counseling and will need to meet the following criteria:

- An identified supervisor with a Master's Degree in Counseling or its equivalent and two years of experience in the field (for MFT internships, supervisor must hold an appropriate California license; for School Counseling internship, supervisor must hold a California PPS Credential);
- Availability of regular (at least 1 hour per week) supervision. For each 12 hours of trainee placement, students must receive at least 1 hour individual supervision per week spread out over the entire semester or 1 hour of direct supervisory contact for every five hours of direct client contact.
- Availability of a client caseload appropriate for the student and requirements of the internship; Location within a 30-mile radius of SFSU's campus; and
- Approval by Field Placement Coordinator and Specialization Coordinator
- Appropriate crisis protocol and support and training of the intern.

Trainee placements are developed by the Internship Coordinator in concert with Specialization Coordinators, and practicum and internship instructors. Students need to check with the Coordinator of each Specialization to obtain approval of any particular setting for a Specialization. The final selection of a placement is a matter of negotiation between the student, their program coordinator, and the Field Placement Coordinator.

- We discourage students from attempting to use their place of employment to satisfy internship requirements for several reasons including facilitating broadening students' professional experience, conflict of interest, and adhering to professional training at a master's level. If you request to use your place of employment as a traineeship setting for one year of internship, you must get prior approval from the Department and Field Placement Coordinator. Approval is not guaranteed and there are several conditions that must be met by the field site. This setting must conform to Department of Counseling requirements and must be approved by the Field Placement Coordinator in the spring prior to the beginning of internship.
- Once a student has been offered an internship and has accepted in the spring prior to beginning internship, the student and internship site must complete an Internship Mutual Commitment form (found on [MS Teams Practicum Internship](#)) so that all parties are clear about the commitment for the following year.

April 15 is the deadline for a site to submit an application to be considered as a site for the following fall semester. Potential field sites can find guidance, site requirements and application forms on the DoC website under [Practicum & Internship "Become a Site"](#).

DoC Community: Where to Get Help in the DoC



We are committed to evolving to provide a more integrated, supportive, and culturally relevant experience for our students. This is an ongoing process and praxis; “reflection and action upon the world in order to transform it” (Friere, 1972). We welcome your input and engagement throughout this process as a student and later as an alum. Through your experience in classes, with your peers, instructors, faculty advisor, and the DoC, we will all work toward an environment where we all feel respected, valued and heard. It is our desire that our program and curriculum are models for the kinds of human interactions that facilitate optimal growth in all of us.

Where to get Help in the DoC

Finding, Registering and Getting Classes

- **Finding classes?** Teams (DoC Announcements), your Faculty Advisor (DoC Chair during summer and winter break)
- **Technical problems?** My SFSU and Registrar’s Office
- **Class full** – Your Faculty Advisor (DoC Chair during summer and winter break) and fill out Survey on Teams (<https://forms.office.com/r/aVb3TZwhsa>)

Getting Along with Others in DoC

- **With other students?** Talk directly to the other student whenever possible. If you need more help, reach out to your instructor or your Faculty Advisor.
- **With your instructor?** Talk directly to your instructor about the issue first. If you need more help, reach out to your Faculty Advisor, or the DoC Chair
- **With your advisor?** Talk directly to your Faculty Advisor, If you need more help, reach out to the DoC Chair
- If, after all of the above, you feel the need to take your concern beyond the DoC you can contact the CHSS Associate Dean.

Internship Related Concerns

- **Finding internships?** Teams (DoC Announcements), your Faculty Advisor (DoC Chair during summer and winter break), Internship Coordinator, Specialization Coordinator
- **Concerns about hours or other issues at your site?** Practicum/internship instructor first, then your advisor and/or Internship Coordinator

Finding Resources for You

- Your Instructor or Faculty Advisor are great resources
- DoC Dashboard (Teams) for on campus and off campus resources
- Disability Accommodations (DPRC)
- Job Search – SFSU Handshake, Gator Connect

(figure above can be found as PDF [Where to get Help in the DoC](#))

For conflicts, concerns or complaints, see the detailed description about the process students can use to voice or get assistance in the ["Have a Conflict, Concern or Complaint? Avenues for Students"](#) in the "How Things Work Around Here" section of this Handbook.

Faculty and Staff: Who They Are and What They Do

Instructors and Faculty: Instructors (full time and lecturer faculty) teach classes but also serve as role models, mentors, and guides. All full time faculty also play key roles in coordinating programs and task groups. They are best able to teach and facilitate your growth as a student when they know you and you keep in touch with them. If you have challenges, questions, concerns, or simply want to know more about their work, please set up a time to talk with them or at least reach out by email. See faculty photos and bios on our website on the [DoC People](#) page.

- Full time faculty are responsible as faculty advisors, teach graduate DoC courses, coordinate specializations and programs, chair initiatives, administer training grants, do research and engage with communities, do outreach to communities and potential students, participate locally, nationally and internationally as scholars, and serve on Department, College and University committees. Full time (tenured and tenure track faculty) must have a doctorate degree related to counseling or counselor education.
- Lecturer faculty teach part-time in the Department and are hired to teach specific classes each semester. Most lecturer faculty are practicing counselors and therapists in the community working in schools, colleges, universities, agencies, hospitals, private practices, and more. They bring their practice expertise and a wealth of hands-on knowledge into the classes they teach. A minimum of a master's degree in counseling or a closely related field is required as well as expertise related to the course they are teaching.

Faculty Advisor: Each student in the program has an assigned faculty advisor whose role is to assist you in developing and progressing in your educational plan, provide guidance and mentoring in your professional development, assist you with resolving challenges you encounter during the program, and various other supportive functions. **Please reach out to early in your program and reach out to them at any time in the program for conversation or support!** Your faculty advisor is a full-time faculty member in the Department of Counseling and we strive to keep the same faculty advisor for you throughout your program. If you wish to change advisors, you can request a change (use the [Change of Advisor Form](#) in Teams DOC Announcements to do this). The role of the faculty advisor is to oversee your progress through the program, to meet with you at least once a semester during mandatory advising week, consult and sign your “Consent of Advisor Form (COAF)” each semester, to sign your Advancement to Candidacy form (ATC) and any other official documents (such as a request for a change of specialization), and to meet with you at other times as needed.

Your faculty advisor should be able to give you information and advice about your work with us, assist you through the “red tape,” and explain department and university policies and procedures. Sometimes policies and procedures become very complex since students and the DoC must follow rules and regulations from the California State University System, SFSU, College of Health and Social Sciences, our accreditation agencies, several licensing and credentialing bodies (such as the Board of Behavioral Sciences, the California Commission on Teacher Credentialing for the PPS Credential, etc.)—so, your faculty advisor can be key to help you navigate that!

Specialization Coordinators: Each specialization (Career, Clinical Mental Health, College, Gerontological, Marriage, Family & Child, and School) has a coordinator. The Coordinators are professors in the department who may also be instructors of your classes, your advisor, and/or your liaison. These coordinators are responsible for curricular development in their

specializations. They also may act as fieldwork coordinators (as in the case of school, clinical mental health, college, and career counseling). It is essential that you get to know the Coordinator of your specialization. The Department website lists the names and contact information of each Specialization Coordinator.

Internship Coordinator: The Internship Coordinator manages communication with internship sites (potential and current) and facilitates new sites in applying and being reviewed as well as initiating MOUs for sites that require those. They help ensure that sites, the DoC and students comply with university policies. The Internship Coordinator also organizes the Internship Fair, the Practicum and Internship Handbook, Supervisor Connect events that provide professional development for supervisors as well as group connection among supervisors and faculty. They coordinate paperwork from internship instructors, sites, and students. They also work collaboratively with internship instructors, Specialization Coordinators and faculty advisors to

support students in finding and being successful in internship.

Department Chair: The role of the Department Chair is to facilitate student success in terms of advocating for the department and its students at a university level, meeting individually with students or faculty who have concerns. The Chair also manages the logistics of offering courses (scheduling, hiring faculty, advocating for more sections, etc.), responding to administrative demands of the university and CACREP, assisting the DoC in assessing feedback from students, faculty, and internship sites and then collaborating in ways to improve things in the DoC, supporting Specialization and faculty efforts around licensure, accreditation and other logistics, co-coordinating the admissions process, and much more. It is a vital part of the DoC Chair's job to hear from students so please reach out if you have something you want to share.

Office Hours: Each faculty member has regular, weekly office hours when they are available for phone calls and visits. The specific times of these hours may change every semester, but these times are posted on the instructor's syllabus or you can email them directly to schedule an appointment. These hours are handled differently by different faculty members (some ask you to sign up for an appointment, others have a "first come, first-served" policy) but, in general, these are good times to meet with your advisors and with faculty who are your instructors in courses. *Please note that faculty members, not the Department's office, schedule their own appointments. Contact the faculty member directly by email to find out the best way to schedule with them or follow their instructions on their syllabus.*

Department Office Hours: The campus DoC Office (BH 524) will be open MTh. In addition, the office is open remotely on Fridays. Please see MS Teams DoC Announce or reach out on MS Teams for specific hours. It is best to reach them by MS Teams (chat with "Depart of Counseling") or by email at counsel@sfsu.edu. Although less efficient, you can also leave a voicemail at the main office phone number: 415-338-2005. We strongly recommend that you use email, Canvas, or MS Teams with your instructors, faculty advisor and the office staff and arrange for digital delivery of papers or projects rather than dropping off physical copies. Given health and safety concerns, we are trying to minimize contact in the office.

Building Professional Relationships Between Faculty and Students: Advisor, Instructors, and Opportunities for Independent Study

Communicating and Building Relationships with Faculty: Independent Study

In a graduate program, the opportunities for developing lasting professional relationships with faculty extend from the classroom, to advising office, and beyond. Getting to know your faculty and helping them to get to know you helps them to know the gifts you bring, your aspirations, your cultural context, and the circumstances that shape your daily life. This can help contextualize challenges you may have in class and in life. In addition, the more faculty know about you and what you aspire to, better they can advise you in terms of internships, opportunities, and eventually employment.

Independent Study

Independent study credit is available for students who wish to explore various research projects or work with the faculty or chair on existing projects. This is only possible by working with a faculty member who agrees to serve as the instructor of record for independent study. In all cases, planning for special studies must be discussed with the advisor to talk about the way these projects might fit into the student's overall graduate program. The following option is available:

COUN 899: Independent Study. Students can earn a maximum of 6 units in COUN 899. University and department policy limits subject matter for special study to areas that are not covered by courses in an existing curriculum. This means that **independent study will not be approved as a substitute for an existing course requirement.**

Procedure for Initiating an 899 Enrollment

1. Discuss with graduate advisor the relevance of the proposed special study to the student's graduate program. Only full time faculty members may serve as 899 instructor as this is a voluntary course load.
2. Identify and meet with a member of the faculty who is willing to supervise the special study. Criteria include the faculty member's willingness to work with the student, special interest and/or expertise in the topic or activity being proposed, and chair approval.
3. The faculty member will contact the department office manager, who will make the course available for registration during the first add period. The student obtains the permit number from the faculty member to add the course via online registration. The student must use the permit code to add the 899 before the Add Deadline.
4. Complete the [Petition for Course by Independent Study](#) with your 899 instructor. Specify the title, activity, plan for evaluation, etc., prior to formal registration for credit. The Petition for Course by Individual Study needs to be submitted to the department office before the end of the first week of the semester.

During the summer session, the DoC Chair often offers a 1-unit independent study option for students who are interested in working on DoC projects. This can be a good option for students who need a total of 4 units during the summer session for financial aid purposes. Contact the Department Chair to see if this is an option.

Student Organizations in the DoC

Counseling Student Association (CSA)

The Counseling Student Association is organized by and for graduate students enrolled in the Department of Counseling and is a part of Associated Students of San Francisco State University. It is an organization for students who are involved in their own education, and who work with the faculty to enhance the program and their training experiences.

CSA is invited to send representatives to department faculty and committee meetings. Each year, CSA Student Organizers determine what activities they would like to, and have the capacity to, organize and offer. This often includes organizing workshops, professional development events, and social activities for students. Dates, times, and location of CSA meetings and events will be posted on the Coun-I listserve and on their Facebook page ([Counseling Student Association at SFSU](#)). All Department of Counseling graduate students are encouraged to be active in CSA, engage in leadership, and contribute to the work of CSA in building a strong student community. Membership, elections, bylaws, and activities are determined by CSA members in accordance with the guidelines set by the Associated Students Office on campus. Because it is affiliated with the Department of Counseling graduate professional training program, its members (as well as all Counseling Department graduate students) are expected to conduct themselves using professional judgment and ethical guidelines.

First Gen Counseling Student Association

In 2023, students created and established the First Gen Counseling Student Association through Associated Students at SF State. The organization intends to provide community, support, resources and events to enhance to experience of students who are the first in their family to attend graduate school.

Chi Sigma Iota (CSI)

In spring of 2022, the Department of Counseling paused its involvement in Chi Sigma Iota (CSI) due to staffing issues. Historically, the Department of Counseling participated in CSI through Theta Chi, a branch of [Chi Sigma Iota \(CSI\)](#), the National Honor Society for counselors and counselor educators. In 2024, the DoC will review this decision and determine whether to restart its membership.

Gator Connect: DoC Networking and Mentoring

Gator Connect is a new, easy-to-use platform for networking and professional mentorship- designed exclusively for San Francisco State University students, alumni, staff, faculty and friends. The Department of Counseling (DOC) has created a special group for current graduate students, faculty and alumni of the SFSU Department of Counseling Graduate Program to connect, network, and share resources. To join, see <https://gatorconnect.sfsu.edu/page/about-gator-connect>. For specific instructions about joining Gator Connect:

https://docs.google.com/presentation/d/1gg7tV2yi7PZNe0SXfZssEOAX_G-a_AwXrstP5SWLqpo/edit

Once you have joined, please identify the Counseling Group. You can follow these instructions:

<https://docs.google.com/presentation/d/11FII V5lWKy9KLn8tnbL7H6PbSQRtYPkgV-lt9NP3W8Q/edit?usp=sharing>

Peer Mentoring Project

In Fall 2022, we began piloting a Peer Mentoring project where continuing students will be connecting with incoming students. The [Peer Mentoring channel on MS Teams DoC Dashboard](#) provides more information about the project. In addition, we created a Student – Alumni Mentoring Project matching students in their last year of the program with Alumni. These are voluntary and emails will be sent at the beginning of the academic year with more information.

Professional Counseling Associations Beyond DoC

Professional Development Resources

Associations for Counseling

All students are strongly encouraged to join appropriate professional organizations. Through professional associations, students learn about professional development such as conferences and workshops, scholarships and awards, mentoring and networking opportunities, employment and more. Membership fees for students are usually very reasonable.

Below is a partial representation of professional organizations the students may wish to contact. Talk with your faculty advisor, instructors, and Specialization Coordinator about organizations that you might want to consider.

Counseling-General Associations

- American Counseling Association- www.counseling.org
- National Board of Certified Counselors - www.nbcc.org
- California Counseling Association -<https://cacounseling.wildapricot.org>
- Association of Multicultural Counseling and Development - <https://multiculturalcounselingdevelopment.org>
- Counselors for Social Justice-<https://www.counseling-csj.org>

Counseling-Specialization Specific Associations

- ACPA – College Student Educators International - <http://www.myacpa.org>
- American Rehabilitation Counseling Association (ARCA) - www.arcaweb.org
- American School Counselor Association (ASCA) - www.schoolcounselor.org
- American Society on Aging (ASA) - www.asaging.org
- California Association for Licensed Professional Clinical Counselor (CALPCC) - www.calpcc.org
- California Association of Marriage & Family Therapists (CAMFT) - www.camft.org
- California Career Development Association (CCDA) - www.ccdaweb.org
- National Career Development Association - www.ncda.org
- National Council for Rehabilitation Educators (NCRE) - <http://www.ncre.org/>
- National Employment Counseling Association - www.employmentcounseling.org
- National Rehabilitation Association (NRA) - <http://www.nationalrehab.org/cwt/external/wcpages/index.aspx>
- National Rehabilitation Counseling Association (NRCA) - <http://nrca-net.org>

National Professional Awards

National Board of Certified Counselors (NBCC) Foundation Scholarships. A number of scholarships and fellowships are available through the NBCC Foundation including the Minority Fellowship Program, Military Scholarship, and many more (www.nbccf.org/programs/scholarships)

American Counseling Association Awards (ACA). There are a number of awards available through ACA including the ACA Tomorrow's Counselors Award, the ACA Future School Counselors Awards, the ACA Graduate Student Ethics Awards, and the (<https://www.counseling.org/membership/awards/gradstudents>)

Other announcements for national, state and local awards may come up throughout the year and will be posted on the Coun-I listserv and/or MS Teams DoC Dashboard.

