

Practicum & Internship Handbook 2025-2026

PRACTICUM AND INTERNSHIP HANDBOOK FOR TRAINEES AND SITE SUPERVISORS
FOR MASTER OF SCIENCE IN COUNSELING
ACADEMIC YEAR 2025-2026 DEPARTMENT OF COUNSELING
COLLEGE OF HEALTH AND SOCIAL SCIENCES



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MISSION STATEMENT

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

DEPARTMENT VISION

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

INTRODUCTION

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

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

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

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

Organization & Focus of Traineeships

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

CACREP distinguishes between “practicum” and “internship.” California state law distinguishes between “trainees” and “interns.” CACREP refers to the first semester of fieldwork as “practicum” and all subsequent semester fieldworks as “internships.” For students pursuing LMFT or LPCC after graduation, the California Board of Behavioral Sciences (BBS) calls post-graduate fieldwork an “internship,” and graduates are registered as an “associate” (i.e., Associate MFT or Associate PCC). For students pursuing their PPSC, the California Commission on Teacher Credentialing (CCTC) uses the term “practicum” to refer to the first 100 hours and “fieldwork” as hours 101 - 900.

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

Students in first-year traineeship are required to spend a minimum of 8 to 12 hours on at least 2 days per week at the placement site. Students in second-year traineeship are required to spend a minimum of 16 up to 20 hours on at least 2 days per week at the placement site. Some agencies ask for more than the minimum number of hours required by the DoC. In these cases, students and placement sites must negotiate the number of hours without negatively affecting trainee's academic progress. In the first-year, first-semester practicum, students must enroll in the practicum course (COUN 706) and fieldwork (COUN 705) concurrently (the same section and instructor for 705 and 706). Over the four semesters students are required to accrue a total of 700 hours (with the exception of School Counseling which requires 900 hours). A minimum of 280 of the total hours must be direct client contact hours, defined as face-to-face (either in person or through telehealth video conferencing) counseling contact between the student and the client(s).

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

Roles & Responsibilities of the Student Intern

Monday, March 10, 2025 3:09 PM

Role & Responsibilities of the Student Intern

The student intern's role is one of learning, growth, and professional development. Students at their placement sites are representing SFSU and the DoC and should become familiar with, and adhere to, placement agency/site, departmental, and university policies around professionalism, scope of practice as a student, and the ACA Code of Ethics that applies to counseling students.

Roles:

- **Counselor-in-Training** – Provide direct counseling services under supervision, including individual, group, and/or family/couples counseling.
- **Observer & Learner** – Shadow experienced counselors, attend case consultations, and learn best practices in the field.
- **Client Advocate** – Support clients in achieving their mental health, academic, or career goals by offering resources and interventions and by reducing barriers related to structural and interpersonal forms of oppression
- **Ethical Practitioner** – Adhere to professional ethical codes (e.g., ACA or ASCA) and follow confidentiality guidelines such as HIPAA or FERPA.
- **Culturally Competent Practitioner** – Address diverse populations with humility and sensitivity to cultural, social, and economic factors.
- **Administrative Support** – Assist with documentation, case notes, and treatment planning.

Student Intern Responsibilities at the Agency/Site

- Provide direct counseling, case management and/or advocacy services
- Maintain documentation and record-keeping
- Follow site protocols and reporting procedures,
- Attend and be prepared for weekly individual and group supervision
- Seek out feedback and engage in self-reflection and professional development
- Engage in ethical and legally compliant service delivery
- Participate in site meetings (e.g., team meetings)
- Collaborate and communicate effectively with other providers and with client/family/caregivers
- Understanding & Respecting Clients' Cultural Backgrounds
- Using culturally inclusive and affirming language.
- Promoting social justice and equity by reducing institutional barriers, increasing access, and supporting clients in navigating systemic oppressions
- Student interns are expected to comply with the agreed upon hours commitment and schedule outlined in their Traineeship Agreement.
- In addition to your hours commitment, the student/intern is responsible for fulfilling the agreed upon roles in their internship including working with clients, attending meetings and trainings, coming prepared for supervision, and consulting when necessary.

Student Intern Responsibilities in the classroom:

- Review the Practicum & Internship Handbook and adhere to the policies outlined there.
- Check your SFSU email and Teams DoC Announcements regularly for announcements regarding important deadlines and requirements from the department as well as events.
- Embrace a stance of curiosity, respect, compassion, and humility to hear other's perspectives.
- Student interns are responsible for communicating frequently and promptly with their internship supervisor and practicum/internship course instructor.
- Complete all DoC and agency required paperwork by their respective deadlines.
- 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. Some forms are entirely the responsibility of students to ensure they are completed accurately and submitted on time (e.g., BBS forms). If you are uncertain, reach out to your faculty advisor or the specialization coordinator.
- 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.
- 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 supervisors, faculty, and peers.
- 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.

- Students must complete field experience surveys each semester in which they share their experience at their field site.
 - (1) “The Student Evaluation of their Internship Placement Site” allows students to evaluate general aspects of their field experience with the intent of this information to be shared anonymously with other students, and
 - (2) “The Student Evaluation of their Individual Site Supervisor” allows students to share with their instructor, Specialization Coordinator, and Internship Coordinator their experiences with their individual agency/site supervisor and allows the DoC to identify any supervisors that may need additional coaching or trainings.
- Last, but definitely not least, 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.**

Roles & Responsibilities of the Faculty Liaison (Practicum/Internship Instructor)

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

Each field placement trainee takes a practicum/internship course that meets weekly and is designed to support the activities of the traineeship. Each course is assigned a faculty or instructor who provides support that includes but is not limited to learning and practicing basic and advanced counseling skills and techniques; screening and assessment; diagnosis, treatment, and goal setting; case conceptualization; advocacy; case management; crisis intervention; emergency preparedness; professional identity; and ethical issues. The curriculum differentiates instructional goals and objectives for each of the four semesters of traineeship experience (see Appendix 6). The Practicum/Internship course instructor serves as the liaison between the student trainee and agency supervisor and is the students and agencies first-point of contact.

Responsibilities of the Faculty Liaison:

- Contact all supervisors via email at the start of each semester to introduce yourself. Visits to the field placement are determined as needed by the counseling department, faculty liaison, Internship Coordinator, and field supervisors.
- Review and sign the Traineeship Placement Agreement at the beginning of the academic year. The faculty liaison will verify that the student has filled out the form correctly, that their insurance policy number is included, that the internship dates are within the academic year, and verify the supervisor's license for MFT trainees (<https://search.dca.ca.gov/>) and the credential for school trainees (<https://www.ctc.ca.gov/commission/lookup>).
- Review and sign any other necessary paperwork at the beginning of the semester (e.g. Telehealth Agreement, Student Safety Waiver, etc.)
- Maintain contact with and between students and agency supervisors to assist the student in integrating academic and traineeship experiences. Faculty liaisons are available to consult with onsite supervisors regarding trainee counseling skills and professional development – consistent with expectations and supervision in the setting.
- Work with trainees and supervisors in managing field placement related difficulties and for ongoing and/or crisis consultation. Trainees and supervisors should involve the faculty liaison early in such situations before a poor evaluation is written or a traineeship is threatened. Faculty liaisons are to be available to discuss issues with all parties, using appropriate channels of communication, including site visits if necessary.
- Complete a *Professional Disposition Assessment (PDA)* for each student prior to schedule advising period each semester for all practicum/internship courses and review the PDA with each student.
- Any consultation notes salient to student performance, PDAs, and/or "plan of actions" shall be documented and kept in a secure location.
- Review and sign student specialization and emphasis Hours Logs at the end of each semester and assign credit for the course. Students are expected to complete the required hours for each practicum and internship course in order to receive credit for the course and to advance onto the next sequential course.
- Distribute the *Supervisor Evaluation* of trainee performance and work with the student and supervisor to complete the evaluation form if help is needed. Ensure supervisors review their evaluation with each trainee. Supervisor evaluation rating is a component of the student's final grade in their practicum/internship course.
- Distribute and review the results of the survey, "Student Evaluation of their Individual Supervisor," with each student during their final coaching session of each semester.
- In COUN 705, the faculty liaison gives a Credit or No Credit grade at the end of the first semester.

Roles & Responsibilities of the Specialization Faculty Coordinator

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

Responsibilities of the Specialization Faculty Coordinator:

- Focus on the admissions, recruitment, and retention of students in their respective specializations.
- Oversee specialization-related accreditation standards to ensure standards are up-to-date and met.
- Coordinate the dissemination of accreditation, curricular, licensure and other specialization -salient information to faculty within their specialization.
- Work with faculty liaisons, trainees, and supervisors in managing escalated field placement related difficulties and for ongoing and/or crisis consultation.
- Consult with onsite supervisors as necessary to ensure specialization requirements are being met.
- Work with the Internship Coordinator to review and approve training site applications for their specializations.
- Coordinate and lead break-out and training sessions for their specializations during the annual *Supervisors Connect* meeting and Traineeship fairs.
- Ensure that all materials for their specialization are up to date.
- Update information about their specializations in the Practicum & Internship Handbook, Student Handbook, DOC website, specialization guidelines, and specialization application questions.
- For licensure or credentialing, the Specialization Coordinator is the liaison between their respective licensing and credentialing boards and the DoC. They disseminate licensing and credentialing information directly to their students, including any licensure or credentialing specific hours logs, supervisory agreements, or tracking requirements. They also provide up-to-date information regarding the process for submitting licensure, certification or credential applications.

Roles & Responsibilities of Agency Supervisor

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

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

Roles:

- Supervisor and mentor
- Evaluator
- Ethical gatekeeper
- Liaison
- Trainer and educator
- Professional role model

Responsibilities of the Agency Supervisor:

- **Supervision and guidance:** Oversee students clinical/counseling work, ensuring competency and adherence to best practices including culturally competent service provision. Create a supportive and open supervisory relationship where students feel safe to ask questions. Provide guidance and support around case conceptualization, treatment planning, intervention and crisis and emergency management support. A minimum of one hour per week of regularly scheduled individual or triadic supervision is a requirement of the Department of Counseling and CACREP (See Appendix 10).
- **Ethical and legal oversight:** Ensure students follow ethical guidelines (e.g., ACA, ASCA). Educate students on confidentiality laws such as HIPAA and FERPA. Provide guidance on handling ethical dilemmas and mandated reporting requirements. Monitor and address any potential ethical violations.
- **Professional development:** Encourage self-reflection, critical thinking, critical consciousness, and continuous learning. Provide opportunities for students to develop competencies in different counseling approaches. Foster skills in cultural competency, trauma-informed care, and advocacy.
- **Consultation with Faculty Liaison:** Communicate with Department of Counseling Faculty Liaison to provide updates on student performance. Faculty Liaison will reach out to introduce themselves to the agency/site supervisor at the beginning of each semester, and to check in periodically throughout the year. Agency/site supervisors should reach out to faculty liaisons immediately if there are any concerns about student's safety, ethical violations, or changes in who is providing supervision.
- **Administrative responsibilities:** Agency/site supervisors are responsible for completing the Department of Counseling's contracts and logs. Logs and forms need to be filled out in a timely manner, as undue delays can cause a student to receive a "no credit" or "incomplete" for their course. Supervisors of MFT trainees MUST satisfy all BBS requirements and regulations for supervision (<https://www.bbs.ca.gov/licensees/supervisor.html>). Review the Department of Counseling's *Practicum & Internship Handbook* (see Traineeship Handbook by year: <https://counseling.sfsu.edu/practicum-and-internship>) and ensure students meet internship requirements, such as direct and total hours and documentation.
- **Feedback and evaluation:** Conduct regular assessments and provide on-going feedback on student performance through direct observation and case reviews. Offer constructive feedback on such areas as counseling techniques, case conceptualization, case management, documentation, and professional disposition. Document student progress and complete Department of Counseling Supervisor Evaluations one time per semester. Review Supervisor evaluation with student. Agency supervisors are responsible for evaluating the student on an ongoing basis and completing the Department of Counseling's on-line supervisor evaluation at the end of each semester. A narrative evaluation may also be submitted within the on-line evaluation form.
- **Supporting student wellness:** Help students manage stress, burnout, and use self-care practices. Identify and address student vicarious trauma and emotional experiences that arise within the context of their work.

Roles & Responsibilities of Internship Coordinator

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

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

Practicum & Internship Course Sequence

Professional Practice Training Sequence

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

All practicum and internship courses are taught by qualified SFSU faculty with professional training in their respective fields of expertise. Practicum and Internship courses are taught separately, and students are not intermixed. All practicum and internship courses have a maximum student capacity of 12 students (1:12 faculty to student ratio). All practicum and internship courses are 3 unit courses, which meet the CACREP 2024 mandate for 1-1/2 hour of group supervision provided by a counselor education program faculty.

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

All students in COUN 705 and COUN 706 must complete 40 direct client contact hours + 60 indirect hours = 100 hours by the end of the first-year, first-semester practicum (Fall semester) before they can move on to subsequent internship courses (COUN 736, 890, & 891). Direct contact hours are face-to-face (in-person or through video telehealth) counseling contact between student and client(s). Indirect hours include time spent on activities including (but not limited to) documentation, weekly supervision, case conference, staff meetings, trainings, workshops, reading and research preparation for clients, client advocacy, and other professional activities at the placement site. For more information on direct and indirect hours, please see Appendix 5: Direct vs. Indirect Hours.

The 2024 CACREP standards require all trainees to “complete supervised practicum experiences that total a minimum of 100 clock hours . . . at least 40 clock hours of direct service with clients, including experience in individual and group work” (Standards 4.Q & 4.R). The Department of Counseling requires all trainees to complete 180 hours over a 15-week semester in your first-year and first-semester practicum. At least 40 of these hours must be direct client contact hours. See Table 1A & 1B below.

CACREP 2024 standards require practicum students to have weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision throughout the practicum (Standards 4.S & 4.Z). This is achieved by enrollment in COUN 705 (triadic supervision, mock counseling, and five hours of individual supervision) and required weekly field-based supervision of at least one hour a week.

CACREP 2024 standards require “an average of 1.5 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor” (Standard 4.X). This requirement is achieved through weekly three-hour class meetings in COUN 706 with a maximum student cap of 12 students (1:12 faculty: student ratio).

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

CACREP 2024 standards require 600 clock hours after the successful completion of the practicum, with at least 240 clock hours of direct service. SFSU students complete 600 clock hours over three semesters – 60 direct service hours in 2nd semester internship (COUN 736) a minimum of 100 total hours, and 180 direct service hours per semester in 3rd and 4th semester internships (COUN 890, and COUN 891) (Standard 4.U & 4.V). See Table 1A & 1B below. School specialization requires 900 total hours (Table 1B).

CACREP 2024 standards require weekly individual or triadic supervision, usually with an on-site supervisor (Standards: 4.S & 4.W). This is accomplished through on-site supervision, which must minimally include weekly, one-hour individual or triadic supervision. Additional supervision is acceptable but cannot replace individual supervision.

CACREP 2024 standards require “an average of one and one half (1½) hours per week of group supervision on a regular schedule throughout the internship ... and provided by a counselor education program faculty member” (Standard 4.X). The Department of Counseling provides group supervision in COUN 706, COUN 736, COUN 890, COUN 891, and COUN 850.

TABLE 1.A: 2025-2026 SPECIALIZATION ON FIELDWORK HOURS (except SCHOOL)			
<i>Fieldwork SEQUENCE</i>	<i>DIRECT CONTACT HOURS</i>	<i>TOTAL HOURS</i>	<i>Approximate weekly hours</i>
1 st Semester (705)	40*	100	8~12 hours per week X 15 weeks (3 – 5 client hours per week)**
2 nd Semester (736)	60	150	10~12 hours per week X 15 weeks (3 – 5 client hours per week)**
3 rd Semester (890)	90	200	12~16 hours per week X 15 weeks (5 – 8 client hours per week)**
4 th Semester (891)	90	250	12~16 hours per week X 15 weeks (5 – 8 client hours per week)**
TOTAL=	280	700	

*CACREP requirement of 40 direct client contact hours during practicum applies to ALL counseling students.

**These are average hours per week and vary based on a students' hours agreement with their field placement site. Importantly, your weekly hours should be spread across the semester and not fulfilled within a short timeframe. The direct/total hours above are the minimum hours required in order to graduate.