Steps to Graduation



By the time you begin your last year in the program, you will have developed a strong sense of yourself as a professional, or at least the professional that you hope to become. We hope that you have also been able to develop significant relationships with faculty, internship site supervisors, and your peers. Often, as students get close to graduation, the details and bureaucratic requirements feel hard to track and not nearly as important as just getting done. However, these details are essential to fulfilling the last set of requirements that actually allow you to graduate. The following outlines the culmination of your work as well as the documents needed to demonstrate to the university that you have fulfilled the requirements of a graduate student in counseling. Please refer to [Graduate Studies "Steps to Graduation"](#) for specific dates and tasks.

Advancement to Candidacy (ATC)

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

Students must file an [ATC](#) the fall semester before they enroll in Coun 892. If the student completes the ATC more than a year prior to graduation, they should review the ATC for accuracy the fall before they graduate.

1. The form is due first to the Department and requires signatures from your advisor and the Department Chair. The department deadline will be posted in the department listserv and will be announced in class. No student can enter the final trainee semester without an approved ATC on file. Students may follow the format as outlined in the appendices for their particular degree. You must **MEET** with your advisor and obtain their signature. **You must also attach a copy of your unofficial transcript.**
2. After submitting the ATC to the Department, and the form is signed, your ATC will be forwarded to Graduate Studies. The ATC is then submitted to the department chair for signature. Once the ATC is approved and on file your status changes from conditionally classified to classified graduate student.
3. Substitutions in your program (e.g., courses to be considered for transfer credit, course substitutions, etc.) need to be documented. If you wish to have the university consider courses that you took from another university, you must follow the university procedure outlined in the SFSU *Bulletin* (see "Transfer Credits from Other Institutions Graduate"). To substitute other courses, you must fill out and submit to your advisor for signature an ATC Substitution Form. The form is then sent to the chair for signing and processing.

A 3.0 GPA is required and must be maintained in all graduate work taken at San Francisco State University. The ATC must include only courses with grades of B- or better (grades of C+ and lower may not be included on the ATC) and only classes for your specialization (no emphasis classes). Practicum and Internship courses require a grade of B or higher.

ATC forms are available on the Graduate Studies website and must be completed online ([Advancement to Candidacy \[ATC\]](#)). It is your responsibility to submit the ATC form on or before the posted deadline. Completed forms require the Department Chair's signature. The office will process these forms once completed.

For students seeking the School Counseling Credential, in the final semester at SFSU, school counseling students must obtain a Credential Application Packet from the College of Education Graduate Services Center. Please email credinfo@sfsu.edu for general credentialing questions. The [DoC School Counseling webpage](#) also provides more detailed information regarding credential requirements and process.

Culminating Experience Project Forms

Students who are currently enrolled in COUN 890 and will be registering for spring COUN 891 and 892 will need to complete several forms while enrolled in 890 (usually October). The Grad Studies website provides all the deadlines and requirements for the university that must be completed during your second internship year (890-891) regardless of whether you will be graduating that year [see Graduate Studies Steps To Graduation page](#).

Forms for Graduate Studies:

- [Advancement to Candidacy \(ATC\)](#) (must use this the form at this link)
- [Proposal of Culminating Experience \(PCE\)](#) (must use this the form at this link)

These forms are Docusign so they will be routed to the appropriate people to be signed then forwarded to Grad Studies. The form must be approved by Graduate Studies before you will be allowed to register for the Culminating Experience (COUN 892) in the spring. If you have questions about this, please talk with your Coun 890 instructor or Faculty Advisor. After submitting the form, if you have questions regarding the status of your ATC and PCE forms, please check your 'Student Center' or contact Graduate Studies at 415-338-2234.

Application for Graduation

Candidates for degrees must file an application for graduation in accordance with the university calendar. See Division of Graduate Studies' webpage for the Application for Graduation and specific instructions for the [Application for Award of Graduate Degree](#). You must apply online using this process and following the specific deadlines and required fees outlined by [Graduate Studies Apply to Graduate](#).

The deadlines to apply for fall graduation are generally in mid-September and Spring graduation deadlines are typically in early to mid February. The fee for processing Graduation Applications has been \$100 in years past. There is a late fee for applications submitted past the deadline. Make sure to check the [Graduate Studies website](#) for specifics.

If you apply for graduation but then must extend your program, please contact your Faculty Advisor AND Graduate Studies to inform them of your change of plans.

Culminating Experience Project

The Culminating Experience Project (CEP) is the capstone project of the master's degree in counseling. We believe that this project should be the opportunity for you to bring together the knowledge you have gained throughout the program and apply that knowledge and skill to an issue, community, or client that you are passionate about. The university requires the CEP, or thesis, as the second level writing requirement where students demonstrate that they are conceptualizing and writing at a graduate level. Further, the work and growth you demonstrate in the CEP reflects your proficiency in several of the CACREP Standards' areas.

In developing your CEP, you will work closely with your second year internship instructor. They will guide you and your colleagues in creating, writing, rewriting, and editing multiple drafts of this before finalizing your finished product. Your Coun 892 instructor (in most cases the same person as your Coun 891 instructor) will serve as the First Reader and will arrange for another DoC faculty member to serve as a Second Reader and Committee Member for your CEP Committee. Students who are currently enrolled in COUN 890 and will be registering for spring COUN 891 and 892 will need to complete several forms while enrolled in 890 (usually October). See [Steps to Graduation in this Handbook](#) for details regarding the forms you will submit during that academic year (Coun 890-891 year). You can also see the [Graduate Studies website](#) for specific information about deadlines and forms required by the university.

Your Faculty Advisor, Coun 890 instructor, and Specialization Coordinator are great resources for you before, and during, the CEP process. Be sure to reach out to them!

The following instructions provide the steps and resources needed for the departmental CEP process during your second year of internship.

- 1) Submit the completed Project Description form to your Coun 890 instructor. Students must use the Project Description form found on [MS Teams DoC Announcements PCE-ATC-CEP](#). Overview and expectations for each type of CEP project are posted below to assist students in deciding which option they will choose (note that options are defined by specialization).
- 2) Enroll in Coun 892 with the same instructor as Coun 891 for the spring semester. Students must ensure that they build in plenty of time for the writing process beyond Coun 892. During the first session of Coun 892, instructors will provide students with specific information regarding class meetings, deadlines, individual meetings and other formats for instruction for 892.
- 3) The Coun 892 instructor will provide benchmarks and deadlines to facilitate students' completion of the CEP during the spring semester.
- 4) The deadline for final CEP projects is determined by the Coun 892 instructor but will be no later than the week before final exams in the spring semester.

CEP Project Options

Depending on your specialization, you have a variety of types of CEP projects and formats you

can choose from. It will be essential to work with your Coun 890 instructor to develop an appropriate CEP topic and format as well as understand the required content, sections, organization, standards, deadlines and writing process. Your CEP should be aligned with your Specialization and thus, your Faculty Advisor and Specialization Coordinator are also resources for you.

- **Grant Proposal**

This option requires students to complete a grant proposal that could be feasibly submitted to a potential public or private funding source. Funding sources vary in terms of format, length and focus of grant proposals; however, all grant proposals require similar narrative components that include an introductory statement, background information that focuses on the need, significance and innovation of the proposed project, a detailed description of the actual project proposed, a proposed budget and budget narrative, and a description of the personnel and environmental resources available to support the project if funded. Work with your Coun 890 instructor for the specific outline, content, and process needed for this project.

- **Program Design**

This option requires that students develop a specific program to meet the needs of a specific population or issue. The Program you design should be unique and represent something that goes beyond what already exists. Imagine that you will be advocating for the value of this program in your future work and how this program would address gaps in the field. The project requires literature review including analysis of the population or issue, self-reflection, curriculum or program design, budget projections, and more. Work with your Coun 890 instructor for the specific outline, content, and process needed for this project.

- **Program Evaluation**

This option requires that students apply program evaluation, organizational and group assessment in a real situation in partnership with the program they are evaluating. This type of CEP project requires that the student partner with an organization that is willing to engage in a program evaluation process and will work with you to facilitate the data collection as well as access to the program participants or staff. The project involves literature review, data collection and analysis, and results. Work with your Coun 890 instructor for the specific outline, content, and process needed for this project.

- **Research Proposal**

The research proposal option provides students with an opportunity to present and justify a research idea into a clear and well-formulated plan to conduct the research. Research proposals are grounded in a strong rationale that supports the need for the study, and an in-depth literature review that places the proposed research within the larger context of what is currently being explored. In addition, research proposals describe in detail the methodology used to execute the study and the anticipated outcomes and/or benefits from the study. Understanding of research methodology is essential for students choosing this option. Research proposals contain all the elements required in designing a complete research study with the exception of a results section and an analysis of the results. Work with your Coun 890 instructor for the specific outline, content, and process needed for this project.

- **In Depth Case Study**

The goals of the CEP Case Study (as prepared by the Department of Counseling;

Williams, 2008) are to (1) demonstrate an in-depth comprehension of a major counseling theory; (2) demonstrate the ability to apply a major counseling theory to a case study of an individual, couple or family or program/institution; (3) demonstrate the ability to critique the theory (strengths, weaknesses, cultural validity); and (4) integrate one's understanding of theory and culture with one's understanding of oneself as a counselor.

As a Graduate: Endorsement for Specialization and Emphasis, Graduation Celebration, Licensure, and Job Search

There are multiple ways we hope graduates stay in touch with the program as well as to offer our graduates continued community and connection.

Upon Graduation Endorsement of Specialization and Emphasis

Every student graduating from the program will receive an endorsement of the specialization and/or emphasis that they have successfully completed. Transcripts will show your degree and specialization. A few months following posting of your degree, the Department of Counseling will send you a congratulatory document via email endorsing your completion of your Specialization and Emphasis. The endorsement will be distributed once the department has certified that the students have fulfilled all program requirements. **Make sure the department has your current email address on file, SFSU emails expire within a month or so of graduating.**

Licensure and Credentials

Students who are working toward their LMFT or LPCC must apply for Associate status with the Board of Behavioral Sciences after they graduate and before beginning post degree supervised hours. The student initiates the application and one section of that is a Docusign form that the department signs verifying that the student has met the educational requirements. See the Specialization sections in this Handbook ([MFCC Specialization](#) for LMFT and [CMHC Specialization](#) for LPCC) for more information about how to apply for associate status.

For information about steps toward the PPS Credential, please see the DoC [School Counseling Specialization](#) webpage.

Gator Connect

Connecting with alumni is possible through [Gator Connect](#). This platform provides graduates and students a way to connect. The DoC created a special DoC group within Gator Connect for our own community: SFSU Graduate Program in Counseling. We have created a guide to help you sign up and get involved. See the [Step-by-Step Guide](#) to sign up. In Spring 2023, we launched a student-alumni mentoring project. We will be using Gator Connect as the platform for that project.

Job Opportunities and Placement

The Department of Counseling posts on the Coun-I listserv the job announcements we receive. The [Career Services and Leadership Development Office](#) (CSLD) at SF State also provides listings for job announcements in counseling and human services accessible to students through [Handshake](#) employment platform (currently this is only available to students, not alumni). In addition, CSLD offers workshops in job searching, resume writing, and other job seeking skills.

We have also created an MS Teams channel with information regarding preparing for [graduation and job search](#).

Graduation Celebration

A Graduation Committee made up of faculty and students will coordinate annual Department of Counseling Graduation Celebration that takes place independently of SFSU's annual university wide commencement. Commencement is typically held the Saturday at the end of the last week of classes or final's week every Spring semester. **Please consider joining the Graduation Celebration Committee to help plan this student-driven event!**

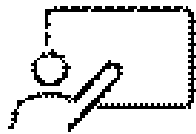
SF State Alumni Association

The [SF State Alumni Association](#) aims to provide graduates with benefits and connections to the university and departments for life. For the past several years, they have offered a Special Lifetime Membership for new graduates (6 months out) and current students.

Counalum Listserv

In addition to the above ways of communicating with our alumni, we also maintain an alumni listserv. This is the primary way we share and communicate job announcements for professional counselors. The CounAlum listserv has been used for posting job notices, professional development opportunities, keeping in contact with other alums and receiving general notices from the department. Graduates of the Department of Counseling are automatically added to the listserv by the office manager during the summer following graduation using the personal email address (non SFSU email) provided upon admission. Please be sure to update your personal email address with the DoC office (counsel@sfsu.edu) to ensure you receive the Counalum emails. If you wish to unsubscribe, you may do so at any time by notifying the office via email: counsel@sfsu.edu.

Academic and Professional Expectations Introduction



The next several pages outline the expectations of students academically and professionally and provide details about what those expectations are. Being in a professional counseling training program is different than being in other academic graduate programs in that students and faculty are entrusted with the lives and hearts of vulnerable people, namely clients. The profession of counseling and those who provide that care is regulated by professional associations, licensing bodies and accrediting bodies to help ensure that the well-being of the public is cared for ethically and competently. Thus, we have a responsibility as counselor educators to provide the best training we can, facilitate growth and success among students, as well identify when students are exhibiting behaviors and patterns that could put the public at risk.

As you will see on the next few pages, academic expectations include proficiency of content as indicated by satisfactory grades as well as integrity in academic related behavior. Professional expectations include both clinical and professional behavior. Clinical performance is assessed by practicum/internship supervisors and practicum/internship instructors and includes development of clinical skills as well as professionally appropriate behaviors with clients, co-workers, supervisors, and the site. Professional expectations, as defined by the DoC (and reflecting ethical and accreditation standards) reflect students' capacity and demonstration of behaviors that are conducive to a positive and collaborative learning environment.

Student evaluation in the Department of Counseling is both informal and formal. Informal feedback regarding your development as a counselor and counseling student comes from multiple sources including your instructors, advisor, and field site supervisor and, on rare occasions, the Department Chair. Formal evaluation is based on: a) course grades, b) field placement supervisor and instructor evaluations, and c) indicators of counselor-in-training competencies identified on the **Professional Disposition Assessment (PDA; found in the Appendix at the end of this Handbook)**. These evaluation tools provide both formative (used during the learning process to help shape, affirm, redirect, or enhance; an example might be coaching meetings) and summative assessment (at the end of a learning experience, how well are you able to demonstrate the necessary knowledge, skills, or behaviors, an example might be a final exam). These formative and summative assessment processes are used within classes and internships as well as more general reflection on your demonstration of behavior that is consistent with professional standards and expectations of a student in a professional counselor education program. The next few sections describe this in depth and at the end of this Handbook, we provide a full description of this process and sample of the assessment.

Academic Integrity and Professionalism

Graduate education in counseling includes developing as a professional entrusted with clients' and communities' well-being in addition to gaining practical skills and becoming fluent in professional and academic knowledge. Although much of the coursework is focused on the latter, knowledge and skill development, developing counselors' understanding of ethics,

collegiality, conflict resolution, communication, respect and effective advocacy are all essential components of functioning in the field of counseling as a professional. The Preamble of the American Counseling Association Code of Ethics (2014) identifies five guiding principles to which counselors aspire (quoted below):

- **autonomy**, or fostering the right to control the direction of one's life;
- **nonmaleficence**, or avoiding actions that cause harm;
- **beneficence**, or working for the good of the individual and society by promoting mental health and well-being;
- **justice**, or treating individuals equitably and fostering fairness and equality;
- **fidelity**, or honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in professional relationships; and
- **veracity**, or dealing truthfully with individuals with whom counselors come into professional contact.