TABLE 1.B: 2025-2026 PRACTICUM AND FIELDWORK HOURS FOR <u>SCHOOL SPECIALIZATION & EMPHASIS STUDENTS</u>		
Fieldwork and Clinical Practice	Hours Weekly	Total Hours
COUN 705 Counseling Practicum	10 mock counseling sessions with a partner under faculty supervision	10
COUN 705 Counseling Practicum	15 hours X 6 weeks	90
Program Practicum Hours = 100		
COUN 706 Course taken concurrently with fieldwork	15 hours X 9 weeks	135 (40 direct)
COUN 736 Course taken concurrently with fieldwork	15 hours X 15 weeks	225 (60 direct)
COUN 890 Course taken concurrently with fieldwork	15 hours X 15 weeks	225 (90 direct)
COUN 891 Course taken concurrently with fieldwork	15 hours X 15 weeks	225 (90 direct)

Program Fieldwork Hours = 810 hours		
Program Practicum Hours (100) + Program Fieldwork Hours (810)=	910 Total program hours	

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

In addition to specializations, the DoC offers the opportunity for students to gain an additional expertise in one other area of counseling by adding an emphasis to their course of study. However, students must be able to complete their required fieldwork in 2-years. It is possible for you to accrue your specialization and emphasis hours at the same internship site IF that site has been approved for both. Here is the breakdown of hours needed by emphasis:

Emphasis	Emphasis direct hours	Emphasis Overall hours
Career	160	360
CMHC (1 year in mental health setting/focus)	160	360
College (1 year in college setting)	160	360
School	280	900

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

Supervision & Supervisor Requirements

Minimum Qualifications for ALL Supervisors

Students must be placed in a counseling setting (agency or school) where a qualified supervisor is provided on site. All Supervisors must have the following:

1. A minimum of a master's degree, preferably in counseling or a related profession;
2. Active certifications and/or licenses in the State of California, preferably in counseling or a related profession;
3. A minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled;
4. Relevant training for in-person and/or distance counseling supervision;
5. Relevant training in the technology utilized for supervision; and
6. Knowledge of the program's expectations, requirements, and evaluation procedures for students.

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

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

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

Location of Placement Sites, Trainees, & Clients

Traineeship locations are generally located in the greater San Francisco Bay Area. The practice of teletherapy allows for sites to be considered outside of the greater Bay Area but MUST be within the state of California. Trainees are not allowed to provide counseling services across state lines. In other words, trainees can only provide counseling services within the jurisdiction of California where counseling trainees, their clients, and the field placement sites must all be located in California.

Specific Supervisor Requirements:

MFCC Supervisor Requirements

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

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

School Counseling Supervisor Requirement

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

Clinical Mental Health Counseling Supervision

It is recommended that CMHC trainees receive supervision from an LPCC, LMFT, LCSW, licensed psychologist, or board-certified psychiatrist, although the BBS does not require the supervisor to be licensed. Please seek consultation with CMHC Specialization Coordinator (Dr. Fitzgerald/ <https://counseling.sfsu.edu/faculty-staff>) if your supervisor is not licensed.

General Expectations of Supervision & Traineeship Experience

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

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

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

On-site, the student must be provided a private space where they can meet with their clients without interruptions or intrusions.

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

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

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

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

Traineeship Hours and Requirements by Specialization & Emphasis

Fieldwork Hours for ALL Specializations

During the first-year traineeship (i.e., COUN 705, COUN 736), a minimum of 8 to 12 hours per week at the site, on two separate days, is required to gain credit for the traineeship. During the second-year traineeship (i.e., COUN 890, COUN 891), a minimum of 12 to 16 hours per week at the site is required. The faculty instructor will only assign a course grade when the student has (a) completed the required number of traineeship hours, (b) recorded and submitted the log form to course instructor, and (c) trainee evaluation completed and submitted by the field supervisor. The minimum hours required for courses in the traineeship sequence are:

Career, College, CMHC, & MFCC Specializations:

COUN 705: 40 Direct Contact Hours, 60 Indirect (Total=100 hours)
COUN 736: 60 Direct Contact Hours, 90 Indirect (Total=150 hours)
COUN 890: 90 Direct Contact Hours, 110 Indirect (Total=200 hours)
COUN 891: 90 Direct Contact Hours, 160 Indirect (Total=250 hours)
Total program hours = 280 Direct Contact Hours, 420 Indirect hours (700 total hours).

Reminder: 280 Direct Hours is the minimum; you can have any combination of hours as long as your total combined (direct + indirect) hours total 700.

School Specialization:

COUN 705: 40 Direct Contact Hours, 195 Indirect (Total=235 hours)
COUN 736: 60 Direct Contact Hours, 165 Indirect (Total=225 hours)
COUN 890: 90 Direct Contact Hours, 135 Indirect (Total=225 hours)
COUN 891: 90 Direct Contact Hours, 135 Indirect (Total=225 hours)
Total program hours = 280 Direct Contact Hours, 630 Indirect hours (910 total hours).

Reminder: 280 Direct Hours is the minimum; you can have any combination of hours as long as your total combined (direct + indirect) hours total 900.

INCOMPLETES:

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

Fieldwork Hours for Emphasis Area

In addition to a specialization, the department offers the opportunity for students to gain additional counseling expertise by adding an emphasis to their specialization course of study. MFCC, however, cannot be added as an emphasis. In order to add an emphasis, students must submit an "add an emphasis" form via Teams Approvals for approval from the faculty advisor and the program coordinator. Adding an emphasis is not guaranteed. It must be approved. An emphasis requires taking additional coursework and completing an additional field placement in the emphasis area. The Department recognizes the emphasis on student's record; however, the emphasis area will not appear on a student's transcript.

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

The required internship hours for the respective emphasis areas are:

Emphasis in Career Counseling

Students who choose an emphasis in career counseling are required to take an additional two courses (COUN 721 and COUN 727) and must have 360 total hours, including 160 direct contact hours of career counseling in a field placement under supervision of a master's level supervisor with career counseling expertise where substantive individual counseling sessions take place.

Emphasis in Clinical Mental Health Counseling

Students who choose an emphasis in CMHC are required to take COUN 704 (Biopsychosocial Aspects of Health, Behavioral Health, Aging and Disability), COUN 870 (Professional Issues, Clinical Case Management & Systems of Care), and COUN 737 (Psychopharmacology). For students in specializations that do not require COUN 741 (Crisis Counseling), this course must also be taken to obtain an emphasis in CMHC. See table in Appendix 16 LPCC Licensure Information for more details. In addition, students must complete 360 total hours, including 160 direct contact hours of internship in a mental health counseling setting.

Emphasis in College Counseling

Students who choose an emphasis in college counseling are required to take an additional two courses (COUN 792 and COUN 793) and must have 360 total hours, including 160 direct contact hours of field placement in an appropriate college counseling field site under supervision of a

master's level supervisor in a college setting where substantive individual college counseling sessions take place.

Emphasis in School Counseling

Students who choose an emphasis in school counseling are required to take an additional three or four courses (depending on your specialization) and must complete a total of 900 hours, including 280 direct contact hours. Fieldwork hours must be completed in two approved school counseling field sites, at two different levels (elementary, middle or high school) under the supervision of a PPS credentialed school counseling supervisor. Students must also complete mandatory School Counseling Logs for their PPSC.

Disclaimer: SF State University is in the progress of migrating from DocuSign to Adobe Sign during the Summer and early Fall. This means that all of our forms will be changing formats and processes. We will be updating forms and documentation as they evolve and will post any and all changes to the Teams Practicum & Internship Channel. Please check there for information. Thank you for your patience and understanding.

Concurrent Internship Hours for Specialization and Emphasis

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

Students who seek trainee placements that meet the requirements of a specialization and an emphasis concurrently, should apply to placement sites approved for multiple specializations. For example, students with a specialization in College Counseling and an emphasis in Career Counseling can accrue internship hours concurrently from a placement site approved for both College Counseling and Career Counseling specializations. Students must work closely their faculty advisor to ensure that they have an appropriate arrangement for their specialization and emphasis.

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

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

The California Commission on Teacher Credentialing mandates that candidates for the PPSC in School Counseling complete a minimum of eight hundred (800) clock hours of fieldwork (in addition to the 100 practicum hours that must be completed by week six of the Fall semester in COUN 705 and 706).

(a) The fieldwork shall be provided in at least two of three settings (elementary, middle, high school) with a minimum of two hundred (200) clock hours in each setting.

(b) Two hundred (200) hours of the eight hundred (800) clock hours may be completed in other areas related to schools and/or counseling, such as field work hours needed for a Child Welfare and Attendance (CWA) authorization.

(c) At least six hundred (600) clock hours must be completed in public school settings with Pre-K-12 pupils. If a candidate elects to complete 200 of the 800 hours in a setting outside of the Pre-K-12 school system, they must have a site supervisor that has a master's degree in counseling or a related field.

(d) At least one hundred and fifty (150) clock hours shall be devoted to working with students of diverse backgrounds including socioeconomic disadvantages, English learners, youth experiencing housing instability, youth in the foster care system; students with disabilities (including Section 504 plans), students experiencing suspension and expulsion from school, sexual minority youth (LGBTQ+), racial and ethnic minorities.

(e) A minimum of 10 group counseling sessions and/or classroom lessons must be completed in a school-based fieldwork setting. **Ten (10) additional group sessions will be completed in the group counseling class (Counseling 811) in which students participate as members and facilitators of a small group.** Group counseling and classroom lesson requirements can be accrued in any semester over the two years of internship.

(f) Fieldwork hours must include a minimum of 100 hours of experience in each of the following domains: social/emotional, college/career, and academic counseling.

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

Internship Hours for LPCC & LMFT

Students who want to pursue their Licensed Professional Clinical Counselor (LPCC) must take an additional 3-unit psychopharmacology course. This course may be taken in the DoC if there is space or taken outside the DoC pre or post graduation at another institution. In

addition, school counseling students must take COUN 738 (addictions) in their 60-unit curriculum (versus COUN 861). BBS stipulates that the 3000 internship hours required for licensure can only be accrued after completion of the graduate degree program.

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

Recording Hours on Log Forms

Disclaimer: SF State University is in the progress of migrating from DocuSign to Adobe Sign during the Summer and early Fall. This means that all of our forms will be changing formats and processes. We will be updating forms and documentation as they evolve and will post any and all changes to the Teams Practicum & Internship Channel. Please check there for information. Thank you for your patience and understanding.

All practicum and internship hours accrued each semester must be recorded on the **Hours Logs PDF**. The **Hours Logs** can be used to record both Specialization and Emphasis hours, and will keep an official record of your total hours accrued at your internship site. Once you have completed your **hours log** and signed the form, it is sent to your site supervisor for their approval, after your supervisor signs off, your instructor will review your logs and assign credit for the class, and lastly it is directed to the internship team for their review, logging, and signatures. **Your Hours Logs are due two weeks prior to the end of each semester.** Students must keep personal copies of all log forms.

Students will not receive a course grade or credit for the traineeship course if signed logs are not submitted to the faculty instructor on time. For more information on your Hours Logs and how your hours are counted, please see the documentation on Teams/Practicum & Internship Channel/Department Forms/Files/Hours Logs Info.

Electronic Submission of Internship-Related Paperwork

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

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

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

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

Course Credit, Grading, & Evaluations

Practicum Course Credit & Grade

The sequence of clinical courses must be taken as follows:

1. **COUN 705 & 706 are taken concurrently in the first semester/first year internship.** Grade of CR is required in COUN 705 and a grade of B or better is required in COUN 706 in order to move to the second semester of first year internship (COUN 736). To receive CR in COUN 705, students must also pass their practicum course (COUN 706) with the minimum grade of B (by DoC policy), have a satisfactory fieldwork evaluation as determined by their 705/706 instructor, and complete the required 40 direct, 100 total client hours. **If a student does not receive a B or better for both traineeship (COUN 705) and practicum (COUN 706) and complete the required 40 direct, 100 total client hours, they must repeat, and successfully complete, COUN 705/706, before moving onto 736.** If a student passes practicum (COUN 706) with a B or better but does not receive CR for the traineeship (COUN 705), auditing the practicum may be required by the department when the student repeats the traineeship course. COUN 706 and 705 can only be repeated one time due to a substandard grade per university policy.
2. **COUN 736 is taken in the spring semester of the first-year internship** with the same instructor and cohort as 705/706. Successful completion of 705 (CR) and 706 (B or better) is necessary to enroll in 736. COUN 736 uses plus/minus letter grading and students are required to successfully complete this course with a B or better in order to pass their first-year internship and be allowed to enroll in second year internship (COUN 890 & 891). Students must also receive a "passing" evaluation from the field site supervisor to receive credit for COUN 736.

If a student does NOT pass 736, they will have to re-take the full year of internship classes including the Fall internship class (705/706).

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

If a student does NOT pass 891, they will have to re-take the full year of internship classes including the Fall internship class (890).

Academic standards require that students must achieve a grade of "B" or better in each of the practicum seminars: COUN 706, COUN 736, COUN 890, and COUN 891. Students who receive a B- or below in these courses will be required to re-take the full year sequence and repeat the internship. Students may only repeat COUN 705, 706, 736, 890, and 891 one time. Failure to obtain a grade of B or better on the second attempt will result in declassification. For this policy, incompletes and withdrawals are considered to be grades below a B. Students must also receive a "passing" evaluation from the field site supervisor in order to receive credit for COUN 736, 890, and 891.

If logs are not received before the end of the semester or if students accrue insufficient hours, CR will not be given.

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

Number of Clients Per Week Required:

The numbers listed below are based on the average number of client hours you will need per week to meet the Direct Hours requirements for CACREP and DoC graduation standards. Our numbers are based on the assumption that "client load" represents the "one client = one 50-60 minute hour" model. If your client sessions are less than the standard 50-60 minute "client hour," then you will need more clients to reach the minimum direct client hours.

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

	Minimum	Maximum
First-Year Traineeship	3 per week	5 per week

Second-Year Traineeship	5 per week	10 per week
Based upon first year traineeship at 12 hours per week. Based upon second year traineeship at 16 hours per week.		

*Client load is based on one client = 50-60 minute "client hour." If your client sessions are under 50 minutes, you will need to see more clients per week.

School Specialization and Emphasis weekly client load:

	Minimum	Maximum
First-Year Traineeship	5 per week (average)	10 per week (average)
Second-Year Traineeship	5 per week (average)	10 per week (average)
Based upon a MINIMUM of 15 hours per week. School students should discuss client caseload with their faculty advisors and/or practicum/internship instructors.		

Audio Recordings (see section on "Recording Client Sessions" for more information and Appendix 14 for example)

Students cannot pass COUN 736, COUN 890 and COUN 891 without completing the audio-recording assignment, as this is a CACREP training requirement. The student's audio recordings must be done using technology the internship instructor has access to. If this is not possible, the student will be required to give translated transcriptions of session interviews to the instructor. The Department will reevaluate the viability of internship sites and may discontinue sites that cannot honor their agreement to help trainees obtain recordings as part of the traineeship requirements.

Supervisory Evaluation of Trainee (see Appendix 8 for example)

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

CACREP requires "evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum" (Standard 4.H.). Therefore, the Department of Counseling requires onsite supervisors to complete an evaluation at the end of COUN 705 to assess student's practicum performance. In addition, CACREP requires the same evaluation of internship, thus the Department of Counseling requires onsite supervisors to complete evaluations at the end of COUN 736, COUN 890, and COUN 891.

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

Professional Conduct and Professional Disposition Assessment

Students will receive systematic feedback on their professional development within the practicum/internship courses (i.e., 705/706, 736, 890, 891) via the Professional Disposition Assessment (PDA). An example of the PDA can be found in the Appendix of your Student Handbook: <https://counseling.sfsu.edu/resources> (not this Handbook). 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 2024 standards for student assessment and the ACA (2014) Code of Ethics.

Students are present in a trainee setting at the invitation of the agency/school and represent a considerable investment of time and energy on the part of that setting. As such, students must demonstrate the highest standards of professional behavior consistent with the values of the setting, and personal and professional ethics. This relates to standards of dress, punctuality, manners of language, and professional contacts with supervisors, clients, staff, and agency/department personnel. Failure to

maintain these standards will result in negative evaluations and reflects poorly on the Department of Counseling and may – in extreme cases – result in termination of placement and a grade of No Credit. Please refer to the Professional Expectation section of the Department's Student Handbook.

Problems at Internship Site & Early Termination of Traineeship Before End of Semester or Academic Year

Problems at your site or with your supervisor:

Your practicum/internship instructor (Faculty Liaison) is the liaison between you (the student) and your internship site and supervisor. If you are having any problems at your site or with your supervisor, your instructor is your first point of contact to report, discuss, and hopefully resolve the issue.

Your instructor may coach you on how to address the problems directly yourself, may intervene on your behalf with the agency or supervisor; or depending on the nature of the problem, your instructor may involve the Specialization Coordinator(s) and Internship Coordinator to resolve the issue.

Early Termination:

Termination of traineeship during the semester constitutes a breach of traineeship agreement and contract between the student, the field placement site, and the Department. The traineeship may be terminated when there are personnel concerns at the placement site (e.g., supervisor turnover, funding loss), unprofessional practice or ethical violation committed by student or supervisor, or other excruciating personal circumstances (e.g., family crisis, health emergency). Termination due to such concerns can be initiated by the supervisor, the faculty instructor and liaison, or the student. Regardless of the reasons for termination, all parties must first consider the impact on client welfare and must ascertain that there is no client abandonment concern when terminating or referring clients.