These principles are relevant in your practice as a counselor as well as a counseling student. The principle of autonomy is easiest to think about in terms of our practice with clients and conducting our practice in ways that facilitate clients' rights to determine the path. All of the above principles are relevant within counseling practice, they are also important to create a positive learning community. Nonmaleficence and beneficence may be considered the ways we aspire as teachers and students to foster positive growth and respect among one another. These principles also reflect our expectations in terms of student conduct. Fidelity (trust and fulfilling commitments) and veracity (truthfulness) may be considered in our learning relationships as well as expectations of academic integrity. As we aspire to create an environment in which the department and its instructors do our best to honor these, we expect students to do so as well. We recognize that this is an ongoing, developmental process and see our role as helping to facilitate this development of counseling professionals who produce work and engage in scholarly activities genuinely. **Academic dishonesty, plagiarism, and cheating** are extreme examples of these principles not being upheld and are described in the Academic Expectations section of this Handbook.

There are rare situations though where problems come up that are significant enough and interventions and remediation are not enough. In those cases, the DoC must take action and recommend deselection or declassification of a student from the program and or the university.

Evaluation and Declassification Procedures

A student may be deselected (dropped) from the Department of Counseling for failure to meet grade requirements (outlined in Academic Expectations section), unsatisfactory supervisor evaluations, unsatisfactory indicators on the PDA (described in the Professional Expectations section), and student conduct issues in class, in the department, at their field placement, and during on-line related course/department platforms. A full description of the process for reviewing professionalism concerns and the PDA are provided in the Appendix of this Handbook.

Knowing the Expectations and Opportunities

For many students, growth and development through the program will be enriching, challenging, and fulfilling in many ways. The next few pages describe expectations and all the work you, your Faculty Advisor, instructors, and the department will take to help facilitate growth even in the face of challenges.

Academic Expectations

Success in class is defined by you, your instructor, the department and the profession. The syllabi will outline how the instructor quantifies success as well as what CACREP, our accrediting organization, and licensure bodies expect. Because SF State is an institution that relies on letter grades to assess learning, the university defines success through letter grades. Sometimes letter grades may take too much attention and sometimes not enough. There is an important balance between prioritizing your learning, challenging yourself, and maintaining and demonstrating that learning in your assignments, engagement with the material and your classmates, and academic performance.

Course Syllabi

Syllabi provide you with essential information regarding the content and structure of the course, the expectations in terms of your learning and how you will demonstrate that learning, policies in terms of the class as well as the program more broadly, resources, and expectations of how you will engage with the class. In addition, the university, our accrediting body (CACREP) and licensure bodies require that the syllabus communicate specific things to students. For example, our accreditation requires that each syllabus specify how the course contributes to the standards and competencies expected across the curriculum.

Class Attendance

A crucial part of graduate education, especially counseling training, involves collaborative learning as well as engaging with colleagues and the material. The participation and presence of each student is important for creating a positive and stimulating learning environment, thus, attendance for courses in the program is mandatory and necessary. In many cases, experiences that are conducted within each course are interactive and cannot be replicated. Thus, in class discussions and activities are often a part of the course requirements. While some events are unavoidable, you are expected to be present and focused for all scheduled class sessions. In the event of an unavoidable absence due to religious holidays, illness, injury, emergency, or other extenuating circumstances, it is expected that you notify your instructor of your absence in a timely manner. Requests to leave early or miss a course session are discouraged. While in class, it is an expectation that you arrive to class and return from breaks on time and prepared. Class participation includes being present for all class meetings, providing consistent, constructive, and respectful feedback, being prepared for class discussions and activities, integrating instructor feedback, and demonstrating commitment to personal and professional development.

When absent from classes, it is your responsibility to inform your instructor(s) of the reason for the absence in advance and to arrange to make up missed assignments and class work insofar as this is possible. Documentation may be required per the instructor's request.

The instructor may consider class participation when assigning grades. In that case, the requirement for regular participation must be stated in writing as part of the course requirements, including specific effects on grade, and must be distributed to students at the beginning of the semester. In general, missing more than two class sessions in a semester (for classes that meet weekly) may jeopardize your standing in the course. Note that a final grade of C+ or lower in academic classes (non-practicum/internship) will not fulfill graduation requirements. PLEASE NOTE: Some instructors may indicate that a fewer number of absences are allowed. Each instructor will specify their policy in the syllabi.

Special Note: For internship/practicum courses that do not meet weekly (e.g., COUN 736, 890, and 891), missing more than 1 class session may result in a failing grade (note that a grade of B- or lower in practicum and internship requires you to retake the full year of internship). In that case, you would need to repeat the internship sequence potentially jeopardizing your internship. The instructor will specify attendance policies in the course syllabus.

Accommodating Disabled Students

Students who will benefit from accommodations due to disabilities should register with [Disability Programs and Resource Center \(DPRC\)](#) as soon as possible after entering the program and/or after identifying a disability. As per the SF State Academic Senate: “Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415- 338-2472) or by email (dprc@sfsu.edu).” The Department and the University are committed to providing reasonable academic accommodations to students with disabilities. Information about receiving [accommodations can be found at the DRPC website](#). Students should talk with their instructors as early in the semester as possible regarding needed accommodations and share documentation from DPRC to ensure that the instructor is best able to address accommodations needs. In addition, it is best if the student can also talk with their advisor regarding accommodations they may need while in the program so the advisor can best support the student.

Credit/NO Credit Course Policy

The **ONLY** courses approved for credit/no credit that are part of your degree program are COUN 705, Supervision and Coaching and COUN 892, Culminating Experience. All other courses that are part of your degree program must be taken for a letter grade.

Additional Fees

The Department of Counseling attempts to minimize extra costs of instruction and where possible looks for low-cost instruction material while maintaining high quality of material. A limited number of courses may require students to pay an additional fee to cover the costs of test materials and other direct expenses. Syllabi will specify whether there are additional fees in your course.

Grading Policy Statement

Our programs are academically demanding and must meet the standards not only of our faculty, San Francisco State University, and the CSU system, but also of our accrediting and licensing agencies. It is unwise, therefore, for entering students to have the expectation, regardless of their undergraduate GPA, that they will get *As* if they do the minimum of work required in each course. In many cases, *Cs* reflect that the work was done minimally, *Bs* indicate that students have exceeded the minimum work in quality and/or quantity. *As* may be given only to those students who have performed exceptional work. A grade of *B-* is considered passing, as long as the overall graduate GPA remains 3.0 **except for practicum and internship courses** (Coun 706, 736, 890 and 891) where a *B* is required to pass and advance to the next level. See [Practicum and Internship section](#) of this Handbook for more information about the grading policy in practicum and internship courses.

Grade Appeals

If you believe that you received an incorrect grade, you must first discuss this issue with the

course instructor. If agreement cannot be reached, you would submit a formal request to the Department Chair. If you decide to file a grade appeal, you must do this by the fourth week of the semester immediately following when you received the grade. Refer to the College of Health and Social Science website for Grade Appeal process information.

Appeal Processes for many different circumstances can be found at the [Graduate Studies webpage for appeals](#).

Grade Requirements and Probation

Students must maintain a grade point average (GPA) of 3.0 or better throughout their program. **Failure to maintain a 3.0 in a single semester automatically places students on probationary status.** Students with low GPA who are placed on probation must meet with their advisor and complete a Mandatory Graduate Probation Advising form found at SFSU Division of Graduate Studies website (<https://grad.sfsu.edu/content/academic-probation>). Once completed and signed by the student and Faculty Advisor, the form will be submitted to Graduate Studies. When a student is on academic probation the following steps will occur:

- 1) The student meets with their Faculty Advisor within a month of being notified that they are on probation;
- 2) The student and Faculty Advisor will collaboratively write a probation plan that details how the student will pivot toward academic success. This plan will include an explicit timeline for each step to be accomplished and a statement that failure to fulfill the contract will result in being deselected from the department;
- 3) The probation plan should be signed by the student and their Faculty Advisor, and then submitted to the Department Chair for review. If approved, the probation plan will be signed by the Chair and placed in the student's file. If not approved, it will be returned to the advisor for revision and resubmission to the Chair.
- 4) Probation that lasts for three semesters may lead to deselection. Factors such as GPA, student efforts to seek help/advising, and evidence of improvement (rising GPA) contribute to the decision.

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 receive a "CR" grade for COUN 705. If a student does not receive "CR" for 705, they will not pass COUN 706, and will be required to re-take the courses.

Students must receive a "CR" in COUN 892. Those who are unable to complete their CEP by the end of the semester but have 75% of the paper successfully completed (as determined by the instructor) will be given a "Report in Progress (RP)." Students who do not turn in a CEP or do not have 75% successfully completed will receive "NC" and will be required to re-take the course.

Please see the [SFSU Bulletin-Disqualification](#) for information regarding disqualification for academic or administrative reasons.

Academic Integrity, Academic Dishonesty and Plagiarism

Academic Dishonesty. There are several forms of academic dishonesty and whether it is unintentional or intentional, the result reflects professionalism concerns. Within counseling training, examples of academic dishonesty may reflect plagiarism or cheating as well as go beyond that to include other examples. For example, an essential part of counseling training involves providing counseling to clients at one's internship site, recording those sessions (with permission of the client), examining and reflecting on those sessions through written process notes, and engaging in coaching regarding those sessions. Falsifying a recording (e.g., using a fake client or orchestrating a false session) is a serious breach of ethics and student conduct. A similar, yet slightly different issue, relates to providing counseling to subordinates in one's field site to produce a session recording and process notes. There are several problems with this practice including issues of power and veracity. In addition to these counseling specific examples, the university website provides more detail and examples related to academic dishonesty in relation to university policies, standards and expectations.

Plagiarism and Cheating. Plagiarism and cheating are unacceptable practices in graduate school. Plagiarism Means, “to steal or purloin and pass off as one’s own ideas, words, writings, etc., of another.” See also the San Francisco State University’s Bulletin and web site on this topic (<http://www.sfsu.edu/~bulletin/current/supp-reg.htm#ppg339>, scroll to Standards for Student Conduct). Cheating means “to deceive by trickery; to mislead; the fraudulent acquisition of another’s property” (The American Heritage Dictionary).

The SF State Academic Senate policy (#S22-298) says this:

“Academic integrity is essential to intellectual growth, creativity, and equity. Honestly representing one's own ideas and labor, while honoring and respecting the work of others is foundational for learning. San Francisco State University prepares its students to become productive and ethical members of the community and academic integrity is integral to those processes.

All forms of academic dishonesty, including cheating, deceit, fabrication, forgery, plagiarism, unauthorized altering of records or submitting false documents, unauthorized collaboration, unauthorized submission of work previously given credit, and other forms of academic misconduct are violations of the San Francisco State Code of Conduct (<https://conduct.sfsu.edu/>). In accordance with EO 1098 (<https://calstate.policystat.com/policy/8453518/latest/>), each suspected instance of academic dishonesty is to be reported to the Office of Student Conduct using their documented reporting procedures. When academic integrity violations occur, having students take responsibility for their behavior and learning from it are essential steps in addressing misconduct.”

“...students may not capture audio, photos or video from class sessions on their own devices without the explicit permission of the instructor and everyone present, unless part of a DPRC-authorized accommodation;”

“... students may not post any course materials to any third-party sites (such as Chegg) or post any recordings, screenshots, audio or chat transcripts in any setting outside the class, and that violations of this are subject to student disciplinary action;”

Interventions for Academic Dishonesty and Other Demonstrations of Lack

of Academic Integrity

In compliance with Title 5 of the California Administrative Code (Section 41301), the Department of Counseling does not tolerate academic dishonesty, plagiarism and cheating. Actions on the student's part will require initiating the Student Evaluation Process & Professional Disposition Assessment (PDA) to respond to the specific incident.

If the issue occurs in a specific class, the following actions may occur:

1. The instructor may give the student an automatic F for the assignment. This could result in failing the course if the assignment's points account for a significant portion of the overall grade.
2. The instructor will also initiate the Student Evaluation Process & Professional Disposition Assessment (PDA) (see description in Appendix). This will involve the student, their instructor, and their advisor. The incident may elevate to the department level and/or the university level. Consequences and remediation may vary depending on the situation and may include a one semester or one year's suspension or an outright dismissal from the program.
3. The student will have the opportunity to participate in the process and present their perspective.

Professional Expectations: Assessment of Clinical Performance and Professional Readiness

Becoming a professional counselor is multifaceted including academic learning, clinical skill development, and conducting oneself in a professional manner. In most undergraduate programs, academic performance (i.e., grades) defines success and accomplishment. In contrast, education in applied health professions, of which counseling is one, demonstration of clinical skills, interpersonal capacities, decision making, and disposition are all relevant to assessing students' readiness for the profession and even for success in the training program. Conducting oneself in a professional manner refers to the various aspects including interactions with classmates and faculty, approaching one's responsibilities with integrity and accountability, and others. Our accrediting body, CACREP, specifies that *"In addition to the requisite knowledge and skills, counseling students must have, or have the ability to develop, the dispositions necessary for effectiveness as counselors. Section 4.G requires that "the counselor education program faculty systematically assesses each student's professional dispositions throughout the program."*

Supervisor Evaluation of Trainee

Students receive an evaluation by their on-site training supervisor at the end of each practicum/internship semester (2 times during each internship). A sample of the Supervisor Evaluation form can be found on in the [Practicum and Internship Handbook on the DoC website](#). Students should review the tool prior to starting their practicum/internship to be familiar with the areas to which they will be assessed. Students who receive a "not passing" on the overall rating items may not pass the course. The ultimate decision is made by the course instructor with consideration of the internship supervisors' evaluations and recommendations as well as the instructor's professional judgment and observations. Grades in practicum and internship courses are based on instructors' assessment of student skills and knowledge in practicum/internship courses through a course assignment rubric and the Student Evaluation Process & Professional Disposition Assessment (PDA) in addition to the supervisor evaluation. It is possible, in rare cases, that students who receive a strong positive supervisor evaluation with consistent "exceeding expectations" on scale items, may not pass the internship course due to other factors such as academic performance, substandard demonstration of counseling skills, and conduct issues. The course instructor has the final decision on the final grade.

Students who do not pass their practicum/internship courses must re-take the year-long internship course sequence (e.g., 705/706 & 736 or 890 & 891) and the following year along with a new internship year (minimum of a grade of B is passing). If the students' performance falls far below a B- (C-, D, F), the student may be suspended or declassified from the program. The DoC's Student Evaluation Process & Professional Disposition Assessment (PDA) will be used in these cases and a plan of action will be developed outlining the specific conditions that must be met in order to return to the program. If deselected, a student must reapply to the program and be accepted to resume classes

Professional Readiness Expectations

As a professional counselor education program, we ensure that students are able to demonstrate professional readiness behaviors that reflect the expectations of the profession, the field, the university and the department. This is our responsibility as counselors and as educators as we are entrusted with the well-being of vulnerable populations. Further, our accrediting body, CACREP, requires that we assess these professional readiness behaviors in a systematic way to

identify concerns as well as any needs for remediation. To do this, we have created a process and rubric that practicum and internship instructors complete each semester for each student (see Student Evaluation Process & Professional Disposition Assessment (PDA) at the end of this Handbook). These assessments are shared with the student's advisor who reviews these assessments with the student during advising to identify strengths and any areas of concern. There are 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. If there are concerns in the Professional Disposition Process, a Plan of Action (POA) may be developed in collaboration with the student and advisor if remediation is needed. In addition to the systematic PDA assessments in the practicum and internship sequence courses, any instructor, chair or faculty may complete a PDA if a student conduct concerns arise outside of the practicum and internship sequence courses. The advisor, student, and all concerned parties will meet to come up with a remediation plan and/or a formal Plan of Action. Please see appendix for sample of the PDA rubric and assessment process.