Students wanting to terminate a traineeship must consult and work closely with the site supervisor, practicum/internship course instructor (who is the liaison between the student and the site), faculty specialization coordinator, and the internship coordinator. A placement may be terminated only with the approval of those parties and with consideration of ethical and professional responsibility to clients and to agencies/schools. Termination by a student without consultation will result in a grade of No Credit for the course.

If the termination is due to immediate safety concerns at the site (i.e., abrupt termination during a session), the student must leave the site and take active responsibility to contact the site supervisor, practicum/internship course instructor, faculty specialization coordinator, and the internship coordinator as soon as possible.

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

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

What do I do if I want to end my internship?

While we do our very best to vet all our sites, we do understand that on occasion, situations arise that may warrant a student ending their internship early. This following outlines the process for terminating with a site before the end of your contract.

Reasons for early termination with a site fall into two general categories:

- (1) The internship site is no longer able to fulfill its' contractual responsibilities (e.g., not enough direct client hours, no supervisor or not enough supervision offered, changes in their accreditation status, etc.) and/or
- (2) The internship site and/or supervisor is acting in ways that make the student feel unsafe (e.g., discrimination of all types, unethical behavior [as defined by the specializations' ethical standards], illegal behavior, etc.).

If you suspect that your internship site is NOT fulfilling its' contractual responsibilities, these are the steps you should take:

1. If this is a situation where you are not getting enough hours or supervision, you as the student, have a right to bring these concerns up directly with your site supervisor. You can refer your supervisor to the *Practicum & Internship Handbook* <https://counseling.sfsu.edu/practicum-and-internship> where they can review the requirements.
2. Your practicum/internship instructor is the liaison between you and your internship site. They should be kept informed about any concerns you may be having with your internship site.
3. If the issue is not resolved after speaking with your site supervisor, or if you feel uncomfortable discussing your concern directly

with them or are unsure of what to say or how to say it; you can discuss the issues with your practicum/internship instructor and together formulate a plan to address your concerns with your internship supervisor.

4. If the issue is not resolved after speaking with your site supervisor, your instructor should reach out to the site supervisor and discuss the matter with them directly (email, phone, zoom/Teams).
5. If you and your internship instructor are not able to resolve the issue with your site supervisor, the specialization coordinator should be informed and brought into the conversation with the site directly (via email).
6. At this point, the Internship Coordinator should be notified by the Specialization Coordinator so they may begin to look for potential internship openings.
7. If the Specialization Coordinator cannot resolve the issue with the site, then:
 - a. The Specialization Coordinator should inform the student and instructor that the student can terminate their current internship and seek another internship opportunity.
 - b. Inform the Internship Coordinator of the situation so that they may further investigate and potentially remove the site from partnering with the DoC.
8. The student and their instructor should work with the site to ensure that the termination is handled professionally and ethically with minimal disruption to the clients as possible.
9. The student should work with their Specialization Coordinator and the Internship Coordinator to try to secure another placement site for the academic year*.

*While we try our best, there is no guarantee that another placement site will be available after the academic year has started. What this means is, if you leave your current placement site, you may not be able to secure a placement for that academic year and would have to begin your placement the following academic year.

If you feel that you are being discriminated against at your internship site or that it is NOT safe, these are the steps you should take:

10. As per the *Practicum & Internship Handbook*: **“If a student has any concern about personal safety in an agency [site] setting, they must leave the agency, inform their [site] supervisor, and contact their faculty liaison [practicum/internship instructor] and the Internship Coordinator.” Please leave the site first and take care of yourself. Do the rest after you are safe.**
11. All students have the right to have an educational experience free of discrimination based on [protected statuses](#). If this is a situation where you feel discriminated against (including microaggressions), contact your practicum/internship instructor immediately, as they are the liaison between you and your internship site. They should be kept informed about any concerns you may be having with your internship site. [Note: All faculty are mandatory reporters when they learn of any experience of discrimination, harassment and retaliation based on gender, gender identity, or sex, including Sex Discrimination, Sexual Harassment, Sexual Misconduct, Dating and Domestic Violence and Stalking – if this is occurring, a report will need to be made to our [SF State Title IX office](#)].
12. Discuss the issues with your practicum/internship instructor and together formulate a plan to address your concerns.
13. The student has the right and is encouraged to address their concerns directly with their site supervisor.
14. If the student feels unsafe addressing their concerns with the site supervisor, the practicum/internship instructor should reach out to the site supervisor and/or training director/relevant administrator to discuss the issues directly with them.
15. The internship instructor should notify the Specialization Coordinator, Department Chair, and the Internship Coordinator of the situation.
16. If your internship instructor is not able to resolve the issue with your site supervisor, the instructor should inform the Specialization Coordinator and the Internship Coordinator of their interactions with the site supervisor and determine if the student is able to continue at the site while the situation is being resolved.
17. The Specialization Coordinator(s – if the site is approved for multiple specializations) and Internship Coordinator should meet with the site supervisor(s) and/or agency directors to address the issues.
18. Department Chair should be informed of the outcome of the meeting(s) and what the next steps are.
19. If the Specialization Coordinator cannot resolve the issue with the site, or the damage is such that the student does not feel safe returning to the site, then:
 - a. The Specialization Coordinator should inform the student, instructor, Internship Coordinator, and Dept. Chair that the student can terminate their current internship and seek another internship opportunity.
 - b. Work with the Internship Coordinator, Dept. Chair, and other Specialization Coordinators (if applicable) to determine if the site should be removed.
20. The student, their instructor, and the specialization coordinator should work with the site to ensure that the termination is handled professionally with as little disruption to the clients as possible.
21. The student should work with their Specialization Coordinator and the Internship Coordinator to try to secure another placement site for the academic year*.
22. If it is determined that the site will be removed, the Internship Coordinator, in coordination with the Dept. Chair, should inform the site of their termination.

*While we try our best, there is no guarantee that another placement site will be available after the academic year has started. What this means is, if you leave your current placement site, you may not be able to secure a placement for that academic year and would have to begin your placement the following academic year.

Retention and Reentry

Monday, March 10, 2025 3:16 PM

Retention: 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 as soon as they realize that their academic status is in jeopardy;
- 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 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 must 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 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 must 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)" to allow them to complete the CEP. Students with an RP must follow Graduate Studies guidelines for the procedure and requirements for completing the CEP. 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.

Internship Reentry Program

The Internship Reentry Program is a process through which students who have had a disruption in their internship sequence, can prepare to engage at an internship site in the upcoming academic year. This applies to students who have:

- Taken a leave of absence from the program,
- Left their internships prematurely,
- Are on academic probation,
- Are repeating any internship course(s), and/or
- Received a PDA involving an incident at their internship site.

If you find yourself in any of these situations, these are the steps to follow to rejoin the internship portion of the program.

1. Students will need to work closely with their Academic Advisor to coordinate their reentry into the internship portion of the program and register for their appropriate coursework.
2. Students must get approval from their Specialization Coordinator, Internship Coordinator, and the Department Chair prior to returning to an internship site (this can be done through an email to all parties explaining your intent to return).
3. Students **MUST** participate in the Virtual Internship Fair.
4. Students **MUST** secure a DoC approved internship placement and submit their Internship Offer Letter by advising week in order to register for their internship class.
5. Students on academic probation or repeating an internship course sequence must also comply with the DoC academic policies for

reentry.

6. Students who have received a PDA involving behaviors or actions at their internship site, should comply with the terms of their PDA.

Forms & Documentation

There are multiple time-sensitive documents that must be completed on-time, throughout the academic year. These documents can be accessed from Teams/Practicum & Internship/Department Forms/ and from the Department's website link to internship: <https://counseling.sfsu.edu/practicum-and-internship>. Refer to Appendix 1 for a summary table of documentation and submission timelines.

Disclaimer: SF State University is in the progress of migrating from DocuSign to Adobe Sign during the Summer and early Fall. This means that all of our forms will be changing formats and processes. We will be updating forms and documentation as they evolve and will post any and all changes to the Teams Practicum & Internship Channel. Please check there for information. Thank you for your patience and understanding.

Internship Offer Letter (for example, see Appendix 2)

The Internship Offer Letter serves as a preliminary contract between the student and their future internship site. It establishes the commitment between the agency and the student and should be completed after the student has accepted their field placement and before training begins. This form is due as soon as the student has accepted a placement site and is necessary to gain a registration code for your practicum and internship classes.

Traineeship Agreement (for example, see Appendix 3)

The Traineeship Agreement serves as a contract that specifies the terms of requirements and expectations between the trainee, the agency, and the DoC. The agreement must be completed and signed by the student, the placement site's supervisor or training coordinator, the student's internship instructor (faculty liaison), and the DoC's internship coordinator. The completed agreement must be turned into the course instructor before the second week of the Fall semester.

Failure to submit your Traineeship Agreement by the end of the second week of instruction (9/5/2025) may result in your internship being suspended and you will not be able to count your hours until the situation is corrected.

If at any time during the semester, your Supervisor changes, you need to complete a new Traineeship Agreement with your new Supervisor.

Hours Logs (for example, see Appendix 4)

At the end of each semester (Fall, Winter, Spring, Summer), students must submit an Hours Log which contains a breakdown of both the weekly hours and supervision that the student accrued at their traineeship site. The Hours Logs can be used for both Specialization and Emphasis hours, and will keep an official record of your hours (direct, indirect, and group) and supervision (individual/triadic and group) that you accrued each week at your internship site.

Before your course instructor can assign a course grade, all log forms must be approved with the signatures of your site supervisor, course instructor, and the DoC internship coordinator.

Your Hours Logs are due two weeks prior to the end of each semester.

For more information on your Hours Logs and how your hours are counted, please see the documentation on Teams/Practicum & Internship Channel/Department Forms/Files/Hours Logs Info.

Group Counseling Requirement (for example, see Appendix 4)

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

All group hours count towards your Direct Hours totals.

School Specialization and Emphasis Counseling Logs (for example, see Appendix 11)

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

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

- **90 practicum hours** (must be completed in the first six weeks of the Fall semester of COUN705)
- **100 social/emotional hours** (completed by the time you graduate)
- **100 academic hours** (completed by the time you graduate)
- **100 college/career hours** (completed by the time you graduate)

Students enrolled in COUN 705 and 706, will complete the **School Practicum & Fieldwork Log (705 & 706 ONLY)**, which documents the 90 practicum hours that must be completed in the first six weeks of the Fall semester. It also documents the hours completed in the three categories, earned in weeks 7-20 of the semester.

Students enrolled in COUN 736, 850, 890, and 891 will complete the **School Fieldwork Log (736, 850, 890, 891)**, which documents hours completed in the three designated categories.

Disclaimer: SF State University is in the progress of migrating from DocuSign to Adobe Sign during the Summer and early Fall. This means that all of our forms will be changing formats and processes. We will be updating forms and documentation as they evolve and will post any and all changes to the Teams Practicum & Internship Channel. Please check there for information. Thank you for your patience and understanding.

Documenting Hours for LMFT)

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

Insurance Coverage & Safety Protocol

Malpractice Liability Insurance Coverage (see: Appendix 22):

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requires all students to be covered by individual professional counseling liability insurance while enrolled in practicum and internship (2024 Standards 4.B). Students are recommended to purchase insurance through membership in their respective counseling associations (e.g., American School Counseling Association, California Association of Marriage and Family Therapists) or American Counseling Association (ACA). The American Counseling Association (ACA) offers a discount for ACA student members to purchase professional liability insurance through the Healthcare Providers Service Organization (HPSO).

For more information and links to Malpractice Liability insurance providers, please see: Appendix 22 or The DoC Website: <https://counseling.sfsu.edu/practicum-and-internship>

Student Safety:

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

The DoC works with the University and agencies that offer fieldwork experiences to student interns to create Memoranda of Understanding (MOU) or Student Intern Placement Agreement (SIPA) that outline training agreements established between the two entities.

Recording Client Sessions

Monday, March 10, 2025 3:17 PM

Policy regarding Recording of Client Sessions Audio Recording for Supervision (see Appendix 16)

CACREP standards require that client session recordings be obtained and used in clinical supervision and training. All approved internship sites have agreed to allow and facilitate students to obtain required audio recordings of two to three client counseling sessions each semester during COUN 736, COUN 890, and COUN 891. Before the first counseling session begins, the client must grant informed consent for the trainee to audio-record the counseling sessions. Students will review these recordings with the site supervisor and the course instructor for supervision and skill coaching purposes. Both the student and the site supervisor must inform and remind one another of this agreement and requirement and make plans to obtain client session recordings. It is recommended that students discuss with supervisors which clients on their caseload would be good candidates for recording sessions and ensure that legal and ethical protocols are followed in obtaining consent.

Students cannot pass COUN 736, COUN 890 and COUN 891 without completing the audio-recording assignment, as this is a CACREP training requirement. The student's audio recordings must be done using technology the internship instructor has access to. If this is not possible, the student will be required to give translated transcriptions of session interviews to the instructor. The Department will reevaluate the viability of internship sites and may discontinue sites that cannot honor their agreement to help trainees obtain recordings as part of the traineeship requirements.

Throughout the two years of practicum and internship instruction, students are required to obtain voice recordings or video recordings of sessions with clients in their field placements. Reviewing of audio recordings is a CACREP requirement (Standards 4.C). Students must coordinate the selection of clients to audio record with their agency/site supervisors and must obtain written consent from the client prior to recording. These recorded sessions must be securely transported to San Francisco State University by student and used for skill coaching/supervision by course instructors. Confidentiality of recordings must be secured.

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

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

1. Students are required to discuss the issue of recording with their site supervisor.
2. Students are required to obtain informed consent from clients before recording.
3. Students are required to eliminate all identifying information from the recording.
4. Students are required to bring the recording to their practicum and internship instructor who will listen to the recording.
5. The instructor will focus primarily on the student's interaction with the client. Coaching is

designed to address the learning process of the student.

6. The instructor and student understand that the practicum and internship instructor is not responsible for treatment of the client. Students must discuss any suggestion regarding client treatment with their field supervisor.
7. The instructor is responsible for maintaining confidentiality under the provisions of ethical responsibility in the relevant professional codes of ethics.
8. The instructor will return the recording to the student after coaching/supervision.
9. The student must erase or destroy the recording or give the recording to the client, whichever is consistent with policies at the field placement. Recordings **must always be secured in a safe place**, and they must not be retained by the student nor the instructor after the end of the semester.
10. Students must provide the instructor with the recording and a hard copy of their process notes or upload their process notes in a secure electronic folder designated by the course instructor (i.e. CANVAS or Box). DO NOT send recordings and process notes electronically as an email attachments. This is a violation of the client's confidentiality.

For example of an audio consent form, please see Appendix 16.

Traineeship Commitment & Timelines

The Importance of Your Traineeship Commitment

Internship sites are professional counseling agencies that can expand counseling services to more clients through the support of student trainees. The agency's capacity to provide counseling services can be significantly compromised when a trainee withdraws from an initially accepted offer, especially at the beginning of the Fall semester when intern recruitment is difficult. It is unprofessional for trainees to pursue and accept another internship placement and forgo their commitment to a previously accepted internship position. Not only does it take away internship positions from fellow interns, but it tarnishes the Department of Counseling's reputation to attract, build, and retain community partnerships. Even more critically, the counseling profession is a small world in the Bay Area, and your professional reputation is vital to your success. Establishing your career network through demonstrating your professional integrity will serve you well as you journey on in your career. As such, please honor your commitment to an accepted internship position and refrain from pursuing other placement opportunities.

Applying to Traineeship Sites

Students are responsible for their traineeship search process and applying only to internship sites that have been approved for the specialization and/or emphasis(es) they are seeking hours for. The Department has published a list of approved, vetted sites, the **Master List**, which is updated and revised on a continuing basis, with information of internship sites and the specializations they are approved for. The **Master List** is accessible to all current students on The DoC MS Teams Practicum & Internship channel. Additional information and resources for applying to internships are available on **Teams/Practicum & Internship/Current Internship Information/Files**. The Department of Counseling hosts a virtual internship fair early in the spring semester where approved internship sites are invited to participate and their supervisors/coordinators are available to meet with and recruit trainees from the Department. This is a *mandatory event* for students who are applying for internship for the following academic year.

Commitment to Internship Position

Once a student accepts an offer from an approved fieldwork site, the student is expected to complete the **Internship Offer Letter** (See: Appendix 2). Students should ensure they are committed to the internship site and should consider their decision to accept as a final decision. It is a breach of professionalism to withdraw from a site unless there are extenuating circumstances. Students should work with their advisor and/or the Internship Coordinator if they have concerns before starting their internship.

By signing this agreement, both parties are stating their intent to work together. Additionally, the Internship Offer Letter provides contingency procedures in the event that either party needs to dissolve their intended relationship. The Internship Offer Letter is due one week after a student has accepted an internship position.

A signed Internship Offer Letter is required to receive a registration code to enroll in all practicum and internship classes.