Professional Ethics and Standards

All students in the program are expected to maintain satisfactory ethical standards (as presented in the 2014 American Counseling Association Code of Ethics) as well as to demonstrate adequate self-understanding as identified in the Professional Readiness Expectations for graduate trainees, which is comprised of four domains including: a) legal and ethical conduct, b) social and emotional maturity, c) accountability and reliability, and d) cultural and disability competency (sample items available in the appendices of this Student Handbook).

A little later in this Handbook we provide an overview and discussion of the ACA Code of Ethics and it is important that students become familiar with it, ask questions of faculty advisors, supervisors, and instructors, and consider how it is relevant in class, clinical practice and as a counselor.

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

Student Conduct

Students must abide by the Standards for student conduct at www.conduct.sfsu.edu. Please review the standards and the grounds for student discipline. Students who violate the standards for student conduct may be suspended or declassified.

Scope of Practice as a Student: Practicing without a License

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

ACA Code of Ethics

As counseling professionals, we adhere to the [Code of Ethics of the American Counseling Association](#) as well as the codes for our specific counseling specializations and licensure bodies. We have provided a brief overview here of the highlights of the [ACA Code of Ethics](#) (last updated 2014). When you take Coun 857 (Law and Ethics for Counselors) you will go into depth but it is also important from Day 1 to know that these are the Standards that we all must adhere to. If you begin your first practicum before you have taken Coun 857, it is important that you review the Code of Ethics and check in with your supervisor, your practicum instructor and your faculty advisor regarding ethical expectations. As an intern, we know that you are still learning, and your supervisor and field site has agreed to foster you through that developmental process. You have a responsibility to take an active role in that process and understand the expectations of you as a counselor in training.

We first provide the Preamble of the Code and then list the specific Sections that cover ethical standards.

ACA Code of Ethics Preamble

The American Counseling Association (ACA) is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

Professional values are an important way of living out an ethical commitment. The following are core professional values of the counseling profession:

- *enhancing human development throughout the life span;*
- *honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and*
- *uniqueness of people within their social and cultural contexts;*
- *promoting social justice;*
- *safeguarding the integrity of the counselor–client relationship; and*
- *practicing in a competent and ethical manner.*

These professional values provide a conceptual basis for the ethical principles enumerated below. These principles are the foundation for ethical behavior and decision making. The fundamental principles of professional ethical behavior are

- **autonomy**, or fostering the right to control the direction of one's life;
- **nonmaleficence**, or avoiding actions that cause harm;
- **beneficence**, or working for the good of the individual and society by promoting mental health and well-being;
- **justice**, or treating individuals equitably and fostering fairness and equality;
- **fidelity**, or honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in professional relationships; and
- **veracity**, or dealing truthfully with individuals with whom counselors come into professional contact.

Quoted from the [2014 ACA Code of Ethics](#)

The specific sections and expectations for ethical behavior are covered in the following nine sections (see [2014 ACA Code of Ethics](#) for details of each section).

Section A - "The Counseling Relationship" addresses counselors' responsibility in relation to their clients' well-being including documentation, boundaries, advocacy, fees and termination, (among other topics)

Section B - Confidentiality and Privacy addresses respecting clients' rights to privacy, exceptions, how to appropriately share information with others, cultural considerations, record keeping and consultation (among other topics)

Section C - Professional Responsibility addresses counselor responsibilities for "open, honest, and accurate communication", nondiscrimination, professional and personal competence, counselor impairment, adequate clinical and academic training, responsibility to the public, advocacy, self-care (among other topics)

Section D - Relationships With Other Professionals addresses counselors' responsibilities in relation to colleagues, employers, and employees within the counseling profession as well as those outside the counseling profession.

Section E - Evaluation, Assessment, and Interpretation addresses counselors' responsibilities related to using assessment as part of the counseling process including informal and formal assessment methods. This includes client interviews, the administration and interpretation of assessments, as well as record keeping. Cultural issues in assessment are also addressed (among other topics)

Section F - Supervision, Training, and Teaching addresses the responsibilities of counselor educators and supervisors to ensure client welfare, supervision competence, evaluation and remediation of counselor trainees, and relationship boundaries with students (among other topics)

Section G – Research and Publication addresses counselors' responsibilities in relation to professionally and culturally sound research, well-being of research participants, confidentiality and ethical treatment in research, reporting results, furthering the knowledge base of the field, minimizing bias, and respecting diversity (among other topics).

Section H - Distance Counseling, Technology, and Social Media addresses counselors' roles and responsibilities engaging in distance counseling, social media and other forms of providing services. This section outlines necessary training for providing services via technology, confidentiality, accessibility, boundaries, record keeping and informed consent.

Section I - Resolving Ethical Issues addresses counselors' responsibilities for resolving ethical challenges and conflicts through communication and consultation. Further, this Standard discusses the role of the ACA Ethics Committee in addressing alleged violations of ethical standards.

SF State Standards for Student Conduct

One of our primary goals is to facilitate a welcoming and healthy learning environment for our graduate and undergraduate students. In our syllabi, supervisor evaluations, the DoC professional dispositions summaries (outlined in this Handbook) and in our orientation/onboarding process, we have tried to provide as much information to you about these expectations. In addition, the university has a specific set of expectations for all students.

As graduate students in counseling, it is highly unlikely that you will encounter the Office of Student Conduct. Still, we do want to be sure you know what the university, and department, expects from all students as well as the process if a student does not adhere to those standards. Some of this information is included in syllabi for each course and more complete information is found at the [Office of Student Conduct](#) website.

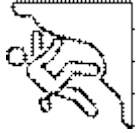
The Standards of Student Conduct (§ 41301. Standards for Student Conduct) summarizes Student Responsibilities as:

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

[Office of Student Conduct](#)

The Standards outline behavior that will result in student discipline, and it is the responsibility of all students to become familiar with those rules. If you have any questions about anything that is listed on the [Standards of Conduct](#), please reach out to your faculty advisor, the Department Chair, or the Office of Student Conduct.

Thrive and Survive: An Overview of Campus Resources



Students' well-being is as important to us as academic success. We know that without physical, emotional, practical and relational health, accomplishing your goals and rising to the levels required in professional counseling training is very difficult. In this section of the Handbook, we provide information on awards and scholarships, academic resources and assistance, resources for finding a cultural community on campus beyond the DoC, and emergency assistance.

We also recognize that academic and clinical success is directly connected to students' access to wellness, healthy food, shelter and housing, as well as health care and other resources. So below, we have provided some links for accessing Student Wellness resources and "Free Stuff" on campus to help. In addition, the MS Teams DoC Dashboard* provides compilations of a lot of resources.

Student Wellness Resources

- **Student Wellness Resources** (e.g., counseling and mental health both at SFSU and in the community) on DoC Teams Dashboard
- **Food, Shelter and Success**
 - Free food, housing crisis resources, and financial crisis resources
- **Counseling and Psychological Services**
 - Offering groups, crisis consultations, resources, and SAFE Place for students who have experienced relational violence
- **Disability Programs and Resource Center**
 - Offering assistance with accommodations and advocacy for students and faculty with disabilities
- **Health Promotion and Wellness**
 - Offering events and workshops, training and prevention
- **Jobs on Campus and Other Employment** (and off campus)
 - Student Employment on Handshake is SFSU's job opportunity portal for students. On campus jobs, workstudy jobs, and off campus jobs are posted here.
 - SFSU Staff employment opportunities can be found at SFSU HR's website: Job Opportunities

Free Stuff

- **Free software**
- **Free food**
- **Student Resource Hub -Affordable Learning**
- Free Shuttle from Daly City Bart to campus; free transfer on MUNI from Daly City Bart to campus

○ MUNI free with Gator Pass

Your faculty advisor and instructors are important partners when things are going well and when they are NOT going well. In addition, there are other important resources on and off campus that can be beneficial. We also understand that sometimes it may be difficult to disclose your challenges to the DoC faculty and so we want to be sure that you at least reach out to appropriate university resources.

*to access Teams links, you will be asked to log into your SFSU MS Teams account

Scholarships, Awards, Financial Aid and Campus Employment: DoC and Beyond

There are a number of awards and scholarships students may be considered for, some which include monetary awards and some professional recognition.

We have outlined DoC scholarships below and you can also find more resources at [MS Teams DoC Dashboard-> Financial Resources](#) including:

- Scholarships for DoC SFSU and CSU
 - DoC Scholarships typically open annually in **late August with deadlines in October** (listed below)
 - **To apply to DoC Scholarships students must complete Academic Works Application** at [SFSU Financial Aid - Scholarships](#) website. This will also enter you automatically for other "match" scholarships. No specific financial need is necessary for DoC Scholarships as well as many other university scholarships.

In addition to the DoC scholarships, you can also find information about external scholarships (resources compiled by DoC students) in the Teams DoC Dashboard at the following link

- [External Funding for Counseling Students](#)

DoC Scholarships

Specific deadlines and processes will be announced by the Department in the late fall semester each year through email. The information is also posted on "Teams Announcements".

Department scholarships are intended to honor students who demonstrate commitment to various communities or areas of specialty. Monies attached to these scholarships tend to be modest (\$500-\$2000) and may vary from year to year.

John Blando Scholarship. Dr. John Blando is a retired member of the Department of Counseling, beloved professor, and leader in gerontological counseling. Upon his retirement, alumni initiated a scholarship in his name to be given to students who demonstrate a commitment to working with older adults and the field of gerontological counseling. (One \$500 award/year). Faculty coordinator: Dr. Rebecca Toporek, rtoporek@sfsu.edu

Amy Hittner Scholarship. Dr. Amy Hittner was a long time faculty member of the Department of Counseling, Department Chair, Associate Dean of the College, a leader in the counseling community and now Emeriti Professor at San Francisco State University. This award was established to honor Dr. Amy Hittner, and is given to a student of exceptional scholarship and a clear, demonstrated dedication to multicultural persons. Student must meet the following criteria: Graduate student in Counseling; minimum GPA of 3.0 in the courses taken for the Master's in Counseling; Must have at least one semester remaining before graduating from SF State; and Must demonstrate financial need through a written statement that also includes educational or life goals (max one page); preference given to students approved by university for financial assistance, but financial aid not required. (One \$500 award/year). Faculty coordinator: Dr. Rebecca Toporek, rtoporek@sfsu.edu

Peggy Smith Scholarship. Dr. Peggy Smith was a long-time faculty member in the Department of Counseling, Department Chair, and provider in Counseling and Psychological Services. She was committed to excellence in teaching and service and upon her passing in 2002, the Counseling Clinic (a joint partnership between the Department of Counseling and Counseling and Psychological Services) was named the Peggy Smith Clinic. Dr. Smith left a legacy of excellence and her estate bestowed funds from which the Department of Counseling chose to create a scholarship fund. Two academically outstanding students per year are awarded this scholarship. (Two \$2000 awards/year). Faculty coordinator: Dr. Rebecca Toporek, rtoporek@sfsu.edu

Ida Sweeney LeBlanc Scholarship. This scholarship is awarded to students who have a demonstrated track record of service to African Americans. Each scholarship shall be for a period of one year, and any additional scholarship to a student shall be granted only upon a reapplication by the student. Eligible students will have enrolled for a minimum of 7 units in the semester when being considered for the award. Further, the student must have completed a minimum of one semester in the program with a grade point average of no less than 3.0. Demonstration of track record of service to African American by: Verified counseling, counseling-related, human service, employment, or participation in civic organizations that specifically promote the well-being of African Americans (verification may be in the form of two letters of recommendation from individuals in responsible professional positions [i.e., community leaders, employers, supervisors, teachers outside the department]); and a personal statement describing commitment and service to African Americans, as well as why the student should be awarded the scholarship. (Two \$1000 awards/year). Faculty coordinator: Dr. Rebecca Toporek, rtoporek@sfsu.edu

Dr. Salvador Chavez and Dr. Edward O. Hascall Scholarship. This scholarship is named after Salvador Chavez, who immigrated to the United States from Mexico as a young man, and his life partner Edward Hascall. Sal Chavez was a bilingual, bicultural counselor who graduated from the Department of Counseling with a master's degree in Rehabilitation Counseling, got a PHD in Psychology from the Wright Institute and many years later, taught in the Department of Counseling for 14 years. These scholarships are for graduate students in good standing in the Department of Counseling at San Francisco State University. Recipients must demonstrate community involvement. (10-14 \$2000 awards/year).

Emergency Fund. In 2018, the Department of Counseling celebrated its 70th Anniversary and chose to use the proceeds of the Celebration Event to create an emergency fund for students experiencing an extreme unexpected event which may prevent them from completing their studies. Although we know many of our students are challenged financially, and pursuing a graduate degree is an expensive venture, this is a very limited fund and is reserved to extreme circumstances.

To apply to department or university scholarships, use Academic Works

Academic Works is the portal used by the university for financial aid and scholarships.

- Once you fill out the Academic Works general application, your application will be matched to any “match” scholarships that fit your profile, and you also have the opportunity to apply to other scholarships that have “apply to” supplemental materials. Academic Works has a database of thousands of scholarships you can search with different deadlines.
- Department of Counseling Scholarships: There are 5 DoC scholarships and the deadline is around mid October of each year (watch the Coun-1 listserv or see Academic Works for the specific date). Two of the DoC scholarships are “match” scholarships (no additional supplementary materials needed) and three DoC scholarships are “apply to” scholarships

meaning that you need to submit supplementary material for each of those scholarships.

- **Sign into Academic Works** and get more information

here: <https://sfsu.academicworks.com>

For general information about other scholarships, financial aid and tuition information, including student employment, visit the SF State Graduate Studies website [Funding your Education](#) or the SF State Financial Aid website at www.sfsu.edu/~finaid

Department of Counseling Research or Professional Development Related Awards

The Equity and Justice-Focused School-Based Mental Health Training Project

The Equity and Justice-Focused School-Based Mental Health Training Project (EJF-SBMH-TP) is a five year (2023-2027) US Department of Education: Mental Health Service Professional Demonstration grant designed to address the mental health crisis among California youth by increasing the workforce supply of culturally and linguistically diverse school-based mental health services providers trained to work in high-need public schools. This project will establish a workforce pipeline between SF State's counselor training program and high-need schools in Oakland Unified School District (OUSD) and San Francisco Unified School District (SFUSD). Each year, the Department of Counseling will award \$10,000 stipends to 20 students that commit to completing one academic year of school-based fieldwork in a project approved high-need K-12 school, and one academic year of full-time service as a school-based mental health provider in a high-need school post-graduation. Students can receive more than one stipend throughout their training programs and there are no restrictions based on immigration status/citizenship.

Equity and Justice-Focused Integrated Behavioral Health Counselor Training Project

(<https://ibhequity.sfsu.edu/>)

The Equity and Justice-Focused Integrated Behavioral Health Counselor Training Project is a four-year (2021-2025) Health Resources and Services Administration (HRSA) grant that provides opportunities for students to apply for a \$10,000 stipend for their second year of internship (29 students eligible each year). The project is a direct response to the behavioral health crisis among our California youth, particularly those from underserved and historically marginalized communities. The project will increase the supply of master level behavioral health counselors from culturally and linguistically diverse backgrounds who are trained to work in Integrated Behavioral Health within healthcare professional shortage area (HPSA) sites with at-risk children, adolescents and TAY; establish a workforce pipeline between SF State's counselor training program and Bay Area Federally Qualified Healthcare Settings (FQHC) and/or HPSA sites; and expand EJF-IBH practices with our partner behavioral health agencies. Students in all Specializations are eligible to apply for this stipend with priority for those having specific interest in working in integrative behavioral health.

Rehabilitation Training Long-Term Training Program

Students in the Clinical Mental Health Counseling Program are eligible for a training stipends/scholarship each year (20 students each year thanks to a grant from the U.S. Department of Education; 2019-2024). Students receive approximately \$10k-13K annually for one or all the years they are in the program. Stipends can be used for anything (rent, books, expenses, tuition, travel etc.). The stipends entail a "work payback" which requires graduates who received a stipend to work in a non-profit behavioral health organization or a state/federally funded agency that serves those with health and behavioral health conditions and disabilities for two years for each year the stipend was received.

Student Travel Award

The College of Health and Social Sciences offers a limited number of Student Travel Awards each year for students to help students defray a portion of the costs involved in presenting their work at professional conferences. The award is typically about \$500. It is advised that students seeking this award apply early in the fall or spring. Contact your Department of Counseling research mentor or Faculty Advisor for more information.

Instructor Mentee Program

Each semester, students can apply to serve as Instructor Mentees in one of the DoC's undergraduate counseling classes. Instructor Mentees work closely with a faculty member who is teaching Coun 110, Coun 690, or Coun 691 including facilitating discussion groups, developing lessons, and/or reaching out to individual students to support their success. Experience teaching, co-teaching and curriculum development is available through this program. Successful completion of the Instructor Mentee program offers a \$500 stipend and the possibility of enrolling in independent study (Coun 899).

Research Assistantships

Limited Research Assistantships may be available to work with various faculty members who receive research grants. Announcements are made throughout the year through the Coun-I listserv and Teams.

Campus Employment Opportunities

Workstudy positions in the DoC

There may be work study positions available in the DoC each year based on university funding. Announcements about these positions are sent out prior to the fall semester if positions are available. Students must be eligible through Financial Aid for the Federal Work Study Program. These are announced through the Coun-I listserv.

Student Employment on Campus- Workstudy and Non-Workstudy positions

Aside from positions in the DoC, there are many other work study positions available on campus. See [Handshake](#) for Workstudy position announcements and other student jobs across campus.

SFSU Staff Position Openings

Regular staff positions (part time and full time, permanent and temporary) can be found on the SFSU HR website: [Job Opportunities](#). Please note that certain staff positions are also eligible for fee waivers and reduction in tuition. To see the eligibility information, visit SFSU HR page [Fee Waiver & Reduction Program](#).

SF State University Recognition

Distinguished Graduate Award

This award is based on a record of distinguished scholarship and outstanding service to the community as determined by faculty and the student's transcripts. Members of the faculty of the Department of Counseling nominate graduating students whom they feel have an outstanding record of achievement in their work with us. This pool of nominees is then discussed and, by consensus, the faculty determines who will make up the final pool of nominees to represent our finest students. From this finalist pool, 2-3 winners are selected by the faculty. One of these winner's name is forwarded to the College of Health and Social Sciences as our nominee for college Hood recipient. The hood recipient is then selected by the college from among a number of department nominees. This process takes place in the spring semester. This award is an honor of recognition by the university, there is no monetary fund connected to the award.

Faculty coordinator: Dr. Rebecca Toporek, rtoporek@sfsu.edu

National Professional Awards

National Board of Certified Counselors (NBCC) Foundation Scholarships. A number of scholarships and fellowships are available through the NBCC Foundation including the Minority Fellowship Program, Military Scholarship, and many more (www.nbccf.org/programs/scholarships). Many of the NBCC awards come with financial recognition ranging from \$500-\$8000.

American Counseling Association Awards (ACA). There are a number of awards available through ACA including the ACA Tomorrow's Counselors Award, the ACA Future School Counselors Awards, the ACA Graduate Student Ethics Awards, and the (<https://www.counseling.org/membership/awards/gradstudents>)

Other announcements for national, state and local awards may come up throughout the year and will be posted on the Coun-I list serve as well as MS Teams DoC Announcements or DoC Dashboard.

Academic Resources

In addition to support and guidance from your instructors and faculty advisors, there are also resources on campus we think are especially helpful to students.

Writing Assistance

Tutoring and writing assistance for graduate students available at [Tutoring and Academic Support Center \(TASC\)](#)

Free Software for Students

Students enrolled full-time or part-time in a degree granting program at San Francisco State University (i.e., matriculating students) are eligible for a free copy of Microsoft Office 365 Education for Students. Go to this link for more information about getting this software free: <https://its.sfsu.edu/service/office365students>

Computer Labs

There are computer labs across campus available for student use. The following are resources most frequently used by the DoC and there are more in other parts of campus.

- [CHSS \(our College\) - College affiliated computer labs](#)
- [J Paul Leonard Library Computer and Study Rooms](#)

J. Paul Leonard Library

Check out the list of [top 10 things to do in the library](#) including group study rooms, quiet study areas, computer labs, research assistance, access to books, articles, and other media, and more. You can also find guides about [how to do literature search using the library's databases](#).

Disability Programs and Resource Center (DPRC)

The [DPRC](#) is an important resource to assist students with disabilities to identify and communicate accommodations that can help reduce the barriers on campus and in classes as well as internship sites. Students must register with DPRC to receive accommodations and the process takes some time. It's important to get started early so that accommodations can be in place when students begin classes. It's also important to share the DPRC accommodations recommendations with instructors as early in the semester as possible. It may also be helpful to share those with your faculty advisor and potentially your internship supervisor to make sure accommodations can be made.

Mindscape Commons

Immersive and interactive content in mental health. It presents and documents nearly 200 VR experiences, as well as some serious games and apps, for teaching and research in counseling, social work, psychology, health sciences, and related programs. Log into [SFSU Library Databases](#) -> under "Search Database Name" type in "**Mindscape Commons**"

Finding a Cultural Community Beyond the DoC

There are a number of places on campus where students may find a sense of community beyond the program.

The Office of Equity and Community Inclusion

This division is responsible for leading, coordinating, implementing and evaluating a broad range of sustained programs, initiatives, events and activities designed to:

- facilitate intercultural/intergroup dialogue,
- promote equity and inclusion,
- advance social justice, and
- improve campus climate for all of our students.

The Office of Equity and Community Inclusion is the central hub for a number of cultural affinity centers on campus including the

- [Asian American & Pacific Islander Student Services](#) (Village C, Room 141)
- [Black Unity Center](#) ([View the proposal for this Center\(PDF\)](#)) (Village C, Room 142)
- [Dream Resource Center](#) (Student Services Building, Room 206)
- [Office of Diversity & Student Equity](#) and Interfaith Programs (Student Services Building, Room 206)
- Latinx Student Center (Village C, Room 140)

Paul K. Longmore Institute on Disability

At the Longmore Institute, our mission is to study and showcase disabled people's experiences in order to revolutionize social views. Through public education, scholarship and cultural events, the Institute shares disability history and theory, promotes critical thinking, and builds a broader community.

*Our work is guided and informed by our beliefs and commitments to the **common good, scholar-activism, knowledge, community, intersectionality, joy and integrity.** (from their website)*

Check out Longmore's Twitter or Facebook for upcoming community events such as:

Crip Café (a recurring monthly conversation about disability justice topics and creates space to share stories and resources. Check Longmore Disability Twitter or Facebook for more information) and [Superfest Disability Film Festival](#).

Associated Students

The Associated Students on campus is the hub student led organizations on campus. The Counseling Student Association is one of many clubs or organizations on campus that provide a range of identity based and interest-based student organizations, community-oriented programming and events for students. In addition, AS members are engaged in governance as student representatives across the university in various initiatives, Academic Senate, task forces and other activities. There are Graduate Student Representatives on AS as elected positions. See their website at <http://asi.sfsu.edu>

Finding Cultural Communities through Professional Associations

In addition to the resources and organizations on campus, finding a cultural home within the counseling profession can be very rewarding and connect students with other counseling professionals who experience similar lived experiences and challenges. Just a few organizations are listed below. We encourage you to reach out to your faculty and mentors for more resources and

then share that with us.

- Association of Multicultural Counseling and Development <https://multiculturalcounselingdevelopment.org>
- Counselors for Social Justice <https://www.counseling-csj.org>

Emergency Help

Emergencies On Campus

- From an on-campus phone – for emergency **dial 911**.
- From a cellphone for on campus emergency dial **(415) 338-2222**
- For non-emergencies, call the campus police 24-hour non- emergency line at 415-338-7200.

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

More information can be found at [Student Health Services Emergency Information](#)

- Medical emergencies
- Emergency preparedness
- Earthquake

Mental health crises on campus, see [Counseling and Psychological Services](#) crisis consultation information

Emergencies at Practicum/Internship Site

If you are at your internship site and have an emergency, follow the protocol at your site. At the beginning of your internship, make sure your supervisor provides you with the protocol and information in case of emergency. If an emergency occurs at your site or a client crisis, follow the site's protocol and make sure to contact your supervisor or their designee immediately. Your internship supervisor is the primary support person for you. It is also important that you reach out and inform your practicum/internship instructor of the situation as soon as possible (within 24-48 hours).

How Things Work in the DoC



This section of the Handbook shares some of the nuts and bolts; the things that keep the DoC running. We have included information about what we need from you to allow us to keep in touch with you; how we communicate with students including an overview of the digital platforms we use to communicate with us; what to do if you have a complaint, concern, or a conflict with your peers, instructors, supervisors or the DoC; how we schedule classes and where you can contribute to that. Students have also asked us how instructors are hired and evaluated so we give an overview of that as well.

Communicate with Us

The Department of Counseling makes every attempt to keep students fully informed through announcements in class, through MS Teams, email and listserv messages. There are essential communications, deadlines and opportunities that we share by email and Teams so be sure to check your SF State email regularly. Email is the primary way we communicate with students individually and the Department of Counseling community as a whole. See important contact information on this page and an overview of different platforms at the bottom of this page.

Keeping your Contact Information Current

Please remember, **it is your responsibility to inform the department of any relevant changes in your status**, e.g., changes to contact information, leaves, prolonged absences, name change, and fieldwork changes. Your SFSU email is the primary email address that will be used throughout the program. Make sure you check it regularly.

Your Current Address and Phone Number

Your phone number and address must be kept current with the department office. This is essential for students in the program as well as graduates so that you will receive department communications. Neither your phone number nor address will be released to anyone other than faculty members without your permission. If you have a change of contact information (address, phone number) please complete the [Change of Contact Information form](#) online for the Department and the university (changing contact information for the university is done by logging into MySFSU). **Please note that changing your information via MySFSU will not update your information with the DoC. You will need to update in both places.**

Name Change

If you have a legal name change after you have been accepted by the department and the university, it is vital that you inform the department and the university.

- For the department, use the [Change of Contact Information](#).
- For the university, download and complete a Name Change form found at the Office of the Registrar's website at <http://www.sfsu.edu/~admisrec/reg/formstoc.html>. Submit this form at the One Stop kiosk area in the Student Services Building. You will need to provide the appropriate documentation when submitting this form

Preferred or Chosen Names and Pronouns

Students are able to indicate a preferred or chosen name by going to *My Student Center*. Please use these [instructions](#). Preferred/chosen name will show on the Student Center, the Advisor Center, the Faculty Center including Class and Grade rosters, Canvas, Student Health Services, and Housing offices. Preferred/chosen name can also be used on the OneCard Gator Pass.

Changing your preferred name does not change your legal name in the university system. For more information see <https://registrar.sfsu.edu/preferredchosen-name>.

How to Reach Faculty

Faculty Office Hours

Faculty members typically note their office hours on their syllabi but some may not know until the second or third week of the semester (e.g., those who need to set up

coaching/supervision hours). Faculty will set aside 1 hour of office hours/class.

Phone and Email

You may send email messages to faculty or message them through chat on MS Teams. A complete listing of email addresses will be posted on our website, under “Faculty”, no earlier than the second week of the semester.

How to Reach the Department Office

Office Hours

The Department of Counseling office staff will be available and communicating via MS Teams chat, email (counsel@sfsu.edu) and voicemail (415-338- 2005) and will attempt to respond in a timely manner. The main office (Burk Hall 524) will be staffed on a limited schedule, we encourage students to use the virtual office rather than in person due to health and safety issues.

MS Teams, Phone and Email

The Department of Counseling campus office can be reached at MS Teams (log into MS Teams and chat with "Depart of Counseling"), by email (counsel@sfsu.edu), or by phone (415-338-2005). MS Teams seems to be the best method. We will make every effort to respond to your communications in a timely manner.

Fax

Email and Teams is preferable rather than faxing documents. If students choose to fax materials to the department, a cover sheet indicating the recipient’s name and number of transmitted pages must be included. Materials addressed to multiple department members must be faxed separately with an appropriate coversheet and number of transmitted pages included. The department fax number is 415-338-0594. **Sensitive information (e.g., social security numbers, client information) should never be sent by email.**

Material Submission

Student must arrange with instructors to submit any material (e.g., assignments etc.) directly to them or digitally. We are minimizing drop offs in the main office due to health and safety reasons.

Communicating with You: Digital Platforms Used in the DoC

The Department of Counseling and its faculty will communicate with students via email, the Coun-l listserv, MS Teams, and Canvas. In addition, students will use Canvas for courses and have access to DocuSign for forms, Box for storage and uploading of digital files, Zoom for meetings and virtual classes.

MS Teams

Teams is the communication platform the university has started using and the Department of Counseling. Microsoft Teams offers a campus-wide collaboration service available to all students, faculty, and staff. MS Teams contains a wide range of features to promote collaboration across users and groups through audio, video, and instant messaging (IM). **Tutorial for using Teams-** 3 minute interactive demo of Teams: <https://teamsdemo.office.com/>

To access any of the resources listed on Teams, messaging, and the DoC Teams channels, you must be logged into your SFSU Teams account.

- **"DoC Announcements"** is the Team where information from the DoC office is posted for students including advising information, internship information and more. Forms and other useful items are found here. Advising Week in early November will

require you to use Teams to create your advising Approval Form (COAF). An announcement will be posted on Teams prior to Advising Week giving you instructions about how to use Teams for Advising and Advising approval. Many Faculty Advisors will have their schedule available for booking through Teams. See the tutorial in the Advising section of this Handbook for specific instructions about creating your COAF (Advising Approval form).

- **"DoC Dashboard"** is the Team where resources are posted for students including information about financial aid and scholarships, mental health resources, survival resources (e.g., housing etc.). New Student Onboarding and Orientation materials can be found here. This will also be the home for the Peer Mentoring project.

Use Teams to contact Department of Counseling Office staff as well as to access information. Email works too but they prefer Teams and may be able to get back to you more quickly. In addition, you can find contact information for all faculty teaching in the current term. Most faculty prefer that you contact them via email (rather than Teams, but some like using Teams).

Canvas & Zoom

[Canvas](#) is SFSU's learning management system, where instructors can organize their courses and materials and students can efficiently interact with resources and participate in classes. All of your classes will be using Canvas for assignments, communication and other activities. Check it daily for updates

Tutorial – [Canvas Student Guides](#)

[Zoom](#) is SF State's video and web conferencing service. All faculty, staff and students have the ability to create and join Zoom meetings.

If you are enrolled in an online class, you should have received the Zoom link from your instructor prior to class. Please make sure you are in a space where you can attend and engage with your class and instructor. You will need stable internet and some privacy.

Most faculty will hold office hours through Zoom

You can set up meetings through Zoom (e.g., group projects, etc.)

Tutorial – [Getting started with Zoom](#)

Email and Coun-I Listserv

Your SFSU email will be the main avenue of communication from the university and the Department posts updates, important deadlines, and opportunities. You will receive individual emails here, important announcements come to your email from the Coun-I listserv and emails sent through Canvas will come to this address.

Email

As a student at SFSU you are required to obtain an SFSU email account (yourname@mail.sfsu.edu). You may initiate your SFSU email account online at www.sfsu.edu/~doit/account.htm, or go to ADM 110 to set up your account. It is important to check your SFSU email regularly. Consider it like your workplace email address. SFSU

email will not be forwarded to any third party email service (e.g., Gmail, Yahoo mail, etc.) so be sure you know how to access your SFSU email account and do so regularly.

- Opportunities for professional development, scholarships, jobs, internships
- Important deadlines from the Department and university
- Other happenings at the university as well as other university requirements

See this **[Tutorial for SFSU email](#)**

Listserv

When you are begin the program as a graduate student the DoC office will automatically subscribe you to the listserv sometime in August, after we verify that you have a valid SFSU email account on record. If, by the beginning of your first semester, you are not receiving email through Coun-l please contact the office through MS Teams at “Depart of Counseling counsel@sfsu.edu” to make sure you are on the list. Only SFSU email addresses are on the list. If you change your SFSU email account name for any reason, use the “[Change of Contact Information](#)” form to update your email with the department so that we may correct your email address on the listserv.