Start Date and End Date of Traineeship

The Traineeship Placement Agreement or Traineeship Agreement (See: Appendix 3) is a contract between the Agency/Site Supervisor, the student intern, their faculty liaison, the Department of Counseling, and the University. The Traineeship Agreement also outlines the start and stop dates for the academic year. For the 2025-2026 academic year, internship begins on **August 25, 2025**, and ends by **May 29, 2026**. All traineeship activities must be concluded, and paperwork submitted within this time period. The Academic Calendar for each academic year is posted on the SFSU website.

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

Orientation & Training Prior to Fall Semester Begins

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

For 2025-26 Academic year, Start date = August 25, 2025; End date = May 29, 2026. For liability reasons, students are only allowed to work directly with clients during the academic year. Students are permitted to begin their internships two weeks prior to the start of the Fall semester (For Fall that is 8/11/25) and can end no later than two weeks after the Spring semester ends, which is 6/12/26; the caveat is: Students CANNOT work directly with clients during those two-week intervals. Students are allowed to engage in trainings, supervision, staff meetings, etc. during this time period, but CANNOT see clients.

It is not uncommon for some placement agencies to engage students in orientation and training activities (e.g., workshops, staff meetings, shadowing, etc.) prior to the first day of class in the Fall semester. Students are encouraged to attend these training and orientation activities. However, for University risk management concerns, (a) the department does not allow students to engage in any counseling and clinical activities before the first day of the Fall semester, and (b) the training and orientation period should not exceed two weeks prior to the beginning of the Fall semester. In other words, students cannot conduct any individual counseling, group counseling, or any other clinical activities during the training and orientation period, which cannot exceed two weeks prior to the first day of the Fall semester. Students are not allowed to begin a practicum/internship before the first day of the Fall semester. The Department, however, allows students to count hours spent on orientation activities prior to the beginning of

Fall semester. Students can record those hours as "other hours"(indirect hours) in the first week of the internship log form.

Winter Semester Break Internship and Winter Log Form

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

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

Traineeship Settings & Compensation

Traineeship Setting Requirements

All Traineeship sites MUST be on the approved **Master List of Sites** (available on Teams). These sites have been thoroughly vetted to ensure that they meet our and CACREP's standard qualifications, including safety of site, consent to audio record clients, qualifications of supervisors, and client availability. Additionally, the Specializations on the **Master List of Sites** have been approved of by our Specialization Coordinators to ensure that the sites fulfill the requirements of the specializations they have been approved for. We have also secured any necessary MOUs or SIPAs with these sites, so our students can begin seeing clients as soon as classes begin in the Fall.

Different First-Year and Second-Year Traineeship Settings

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

<https://forms.office.com/Pages/ResponsePage.aspx?id=NeP72CyCqUGHdH8WcJgsnyd9oIDUiMJDu07vZmyib0xURTBKMEJUQjZfV1dSR1Q4MUNEU1I2RUJPUCQIQCN0PWcu>).

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

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

Traineeship in Setting Where Students are Employed

Traineeship is for the purpose of the acquisition and development of skills in relation to the training curriculum. The Department is willing to consider trainee placements in settings where students are employed, provided that the setting meets all other criteria discussed in this Handbook, in addition to the following:

1. The agency must become an approved become a partner site.

2. The agency must be willing to offer continuing intern positions – we do not add sites solely for one student.
3. The agency must provide two different supervisors: one for employment and a different one for internship. To comply with the Code of Ethics that governs the education, training, and supervision in the counseling profession, **the student in traineeship cannot be supervised by their work supervisor,**
4. The student must have a client caseload selected separately from their work's caseload and specifically for the purpose of the traineeship.
5. A student cannot use their place of employment as their first internship site.
6. If a student completes one traineeship at their employment setting, at least one academic year of the other traineeship must be done at another site other than the same employment setting.
7. If you are considering using your place of employment for your internship site, you **MUST** get the approval from your Faculty Advisor, the Specialization Coordinator, and the Internship Coordinator prior to accepting the position.
8. Additionally, you may need to fill out an alternate Traineeship Agreement in the Fall (please consult the Internship Coordinator for more information and the form).

Stipends and Payment

Stipends for traineeships are offered by some agencies. A stipend is funding specifically for training purposes and is therefore acceptable. Students must seek careful consultation and approval by their faculty advisor and specialization coordinator when considering such placements.

For information about available scholarships and grants, please visit our website:

<https://counseling.sfsu.edu/awards-and-scholarships>

Students in the MFT specialization must comply with BBS regulations: It is against BBS regulations to be paid as an independent contractor if you are accruing hours towards BBS licensure (You cannot and must not be issued an IRS Form 1099).

Internship Glossary

Monday, March 10, 2025 3:19 PM

1st Year students – Students entering their first year of counseling placement regardless of their year in the program (i.e., taking 705/706/736).

2nd Year students – Students entering their second year of counseling placement regardless of their year in the program (i.e., taking 890/891/850). You may also see this referred to as “2nd/3rd year students,” as some students with an emphasis may need a third year of internship.

Advisor – This is the faculty member assigned to you, according to your specialization, as your academic advisor throughout your master’s program.

Agency/Site Assessment – The *Student Evaluation of their Placement Site* is a questionnaire about the student’s experience at their field placement site. The purpose of this survey is to collect students’ experiences about their field placement site including demographics, transportation, and accessibility information; along with the students’ opinions about the trainings, support, and atmosphere of the site, with the intent to share the results with students looking for future sites. Based on the feedback from the *Student Evaluation of their Placement Site*, feedback from the Faculty Liaison, and in consultation with the Specialization Coordinator(s); the Internship Coordinator assess the continued partnership with our agency/sites.

BBS – The California Board of Behavioral Sciences (<https://bbs.ca.gov/>), is the State licensing agency that is responsible for overseeing the licensure of Marriage and Family Therapists* and Professional Clinical Counselors.

*MFT students collecting hours towards licensure will have additional BBS paperwork to complete (you will receive instructions about this in your practicum & internship classes).

CACREP – The Council for Accreditation of Counseling and Related Educational Programs (<https://www.cacrep.org/>) is an independent agency that evaluates graduate counseling programs in the United States.

CCTC – California Commission on Teacher Credentialing (<https://www.ctc.ca.gov/>). Its primary function is to oversee the process of issuing teaching and services credentials (e.g., school counseling) in the state of California; essentially, they regulate who can become a teacher or school counselor in California and ensure they meet the necessary standards.

Client Advocate – Support clients in achieving their mental health, academic, or career goals by offering resources and interventions and by reducing barriers related to structural and interpersonal forms of oppression.

Culturally Competent Practitioner – Address diverse populations with humility and sensitivity to cultural, social, and economic factors.

Direct Client Hours/Direct service – “Supervised use of counseling, consultation, or related professional skills with actual clients (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation.”
(<https://www.cacrep.org/2024-standards-glossary-2/>)

DoC – The Department of Counseling at San Francisco State University.

Emphasis -- Students may gain additional counseling expertise by adding an emphasis to their specialization course of study. MFCC, however, cannot be added as an emphasis. Students must obtain the approval of the faculty advisor and the program coordinator before adding an emphasis. An emphasis requires taking additional coursework and completing an additional field placement in the emphasis area. Note: an emphasis will not appear on your diploma nor transcript.

Ethical Practitioner – Adhere to professional ethical codes (e.g., ACA or ASCA) and follow confidentiality guidelines such as HIPAA or FERPA.

Faculty Liaison – The Practicum/Internship course instructor serves as the liaison between the student trainee and agency/site supervisor and is the student's and agency's first-point of contact. For a detailed description, please see: The Practicum & Internship Handbook ("Roles" section). <https://counseling.sfsu.edu/practicum-and-internship>

Group Hours – "In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group." (<https://www.cacrep.org/section-4-professional-practice/>) Group hours are counted as Direct Client Hours and are logged in a separate column on the DoC *Hours Logs*.

Hours Logs -- These are DoC forms where students log their direct, group, and indirect hours of experience at their internship site. ALL students complete Hours Logs* each semester to track their hours towards graduation (280 direct service hours & 700 total hours). See the Practicum & Internship Handbook for an example, Teams/Practicum & Internship channel for information, instructions on completion and the logs themselves.

*MFT and PPSC (School) students will have additional logs to complete for their respective licensing and credentialing boards.

Indirect Hours – "The following would be considered indirect service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision, and (5) role plays." (<https://www.cacrep.org/2024-standards-glossary-2/>)

Internship – "A distinctly defined entry-level, post-practicum, supervised fieldwork experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates professional knowledge and skills." (<https://www.cacrep.org/2024-standards-glossary-2/>) COUN 736, 890, & 891 are the internship courses.