DocuSign

As a student, you have access to DocuSign, San Francisco State University's approved electronic signature solution that allows faculty and staff to send and sign documents electronically, allows students to sign official university forms, provides real time tracking of documents

You may receive forms from the university, department or faculty through **DocuSign**

Tutorial: ‘[Getting Started guide, How to Guides](#)’

Box

File storage for documents, video files, etc. (sort of like DropBox). This is used extensively by most practicum and internship courses to exchange confidential clinical information. See this [Tutorial for Box](#).

DoC and University Forms

Throughout your time in the DoC, many forms and processes are required in order to satisfy university and department documentation requirements. Each student **MUST** retain copies of documents submitted to the DoC or to the university. Department forms can be found on the [Department of Counseling website](#) and on [MS Teams – DoC Announcements](#). You can download university forms either at the [Division of Graduate Studies](#) or at the [Office of the Registrar’s website](#). It is your responsibility to keep copies (hard copies and digital copies) of all paperwork (internship hours, etc.). The Department will **not** be able to provide you with a replacement copy.

SFSU Overview of all the Technical Resources

<https://its.sfsu.edu/getstarted/students>

Includes information about email, Gateway (find MySFSU), learning platforms, security information.

Have a Conflict, Concern or Complaint? Avenues for Students

Our intention is that students have the best experience possible and develop into ethically and culturally effective scholar/advocate/counselors. One of the important skills for developing as a counselor is navigating conflict and difficult situations. In relationships with peers, faculty, staff, supervisors, clients and others, we know there are dimensions of privilege, sociopolitical and institutional power as well as the current and historic context that shape our interactions. Given this, becoming a counselor means growing our understanding of what it means to navigate concerns that arise as well as developing skills to have our professionally authentic voice heard. We also understand that there may be times when students have concerns or experience negative events along their path in the graduate program and want to be sure the process for addressing those issues is clear. We have created this page to hopefully help you know where to start and have provided more detail below.

What is the Concern About?

If the concern is about another person, the first step is almost always to communicate directly with the person involved. Depending on this situation, there are a range of different additional avenues students can use. The faculty advisor is typically the best resource to consult with if you need guidance or support around the issue. If the concern is about:

- the program, individual faculty, University Staff/Personnel and/or their peers
 - begin by talking with your faculty advisor, instructor, specialization coordinator and/or department chair depending on the concern
- field placement site or supervisor
 - begin by talking with your practicum or internship instructor then, if needed, the fieldwork coordinator

Once you have followed these avenues, if you feel additional action is needed, or that it is important for the department chair to be alerted to your concern, email the department chair directly and share your concern as well as what actions you have taken thus far.

If you feel that your rights have been violated or that you have been the target of discrimination, it is important that you follow the bullet points above and contact the department chair. It is important to us that students who have concerns about discrimination bring this to our attention as quickly as possible so that we have the opportunity to address those.

Actions to Resolve Concerns

The actions we take, as advisors, instructors, or department chair depend on the concern and who is involved. Anonymous complaints are handled differently than complaints where the student has shared their name in that we are better able to follow up when the complainant has shared their name.

- Our first step is to understand your concern and the incident(s) you are reporting.
- Next, we want to make sure you are provided with information if relevant as well as resources and/or an opportunity to identify desired resolutions.
- When complaints are brought to the department chair, the chair will listen and try to understand the situation or concern, talk with the student about what they would like to see happen, then contact anyone who is involved in the situation to share the concern and hear their perspective.
- Based on these conversations, the chair will determine the next steps preferably in

- collaboration with the student who has brought the concern as well as other parties involved.
- Complaints about specific faculty or staff can only be entered into personnel files if they are signed. All formal evaluations (i.e., Student Evaluation of Teaching Effectiveness [SETE]) are submitted to personnel files and reviewed by the faculty member, the department chair, and in the case of tenured and tenure track faculty, by a Retention, Tenure and Promotion Committee. The SETE evaluations are anonymous, and we take this feedback seriously.

If you have followed the steps above and continue to feel that your concerns have not been addressed, the Associate Dean of the College of Health and Social Services would be the next avenue to express your concern.

We encourage you to review the [ACA Code of Ethics](#) as well as the University's suggested procedure for Student Concerns and Complaints. Formal procedures are found there as well as in the SFSU Bulletin section for Policies and Procedures (<http://bulletin.sfsu.edu/policies-procedures/regulations-procedures/concerns-complaints/>).

How the Schedule of Classes is Built each Semester in the DoC

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

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

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

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

Given these constraints and resources, we attempt to use the following collaborative process to develop the schedule of classes.

1. Once we know how many courses we can offer, the Chair and the Administrative Office Coordinator (AOC) develop a tentative schedule using the 2-year recommended sequence of courses for each specialization and try to design a schedule whereby students need to come to campus only 2-3 days/week (based on specialization only). Other scheduling decisions are based on several factors: courses needed by students to graduate; students need to progress through the program; the amount of money available; faculty availability; faculty teaching interests and strengths; availability of instructors with necessary specialized expertise for the course; room availability (a formidable obstacle); class size; scheduling the sections of a course with multiple sections on different days

and hours; student demand for a course; and being sensitive to competing needs of students for late and early courses. In addition, due to our university accreditation and CACREP accreditation, we are limited in the number of courses we can offer online. Less than 50% of the required courses in the program can be designated with an option to offer a section online section.

2. The tentative draft schedule is shared with the Specialization Coordinators, and faculty to identify glaring issues or conflicts. Then, the revised tentative schedule is sent to the Council listserve so the whole DoC student body can provide input.
3. All the input is considered and decisions are made to serve the most number of students with a schedule that is feasible and will allow for assigning appropriate faculty members and hiring qualified instructors.

How Faculty are Hired and Evaluated in the DoC (Full Time Faculty and Lecturer Faculty)

The Department of Counseling recruits lecturer faculty on a rolling basis to try to maintain a strong pool of instructors who can bring a wide range of expertise to the department. The Chair and faculty recruit by reaching out to alumni, professional contacts, and professional list serves. As much as possible, the Department tries to maintain a strong relationship and provide support and community with our existing lecturers as they are a valuable part of the counseling community and often bring important experience as clinicians, educators, administrators and practitioners.

The contract between the university and the faculty union (CFA) also specifies the process and practice of who is eligible for "entitlement", similar to seniority, in re-hiring.

The hiring process for full time faculty and lecturers maintains a specific focus on recruiting candidates that bring lived experience and expertise for serving communities that have experienced oppression within U.S. society, have not been well served by the profession of counseling, and/or are underrepresented in higher education.

Evaluation. All instructors (tenure-track and lecturers) are evaluated by the Department Chair and by their students (end of semester evaluations or "Student Evaluation of Teaching Effectiveness [SETE]"). These evaluations guide the department and are used in different ways both by the individual instructors as well as the department and the university. The Department Chair reviews all of the end of semester evaluations as well as the Peer Observations (tenure track faculty) for every faculty member. If there are concerns noted, the Chair meets with the faculty member to discuss the feedback, provide support, and create a plan to address the concerns. For lecturer faculty, all feedback and evaluations are used in the process of re-hiring (or not re-hiring) every semester. Full time tenure track faculty and faculty in the promotion process receive evaluation feedback and use that in their self-assessment reports (a part of the tenure and promotion process). In addition, unsolicited student feedback is also considered by the Department Chair and is used in a formative guidance process with faculty.

Definitions of terms:

Professor: Some of the faculty are hired as full-time, tenure-track professors. *These faculty members must have a doctorate in counselor education, counseling or clinical psychology, social work, education, or a related area.* Many of these faculty members have a clinical license and/or an appropriate professional credential. There are three ranks: assistant, associate, and full professor. By the seventh year of their employment at SF State, all full-time tenure-track professors must either earn tenure or be given a terminal year of employment. Tenure can be granted to assistant professors and to associate professors. In order to become a full professor, you must already have tenure. Being granted tenure means that they have job security unless there are layoffs or they are terminated for seriously violating university or contract policies. Still, all faculty receive feedback and student evaluations every semester regardless of their rank. End of semester evaluations completed by students are an integral part of the review process. All feedback from students gained in that process are included in the materials reviewed as professors go through personnel action, every two years prior to "going up for tenure", during their tenure review process, and requesting to be promoted in rank (from assistant to associate, or from associate to full professor). The faculty member prepares a full dossier of their materials including their syllabi, teaching evaluations, publications and presentations, and service activities and must complete a narrative thoughtfully and critically reflecting on their progress and the feedback from students and colleagues.

Department Retention, Tenure and Promotion Committee (RTP), the Department Chair, College Dean, University Promotions Committee, and the University Provost, all review those materials. Full time faculty positions have to be requested from the university approximately 18 months in

advance and are rarely approved, even in the face of losses due to retirements and faculty leaving the university. If we are lucky enough to have a position approved, we begin the recruitment process during the summer by reaching out to as many professional associations and listservs as possible.

Lecturer Faculty: These faculty members are hired on a semester-by semester basis or have "entitlement" so have priority for course assignments across semesters (see the Collective Bargaining Agreement for the California Faculty Association [CFA]). These faculty members have a minimum of a master's degree and some also have a doctorate degree. They may also have clinical license and/or an appropriate professional credential. Lecturers are usually hired because of specific expertise that they can bring to the department.

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

Hiring. There is a separate procedure for hiring full time tenure track faculty and lecturer faculty (part time lecturers).

FAQ



Degree Objectives, Specializations and Emphases

What is a degree objective?

The Department of Counseling offers three master's degrees. Your choice of **one** of the three degrees constitutes your degree objective.

Master of Science in Counseling (Specializations: Career, College, Gerontology, or School)

Master of Science in Counseling, concentration in Marriage, Family & Child Counseling

Master of Science in Clinical Mental Health Counseling

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

A degree objective is the formal name of the degree that you must select from the three Master of Science degrees that are offered in the Department. If your degree objective is Master of Science in Counseling, your specialization must be **one** of the following: Career Counseling, College Counseling, Gerontological Counseling, or School Counseling. If your degree objective is Master of Science in Clinical Mental Health Counseling your specialization will be Clinical Mental Health Counseling (CMHC). If your degree objective is Master of Science of Counseling, Concentration in Marriage, Family & Child Counseling your specialization will be Marriage, Family & Child Counseling (MFCC).

What is an emphasis?

An emphasis area reflects a group of courses with an area of professional and theoretical focus such as career counseling, college counseling, gerontological counseling, clinical mental health counseling and school counseling. In addition to your specialization, you may choose an area of emphasis to broaden your expertise. There will be between 2-4 additional courses required as well as fieldwork related to that emphasis.

Can I study more than one content area; e.g., career counseling, college counseling, gerontological counseling, or clinical mental health counseling? If so, what do I do?

Yes, you can.

- **Indicating an Emphasis When You Apply to the Program:** You must choose **one degree objective** and one Specialization at the time of your application; however, you may also indicate additional content area (emphasis) in addition to your degree objective. You must declare this second content area in the space provided for an "emphasis" on the first page of the department application. If you choose an emphasis, you will be expected to elaborate on your decision to choose this second area when you write your personal statement. Your application will then be evaluated with regard to both of the areas to which you are applying. Although you may be accepted to both areas you have chosen, please note that it is also possible that you may only be accepted into one of the areas you have selected. If accepted into the department, your acceptance letter will indicate the area(s) to which you have been admitted. An emphasis involves additional time in the program to complete all of the requirements. Only career counseling, college counseling, gerontological counseling, clinical mental health counseling and school counseling can be an emphasis, MFCC is **not** available as an emphasis.

- **Requesting to Add an Emphasis as a Current Student (or After You Are Admitted to the Program):** The request to add an emphasis once you are in the department must be made by October 15 or February 1. You will be evaluated like any other prospective applicant for that additional content area. The form for adding an Emphasis is found on MS Teams DoC Announcements.

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

No, you cannot because the Board of Behavioral Sciences requires that your degree objective be an M.S. in Counseling with a concentration in Marriage Family therapy; however, you can study MFCC (if you were accepted into the MFCC specialization at the time of admission) and CMHC at the same time. To do that, when you apply to the program, your degree objective must be an M.S. in Counseling with a concentration in Marriage Family Therapy and your emphasis would be in CMHC.

Can I choose Career, College, or School Counseling as a specialization and also pursue the LPCC license?

Yes. You must choose the CMHC program as an emphasis if you wish to pursue licensure as LPCC.

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

Only if you have an emphasis in School Counseling. If you wish to provide mental health counseling as a licensed counselor and have a PPSC, you should have a School Counseling Specialization and CMHC emphasis. Or, if you were admitted to the MFCC program at the time of admission, you may request to add School Counseling as an emphasis. See requirements on the [School Counseling page](#)).

What is the difference between an MFT and an MFCC?

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

Deferring Enrollment and Taking a Leave

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

No. Since we have no spring cohort and since we must plan resource allotment as efficiently as possible, we are unable to grant enrollment deferrals. Students must take at least one semester of classes prior to taking a leave. This is university policy. Once you have completed at least one semester in the program, you may take some time away if needed.

Can I take a leave of absence from the program?

Continuing students may take a one semester leave from the program. The first step is to talk with your Faculty Advisor then send an email to the Chair of the Department expressing your desire and reason for requesting a leave. The university policies are different depending on the reason for the leave and the length of the leave. If a student is absent for two consecutive semesters, they will need to contact Graduate Studies and initiate a readmission process. Depending on the length of your absence and your status at the time you left the program, you may need to take several steps in order to be considered for readmission. Please work with your faculty advisor and the Department Chair to ensure that your leave and your return go as smoothly as possible. More information about the

policies regarding leaves can be found on the [Graduate Studies](#) website.

Post Graduation

How do I obtain a post degree intern Registration Number MFT or LPCC? How do I obtain the BBS Program Certification form?

Toward the end of each spring semester, the MFCC Coordinator and/or the CMHC Coordinator will reach out through the Coun-I listserv and provide instructions and a link to the form that will begin the process for certifying the MFCC degree and/or the CMHC degree and registering for the BBS. Once you have submitted the form in the link sent to you, and your degree is posted, the Department Chair will sign verifying your degree and completion of requirements. That will be sent directly to the BBS. Be sure to watch your email for that in April or early May. You can also refer to the MFCC and CMHC sections of this Handbook.

What is a CRC?

CRC is the acronym for Certified Rehabilitation Counselor. Clinical Mental Health Counseling (CMHC) students are well positioned to sit for the CRC national examination as the curriculum covers the areas in this exam. Any counseling student/graduate is eligible to become a CRC based on CRCC criteria. Please review the CRCC website to access application for exam eligibility. Student who have completed 75% of the coursework can take the exam during their last semester. Applicants must have completed 600 hours of CRC-certified supervision provided by your on-site internship supervisor, your practicum instructor, your advisors, and/or your liaison.

<https://www.crccertification.com>

How important is it to keep my course syllabi, hours logs, practicum handbook, etc.? Can I obtain copies of the materials needed after I have graduated?

It is **VERY** important for you to keep copies of all of your paperwork and the official documents during your program. The department strongly recommends that you retain copies of **ALL** your course syllabi, logs, bulletins, and handbooks. Graduates may decide to pursue doctoral studies at a later time and may have to submit such documents. In addition, many agencies (e.g., BBS) require copies of syllabi to determine whether or not graduates meet certain criteria and have been trained in certain areas (e.g., substance abuse). It is not possible for the department to provide these after you graduate because content may change and instructors often do change. Further, there are state laws that prevent the program from storing student records beyond a certain number of years. Students are responsible for any paperwork and communication they have for BBS or related to the PPSC.

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

The CounAlum listserv has been used for posting job notices, keeping in contact with other alums and receiving general notices from the department. Graduates of the Department of Counseling are automatically added to the listserv by the office manager during the summer following graduation using the personal email address provided upon admission. If you have a new personal email address, be sure to update that with the DoC Office before you graduate. SFSU emails expire after you graduate. If you wish to unsubscribe, you may do so at any time by notifying the office via email: counsel@sfsu.edu.

Does my SFSU email expire after I graduate?

Yes, unfortunately, due to a significant increase of phishing emails impersonating SFSU alumni, the university has made the decision to expire student emails after graduation. It is unclear exactly when that occurs but can be expected within a few months of graduating.

Course Descriptions and Prerequisites



The following is the list of courses regularly offered by the Department of Counseling. A full and official listing of the department courses is found in the University Bulletin. Discrepancies between the information here and the university Bulletin reflect changes that the Department of counseling is currently finalizing. Students are advised to use the information provided here and consult with their faculty advisor. You will use the Bulletin for your entry year.

Consent of instructor is required for all Department of Counseling graduate courses.

HSS 700 Graduate Writing in Health and Social Sciences (3)

Prerequisite: Must be a student in a college of Health and Social Science graduate program or consent of instructor. Preparation for graduate-level writing by strengthening writing organization, integrating sources, critically analyzing publications, APA style, and developing skills for effective written communication. May not be used to meet ATC requirements. (CR/NC only)

COUN 700 Theories of Counseling and Psychotherapy (3)

Prerequisites: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling; approved undergraduate course in personality theories. Theories and models of counseling; systems approach to conceptualizing clients using theory and evidence-based practice; application of counseling theories and models to case conceptualization; understanding and applying counseling theories and models to culturally under-represented groups including persons of color, persons with disabilities, LGBTQ individuals, and those from non-conforming gender groups; implication of technology on the application of counseling theories and models.

COUN 702 Developmental Foundations for Counselors (3)

Prerequisites: Restricted to classified graduate students in Counseling; an approved undergraduate course in lifespan human development. Theories of individual and family development across the lifespan; theories of learning and differing abilities and strategies for differentiated interventions across the lifespan; application of developmental theories to culturally diverse groups including persons with disabilities; systemic and environmental factors that affect human development, functioning and behavior; strategies for promoting resilience and optimum development and wellness across the lifespan.

COUN 703 Psychological Foundations for Counselor (3)

Prerequisites: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling; undergraduate course in psychopathology or abnormal behavior. Theories and models of mental health, wellness, and health promotion including the mental health recovery model; diagnostic processes including differential diagnosis and the use of DSM and ICD. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders; principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning; identifying and promoting resilience and optimum development and wellness; mental health service delivery modalities.

COUN 704 Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability (3)

Prerequisites: Restricted to classified graduate students in Counseling. Biopsychosocial models of health, behavioral health, aging, disability and sexuality; etiology, nomenclature, treatment and referral; prevention, health promotion, and wellness approaches; integrated behavioral healthcare; interprofessional collaboration; service delivery systems and networks; brief assessment & intervention; evidence-based practices; co-occurring conditions and multi-morbidity; health and behavioral health for at-risk and marginalized communities; mental health advocacy.

COUN 705 Supervision & Coaching (3)

Prerequisites: Restricted to graduate Counseling students; Must be taken concurrently with COUN 706, and contracted with an approved field training site. Enrolled counseling graduate student. Initial practicum experience; minimum of 12 hours per week at fieldwork site. Placement is for the entire academic year. Consent of Field Placement Coordinator is required. Receives agency and faculty supervision, and evaluation of counselor-in-training skills and professional behavior.

COUN 706 Practicum & Counseling Process (3)

Restricted to graduate Counseling students; Must take concurrently with COUN 705 and with or after COUN 702, 833, or 857. Must meet prerequisites, concurrent enrollment required, have instructor consent, and attain B or better. Development of self-awareness, knowledge, and skills as they relate to clinical interviewing. Development of basic clinical skills in relation to the design of client intervention, including interviewing, rapport building, assessment, case conceptualization, and crisis management. Development of a basic sense of self in clinical interviewing and individual growth in the clinical process.

COUN 715 Assessment in Counseling (3)

Prerequisite: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling. Historical perspective concerning the nature and meaning of assessment and testing in counseling; methods of effectively preparing for and conducting initial assessment meetings, assessing risk of aggression or danger to others, self-inflicted harm or suicide, procedures for identifying trauma and abuse and for reporting abuse, use of assessments for diagnostic and intervention planning purposes, basic concepts of standardized and non-standardized testing, norm-references and criterion referenced assessments, and groups and individual assessments. Relevant statistical and measurement concepts, use of environmental, behavioral, checklists, personality and psychological testing, and ethical and culturally relevant strategies for selecting, administering, interpreting assessment and test results. Testing and disability covered.

COUN 716 Professional Seminar I – Structural Elements for School Counseling (3)

Prerequisite: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling. Familiarize students with the institutional structure and culture of schools, relevant laws and ethics, trends in guidance and counseling, and ability to design a comprehensive counseling program.

COUN 717 Professional Seminar II – Functional Elements for School Counseling (3)

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

COUN 718 Professional Seminar III – Professional Issues for School Counseling (3)

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

approach to working in schools.

COUN 720 Career Counseling (3)

Prerequisite: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling. Dynamics of vocational choice and occupational adjustments; social learning and developmental tasks, educational and vocational information; counseling process in occupational planning. [Students with Career or College as a specialization or emphasis must take 720 prior to, or concurrently with 890.]

COUN 721 Applied Career Counseling (3)

Prerequisites: COUN 720 must be taken prior, or concurrently with 721. Application of career counseling theories and techniques in individual and group career counseling. Use of career assessment in career counseling. Application of counseling to issues of well-being related career.

COUN 727 Advanced Career Counseling (3)

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

COUN 735 Advanced Practicum and Internship (Units: 1-3)

Prerequisite: COUN 736. Supervised internship for individuals who are continuing an existing internship during the summer session. May be repeated for a total of 9 units.

COUN 736 Advanced Counseling Process and Internship (3)

Prerequisites: Graduate standing in Counseling; [COUN 700](#) (may be taken concurrently), [COUN 705](#), [COUN 706](#). Must be contracted with an approved field training site. Advanced development of counseling skills and process; risk assessment, crisis, trauma, and emergency management within the counseling process; mental status screening, biopsychosocial history and case conceptualization, treatment planning and counseling outcomes; caseload management, and record keeping; strategies for interfacing with integrated behavioral health care, legal systems and court referred clients; personal self-evaluation and self-care strategies, advocacy, accessibility and accommodations related issues; developing personal model of counseling; self-evaluation and self-care strategies; child, spouse/partner, older adult abuse reporting and intervention; cultural competency. Receives agency and faculty supervision and evaluation of counselor-in-training skills and professional behavior. Minimum of 16 hours per week at fieldwork site. Minimum of 12 hours per week at a fieldwork site.

COUN 737 Psychopharmacology in Counseling (3)

Prerequisite: Restricted to graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling students; [COUN 703](#)*. Introduction to the psychophysiology of mental disorders and to psychiatric medications; major classes of psychiatric medications and their side effects.

COUN 738 Addictions Counseling (3)

Prerequisite: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling. Dynamics, behaviors, biochemical processes, and treatment interventions related to addictions, including chemical, behavioral, and psychological. Recovery models emphasized. Legal and cultural factors incorporated.

COUN 741 Crisis Counseling for Counselors (3)

Prerequisites: Restricted to classified graduate students in Counseling, Counseling:

Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling; [COUN 736](#). Current theories and practice related to trauma counseling, trauma-informed care, psychological and neurological effects of trauma; crisis theory, response, and effects; emergency and disaster response and management; community based interventions such as Psychological First Aid and long term approaches, and effects of crisis, disasters and trauma on diverse individuals across the lifespan, suicide prevention models and strategies.

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

Prerequisite: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling. Theory and practice of college student personnel services; program management, planning implementation, evaluation, and various rules of a counselor in college settings.

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

Prerequisite: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling; COUN 792. Seminar in organization and management of college student services, organizational theory, development, structures; management strategies and styles, decision making, management by objective, administrative models; staff development; evaluation; accountability; budget planning, management; program development, evaluation; legal issues.

COUN 794 Seminar in Research (3)

Prerequisite: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling. Research design and statistical methods for conducting research and evaluating programs; identification of evidence-based counseling practices; conducting needs assessments; evaluating research and counseling interventions and programs; understanding outcomes measures in research and program evaluation/design; analysis and use of data in counseling; ethically and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

COUN 811 Group Counseling Process (3)

Prerequisites: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling; [COUN 706](#). Theoretical foundations of group counseling and group work; dynamics associated with group processes and development; therapeutic factors and how they contribute to group effectiveness, characteristics and functions of effective group leaders; approaches to group formation, including recruitment, screening, and selecting members; types of groups; ethical and culturally relevant strategies for designing and facilitating groups; and direct experience in which students participate as group members in a small group activity.

COUN 827 The Consultation Process (1)

Prerequisite: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, Clinical Mental Health Counseling, and psychology. Seminar exploring dynamics of the consultation process; implications for various specialists in developing effective working relationships with other professionals and family members. (Taken in conjunction with Coun 859. Coun 827 is first 5 weeks of semester, Coun 859 is last 10 weeks of semester).

COUN 833 Social and Cultural Foundations in Counseling (3)

Prerequisite: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally; theories and models of multicultural counseling, cultural identity development, social justice and advocacy; cultural competency; effect of power and privilege for

clients and counselors; help-seeking behaviors of diverse clients; impact of spiritual beliefs on client and counselor worldviews; strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

COUN 850 Professional Emphasis[1] and Post-Master's Internship (1-3 per semester)

Prerequisite: Restricted to graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Mental Health Counseling students; consent of the Field Placement Coordinator. COUN 891. Internship for individuals who are not in a practicum seminar and need university monitoring to accrue fieldwork hours. CR/NCR grading only.

COUN 857 Law and Ethics for Counselors (3)

Prerequisite: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling. Seminar covering legal and ethical responsibilities of counselors, including confidentiality, privilege, reporting; legal obligations regarding professional practice and liability; legal obligations in reporting spousal or partner abuse, child abuse reporting; laws specific to California, federal laws including the ADAA, professional codes of ethics; laws relating to minors, marriage and family; legal procedures of separation, divorce, and mediation.

COUN 858 Couple and Family Counseling I (3)

Prerequisites: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling; [COUN 700](#), [COUN 706](#). Overview of major theoretical approaches: analytic, behavioral, systems, intergenerational and existential. Focus on theories and concepts. Reading, demonstrations, activities will emphasize working with couples.

COUN 859 Counseling Aspects of Sexuality (2)

Prerequisite: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling. The major sexual problems encountered in counseling; causes; counseling approaches techniques and treatments; traditional clinical implications including feminine orientations; satisfies MFCC requirements for child sexual abuse and human sexuality (7 hours of child abuse assessment and reporting plus 10 hours on human sexuality). (Taken in conjunction with Coun 827. Coun 827 is first 5 weeks of semester, Coun 859 is last 10 weeks of semester).

COUN 860 Couple and Family Counseling II (3)

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

COUN 861 Seminar on Child Treatment (3)

Prerequisites: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling; [COUN 736](#). Seminar exploring concepts, processes, techniques of child and adolescent treatment. Specialization on techniques of crises intervention, supportive counseling and psychotherapeutic treatment.

COUN 870 Professional Issues, Clinical Case Management and Systems of Care (3)

Prerequisites: Graduate standing; priority enrollment for graduate students in Counseling. Professional role, functions and settings of Clinical Mental Health Counselors and LPCCs; history, development, theories, models, legislation and government policy relevant to clinical mental health counseling; legal and ethical issues; professional organizations, preparation

standards, and credentials relevant to the practice of clinical mental health counseling; Clinical case management skills; integrated care, mental health recovery, evidence-based practice for behavioral healthcare, homeless populations, transition-age youth, and other at-risk and marginalized communities. Clinical documentation, healthcare, billing, community resources and government programs addressed. (grade only.)

COUN 890 Integrative Counseling and Internship (3)

Prerequisites: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling; [COUN 736](#). Integration of counseling skills and process; assessment, biopsychosocial case conceptualization, diagnosis, treatment planning and outcomes; record keeping and case-load management, evidence-based techniques and interventions for prevention and treatment of a broad range of mental health issues including at-risk, vulnerable populations and persons from marginalized groups; technology and counseling, models of supervision and consultation; modalities of service delivery and mental health care, crisis intervention, trauma-informed care, community-based strategies and resources; developing personal model of counseling; self-evaluation and self-care strategies; child, spouse/partner, older adult abuse reporting and intervention; cultural competency. Must attain a grade of B or better. Receives agency and faculty supervision, evaluation of counselor-in-training skills and professional behavior. Minimum of 16 hours per week at fieldwork site. Placement lasts for the academic year.

COUN 891 Case Studies and Internship Seminar (3)

Prerequisites: Restricted to graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Mental Health Counseling students; [COUN 890](#); concurrent enrollment in [COUN 892](#); and a contract with an approved field training site. Application of advanced counseling skills and process to case studies; assessment, biopsychosocial case conceptualization, diagnosis, treatment planning and outcomes; record keeping and case-load management, evidence-based techniques and interventions for prevention and treatment of a broad range of mental health issues including at-risk, vulnerable populations and persons from marginalized groups; technology and counseling, models of supervision and consultation; modalities of service delivery and mental health care, crisis intervention, trauma-informed care, community-based strategies and resources; developing personal model of counseling; self-evaluation and self-care strategies; child, spouse/partner, older adult abuse reporting and intervention; cultural competency. Must attain a grade of B or better. Receives agency and faculty supervision, evaluation of counselor-in-training skills and professional behavior. Minimum of 16 hours per week at fieldwork site. Placement lasts for the academic year. Minimum of 16 hours per week at fieldwork site.

COUN 892 Culminating Experience (3)

Prerequisites: Restricted to graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Mental Health Counseling students; [COUN 890](#); concurrent enrollment in [COUN 891](#); contract with an approved field training site; consent of the instructor; approval of Advancement to Candidacy (ATC) and Culminating Experience (CE) forms by Graduate Studies. Culminating experience paper demonstrating competent ability to apply knowledge of counseling theory to the field. Paper synthesizes knowledge, skills, and abilities learned during the course of the counseling program. Emphasizes writing a scholarly, professional paper integrating field placement experience and academic knowledge.

COUN 899 Independent Study (1-3)

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

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

Appendices



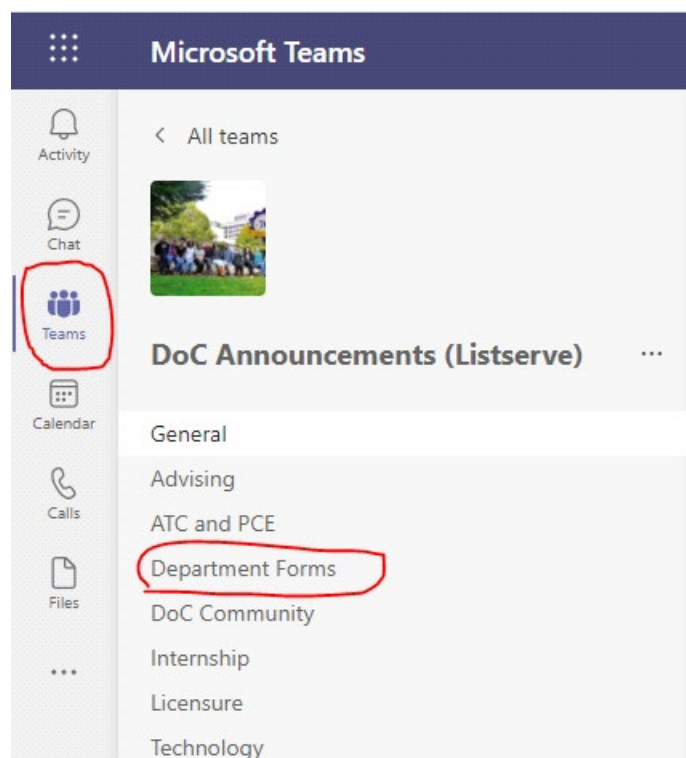
Contained in these Appendices are:

- DoC and University Forms: Where to Find Them
- DoC Student Evaluation Process & Professional Disposition Assessment (PDA)

DoC and University Forms: Where to Find Them

Thursday, July 21, 2022 10:13 PM

The department has posted all forms on MS Teams in the DoC Announcements



Department of Counseling Forms

All DoC forms have migrated to MS Teams. To access the forms, you must log in to MS Teams: <https://www.microsoft.com/en-us/microsoft-teams/log-in>)

Forms only available on MS Teams DoC Announcements Department Forms

- [Change of Advisor](#)
- [Change of Specialization](#)
- [Change of Emphasis](#)
- [Change of Address](#)
- [Leave of Absence \(contact your advisor before proceeding\)](#)
- [Request for Exception to DOC Requirement or Policy](#) -This form can be used to request to waive department policies or requirements such as prerequisites, 24 unit limit before beginning practicum, and other situations.
- [Student Fund Request](#) If DoC funds are available for students presenting at professional conferences, this is the form to use to request these funds.

Forms only available on MS Teams DoC Announcements Course Advising and Registration

- [Class Scheduling Help Form](#) for students who were unable to register for classes they were advised into. First step is to talk with faculty advisor, second step is to fill out

this form. Department Chair will follow up.

Other DoC Forms:

- Professional Disposition Assessment (PDA) Rubric and Process
- Forms related to Practicum and Internship
 - see Practicum and Internship Handbook
 - talk with your Practicum and Internship Instructor

Forms Related to Licensure and Certification

- Talk with your Specialization Coordinator and Faculty Advisor
- Contact the licensing or certification body
 - Board of Behavioral Sciences (BBS) for LMFT and LPCC
 - State of California – Commission on Teacher Credentialing for School Counseling

University Forms

To access forms outside the DoC. Visit the appropriate department website. Graduate students will find most forms at the [Graduate Studies form webpage](#).

Student Evaluation of Teaching Effectiveness

Students have the opportunity at the end of each semester to anonymously evaluate each professor in the classes they are taking. The university emails students a notice and posts announcements on Canvas when the [Student Evaluation of Teaching Effectiveness \(SETE\)](#) is available to complete, usually around the 10th week of the semester. The SETE forms are online and the entire process is facilitated by the university (and not the department). Faculty are provided access to their evaluations after grades have been posted in any given semester. SETE scores become part of a professor's performance portfolio and are considered in hiring decisions, as well as tenure and promotion actions. Information about the process can be found at <https://sete.sfsu.edu>.

DoC Student Evaluation Process & Professional Disposition Assessment (PDA)

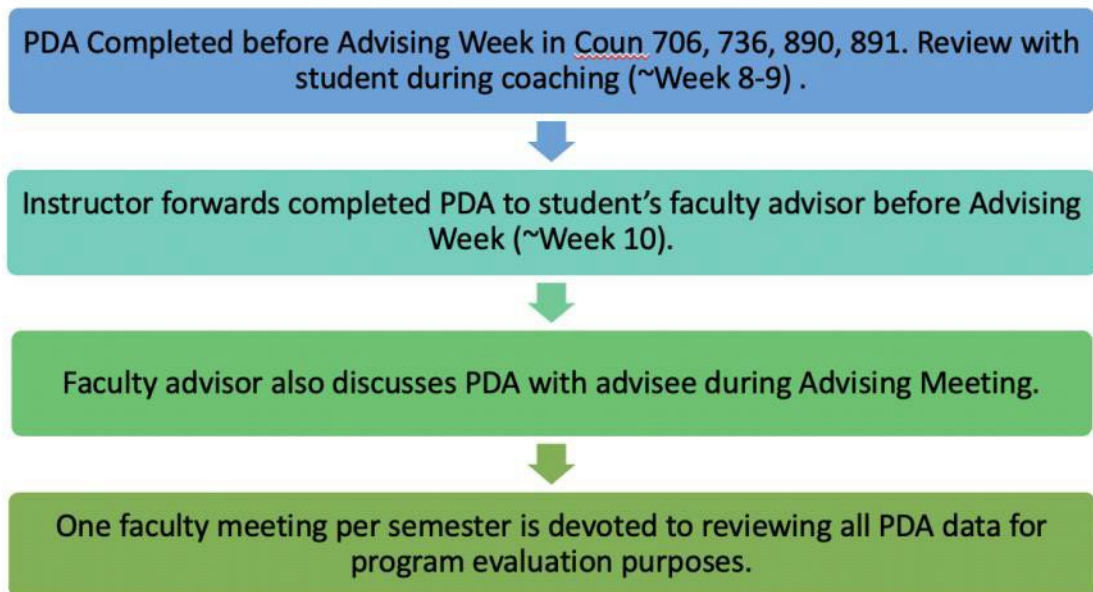
Wednesday, July 20, 2022 5:10 PM

As a professional counseling training program, the Department of Counseling (DoC) expects students to demonstrate professional readiness competencies that align with the American Counseling Association (ACA) Code of Ethics (2014). Professional behavior expectations are introduced during new student orientation, incorporated into all DoC course expectations, and continuously reviewed throughout the students' progression in their graduate program.

Systematic Review of Professional Behaviors in Practicum/Internship Courses

The faculty of the DoC have designed and approved a process and instrument to systematically assess students' professional disposition over multiple points in time outlined in the following flow chart:

Systematic Process to Evaluate Student's Strengths, Readiness, and Professional Behaviors

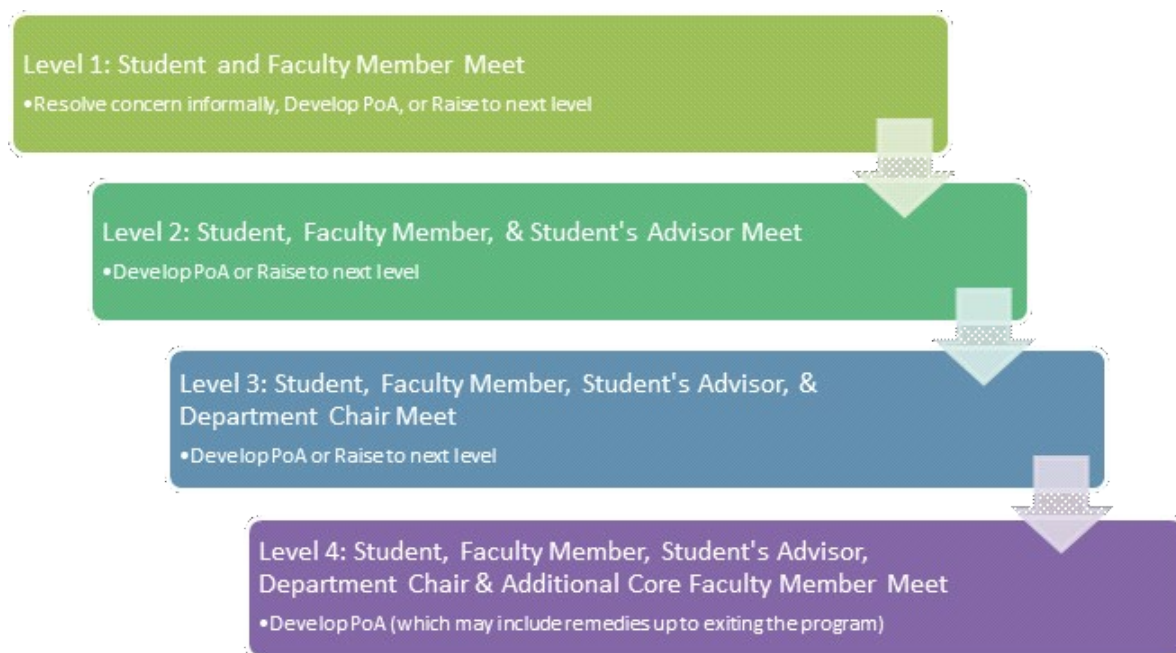


Students will receive systematic feedback on their professional development within the practicum/internship courses (i.e., 705/706, 736, 890, 891) via the Professional Disposition Assessment (PDA). The PDA is comprised of four Professional Readiness Behavior Domains which include: a) Legal and Ethical 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.

Professional Readiness Concerns Outside of Practicum/Internship Courses

In addition to the systematic reviews during the practicum/internship courses, if a challenge related to professional readiness should arise earlier in the semester or in another setting, the following resolution process should be followed. Advisors, other faculty members, as well as the Department Chair may initiate a resolution process for students who exhibit professional readiness concerns at any point in the academic year. The resolution process should occur using the following levels:



Level 1: The faculty member initiating the resolution process should identify which of the four Professional Readiness Behavior Domains (i.e., a) Legal and Ethical Conduct, b) Social and Emotional Maturity, c) Accountability and Reliability, and d) Cultural and

Disability Competency) are needing to be addressed. Provide a description of the professional readiness concern using the following template:

Date(s) of Concern:

Individual(s) Involved:

Areas(s) of Professional Readiness Challenge Observed:

	Legal & Ethical Conduct		Social & Emotional Maturity		Accountability & Reliability		Cultural & Disability Competency
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Description of Concern(s):

The faculty member should share the concern(s) with the student and determine if any additional steps need to be taken such as collaboratively developing a Plan of Action (see template). The faculty member should share the results of this resolution with the student's advisor. If either the faculty member or the student feels that the concern cannot be resolved at this level, it can be raised to the next level.

Level 2: The faculty member and student will have a conjoint meeting with the student's faculty advisor(s). The goal of this meeting will be to determine how to best resolve the professional readiness concerns. This group should co-create a Plan of Action to resolve the identified concerns. If the faculty member, advisor, or the student feels that the concern(s) cannot be resolved at this level, it can be raised to the next level.

Level 3: The faculty member, student, and the student's advisor(s) will have a conjoint meeting with the Department Chair. The goal of this meeting will be to determine how to best resolve the professional readiness concerns. This group should co-create a Plan of Action to resolve the identified concerns. If either the faculty member, advisor, or the student feels that the concern(s) cannot be resolved at this level, or if options such as declassification from the program are being considered, it will be raised to the next level.

Level 4: The faculty member, student's, the student's advisor(s), Department Chair, and one additional core faculty member will have a meeting to determine next steps. Recommendations will be made which may include (but are not limited to): a) re-taking courses; b) completing an additional practicum/internship course; c) taking a leave of absence; and/or d) exiting the program. Given the nature of the field of counseling, declassification can be initiated independently of a student's academic achievement (i.e., a student may be removed from the program even if they have passing grades). If declassification is being considered, a discussion and decision of the full core faculty will occur before making that recommendation. Recommendations will be reviewed in consultation with the Dean and/or Office of Student Conduct as applicable. For those exiting the program, depending on the severity of the behavior(s), students may voluntarily or involuntarily resign from the program.

PoA Follow Up: In all situations where a Plan of Action is developed, a copy should be forwarded to the student's faculty advisor who should schedule meetings with the student(s) as needed in order to follow up on whether the actions required were completed.

Professional Disposition Assessment (PDA)					
Items	Rating Scale (Evaluation should be consistent with student's developmental level e.g., expectations increase throughout time in program)				
Ethical and Legal Conduct	Needs Remediation	Approaching Expectations	Meets Expectations	Exceeds Expectations	Unable to Assess
1. Maintains appropriate client and/or peer confidentiality.					
2. Consistently obtains informed consent.					
3. Upholds appropriate client and/or peer boundaries (e.g., does not engage in sexual relationships with a client, counsel a friend or co-worker, engage in boundary violations).					
4. Refrains from providing counseling when student's health or mental health condition impairs their ability to perform the roles and functions of a counselor.					
5. Maintains secure documentation					

and/or client records in a timely manner.					
6. Appropriately intervenes in and does not condone or engage in discriminatory practices or harassment.					
7. Accurately represents all qualifications, credentials, educational degrees, etc.					
8. Maintains professional and ethical boundaries/relationships with stakeholders in field placement sites, peers, faculty, or other university employees.					
9. Reports or does not conceal ethical or legal violations of others.					
10. Reports suspicion of child, elder, or dependent abuse or neglect when applicable.					
11. Follows University Standards for Student Conduct located at https://conduct.sfsu.edu/standard_s (e.g., plagiarism, cheating, misrepresenting academic content such as audio-recordings, presentations, logs, written assignments).					
Social and Emotional Maturity	Needs Remediation	Approaching Expectations	Meets Expectations	Exceeds Expectations	Unable to Assess
12. Exhibits emotional regulation needed for a counselor. Emotional regulation is defined as reacting in an emotionally mature and responsive manner to environmental and interpersonal challenges					
13. Appropriately manages conflict, disagreement, and/or dissatisfaction with peers, instructors, or supervisors.					
14. Respects the rights, feelings, and welfare of others, demonstrates empathy and concern and behaves in ways that benefit others.					
15. Shows self-awareness of personal and cultural emotional expression, how this impacts others with differing emotional expression styles, and how to positively engage to include all					

students.					
16. Regulates own classroom participation (e.g., actively participates according to group agreements, refrains from interrupting others, falling asleep, or participating in a manner that detracts from the topic being discussed).					
17. Engages in appropriate self-disclosure (e.g., disclosure that enhances the class focus, while avoiding disclosure that is inappropriate for classroom and topics, such as personal information that is not generative and does not contribute to the context of the discussion).					
18. Integrates feedback provided by the instructor, advisor, chair, or site supervisor in a non-defensive manner, as shown by behavior change and ability to listen and agree to work on changing behaviors associated with the feedback.					
19. Performs ambiguous, complex counseling-related skills/processes and course/program/field placement requirements after direction. This is shown by ability to analyze and independently complete or perform complex course, field placement and/or programmatic/department tasks/requirements and to sit with and tolerate ambiguity. Poor outcomes on complex tasks reflect difficulties in this area.					
Accountability and Reliability	Needs Remediation	Approaching Expectations	Meets Expectations	Exceeds Expectations	Unable to Assess
20. Turns in assignments and case notes in according to instructor or supervisor established deadlines and expectations.					
21. Meets attendance policy as outlined in the syllabus or as expected by the field site.					
22. Communicates with instructor and supervisors in a timely and professional manner (e.g., use					

SF State email, Canvas, office hours, need for extensions on assignments).					
23. Contributes to group projects/activities with peers in a respectful and equitable manner, resulting in positive peer relationships, and/or at-standard group grades.					
24. Follows agreed upon classroom norms, contributing to a positive and engaged classroom climate.					
Cultural and Disability Competency	Needs Remediation	Approaching Expectations	Meets Expectations	Exceeds Expectations	Unable to Assess
25. Willingly and actively works on gaining the knowledge, skills, and awareness of one's privileges, dominant cultural narratives and values and beliefs (e.g., education, economic, race/ethnicity, religion, gender identity, sexual orientation, disability status, immigration, age, etc.).					
26. Understands, displays tolerance for, and strives to understand the worldview (e.g., values, beliefs) of those different from oneself.					
27. Actively develops culturally and disability responsive counseling skills. Students who have difficulty developing culturally and disability responsive skills do not consider culture and disability in the counseling process, case conceptualizations, treatment planning and goals/outcomes.					
28. Refrains from imposing one's values, beliefs, assumptions or behaviors on clients, peers or other stakeholders which could lead to possible psychological harm.					

Plan of Action (PoA) Template:

Plan of Action (PoA)	
Student:	[Student Name]

Date: [Date of PoA meeting]

Attending Meeting: [those in attendance]

Identify Domain(s) of Concern & Item # from PDA (if appropriate):

	Legal & Ethical Conduct		Social & Emotional Maturity		Accountability & Reliability		Cultural & Disability Competency
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Narrative Describing the Professional Concern: (or refer to initial documentation of concerns):

Plan of Action: Include all Domains of concern and steps for remediation clearly here in collaboration with the student.

Domain: (Insert Domain here)- In order to remediate the challenges identified in this domain, the student (Name) agrees to:

- 1.
- 2.

Signatures and date of all parties involved in the Plan of Action Meeting:

All parties should receive a copy of the signed Plan of Action.