Internship Coordinator – Oversees, coordinates, facilitates, and disseminates information pertaining to all internship-related activities, documents, and materials between the DoC, its students, and all partnership sites. For a detailed description, please see: The Practicum & Internship Handbook ("Roles" section). <https://counseling.sfsu.edu/practicum-and-internship>

Internship Offer Letter – The *Internship Offer Letter* establishes a commitment of intent between the student and the internship site. By signing this agreement, both parties are stating their intent to work together. Additionally, it provides contingency procedures if either party needs to dissolve their intended relationship. The *Internship Offer Letter* is due one week after a student has accepted an internship position. See the Practicum & Internship Handbook ("Appendix" section).

<https://counseling.sfsu.edu/practicum-and-internship> for an example, Teams Practicum & Internship channel for instructions on completion.

Liability Insurance -- CACREP requires all students in practicum/internship to purchase independent malpractice insurance. All trainees in the Department of Counseling must present verification of insurance coverage before they can engage in internship activities. For more information, see: <https://counseling.sfsu.edu/practicum-and-internship> ("Liability for Professional Practice" section) and Teams Practicum & Internship channel/Department Forms/Files/Documentation & Information

Practicum -- "A distinctly defined entry-level, supervised fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship." (<https://www.cacrep.org/2024-standards-glossary-2/>) COUN 705 and 706 are the practicum courses.

School Fieldwork Log -- Students seeking a Specialization or Emphasis in School Counseling with the goal of obtaining their PPSC, will need to complete two additional hours logs each semester, that documents their completion of hours in specific categories, as is mandated by the California Commission on Teacher Credentialing. The *School Fieldwork Log* documents hours completed in the four designated categories (social/emotional, academic, college/career, group sessions) and should be used by students enrolled in COUN 705/706, 736, 890, and 891 students after successful completion on their *School Practicum Log (705/706 ONLY)*. See the Practicum & Internship Handbook ("Appendix" section). <https://counseling.sfsu.edu/practicum-and-internship> for an example, Teams Practicum & Internship/Department Forms/Files channel for instructions on completion.

School Practicum Log (705/706 ONLY) -- Students seeking a Specialization or Emphasis in School Counseling with the goal of obtaining their PPSC, will need to complete two additional hours logs each semester, that documents their completion of hours in specific categories, as is mandated by the California Commission on Teacher Credentialing. The *School Practicum Log (705/706 ONLY)*, documents the 90 practicum hours that must be completed in the first six weeks of the Fall semester. See the Practicum & Internship Handbook ("Appendix" section). <https://counseling.sfsu.edu/practicum-and-internship> for an example, Teams Practicum & Internship/Department Forms/Files channel for instructions on completion.

Specialization -- Refers to the student's area of study within one of the three master's degrees being offered: (1) Master of Science in Counseling with a Concentration in Marriage, Family and Child Counseling (MFT Specialization), (2) Master of Science in Clinical Mental Health Counseling (CMHC Specialization), or (3) Master of Science in Counseling (Career, College, or School Specializations).

Specialization Coordinator -- Each specialization has a Faculty Specialization Coordinator whose job it is to oversee their specialization, disseminate any information from licensure and credentialing boards (when applicable), coordinate with other faculty members within their specialization, work with the internship coordinator, and liaison with field sites. For a detailed description, please see: The Practicum & Internship Handbook ("Roles" section). <https://counseling.sfsu.edu/practicum-and-internship>

Student Evaluation of their Placement Site is a questionnaire about the student's experience at their field placement site. The survey is a Team's link that is distributed by

the DoC Internship Team before the end of each semester, with the results published anonymously on Teams/Practicum & Internship Channel/ Current Internship Information/files/Student Evaluations. The purpose of this survey is to collect students' experiences about their field placement site including demographics, transportation, and accessibility information; along with the students' opinions about the trainings, support, and atmosphere of the site, with the intent to share the results with students looking for future sites. See the Practicum & Internship Handbook ("Appendix" section). <https://counseling.sfsu.edu/practicum-and-internship> for an example.

Student Trainee – Also called "student intern" or simply "intern." The student intern's role is one of learning, growth, and professional development. Students at their placement sites are representing SFSU and the DoC and should become familiar with, and adhere to, placement agency/site, departmental, and university policies around professionalism, scope of practice as a student, and the ACA Code of Ethics that applies to counseling students. Student interns are expected to comply with the agreed upon hours commitment and schedule outlined in their *Traineeship Agreement*. For a detailed description, please see: The Practicum & Internship Handbook ("Roles" section). <https://counseling.sfsu.edu/practicum-and-internship>

Student Assessment – The systematic gathering of information for decision-making about individuals, groups, programs, or processes. Assessment is the measurement of an individual student's level of attainment of knowledge, skills, and dispositions. Student assessment is distinct from program evaluation that includes aggregating the individual student data into the overall student assessment data used in the process of program evaluation. The *Supervisor's Evaluation of the Student* is the student assessment the DoC employs. See the Practicum & Internship Handbook ("Appendix" section). <https://counseling.sfsu.edu/practicum-and-internship> for an example of the "*Supervisor's Evaluation of the Student*".

Supervision – A tutorial and mentoring relationship between a counseling professional and student(s). See below for types of supervision.

Group supervision: A tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students.

Individual supervision: A tutorial and mentoring relationship between a member of the supervision counseling profession and one counseling student.

Live supervision: Direct observation of the counseling session with in-vivo communication from the supervisor influencing the work of the supervisee during the session.

Triadic supervision: A tutorial and mentoring relationship between a member of the counseling profession and two counseling students.

(<https://www.cacrep.org/2024-standards-glossary-2/>)

Supervisor – Also called "agency supervisor," "site supervisor," "clinical supervisor," etc. This is the person who provides your weekly individual or triadic supervision, signed your Traineeship Agreement (contract), and your hours logs. For a detailed description, please see: The Practicum & Internship Handbook ("Roles" section). <https://counseling.sfsu.edu/practicum-and-internship>

Supervisor Assessment – The *Student Evaluation of their Individual Supervisor* is a questionnaire about the student's experience with their individual/triadic site supervisor. The survey is distributed by the internship instructor at the end of each semester. The responses will be shared with the student's internship instructor during the student's final coaching session of the semester. They may also be shared with the Specialization Coordinator(s), Internship Coordinator, and Department Chair. The purpose of *Student*

Evaluation of their Individual Supervisor is to identify any supervisors who made need additional coaching or orientation to our program and to provide them with those tools. See the Practicum & Internship Handbook (“Appendix” section). <https://counseling.sfsu.edu/practicum-and-internship> for an example.

Traineeship Agreement – This is your “internship contract” for the academic year. It outlines the relationship and sets the contractual parameters between the student, the placement site (agency/site), the placement site supervisor, your practicum/internship course instructor, the DoC, and SFSU. It is due by the end of the second week of instruction in the Fall semester or whenever your agency/site supervisor changes. See the Practicum & Internship Handbook (“Appendix” section). <https://counseling.sfsu.edu/practicum-and-internship> for an example, Teams Practicum & Internship channel for instructions on completion.

If at any time during your internship your supervisor changes, you will need to complete a new Traineeship Agreement.

Appendix 1: Forms & Submission Timeline Checklist (example)



DOC
Traineesh...

SFSU DOC

Department of Counseling: Traineeship Forms and Submission Timeline Checklist 2025-26

Disclaimer: SF State University is in the progress of migrating from DocuSign to Adobe Sign during the Summer and early Fall. This means that all of our forms will be changing formats and processes. We will be updating forms and documentation as they evolve and will post any and all changes to the Teams Practicum & Internship Channel. Please check there for information. Thank you for your patience and understanding.

Forms and links are available on DOC website under the "forms" section: https://counseling.sfsu.edu/practicum-and-internship and on Teams/Practicum & Internship/Department Forms/Files unless otherwise specified in the "Notes" section.		
Form	Due Date	Notes
1. Traineeship Placement Agreement	2 nd week of Fall Semester Due: 9/8/2025	Form requires signatures from: Student, Site Supervisor, Student reviews and initials, Internship/Practicum Instructor, & Internship Coordinator. Students will receive a copy once all parties have signed and should save for their records. Failure to submit your Traineeship Agreement by the designated due date may result in your suspension from your placement site until the situation is resolved.
2. Proof of Malpractice Liability Insurance	2 nd week of Fall Semester Due: 9/8/2025	(1) Report Insurance Policy number on Traineeship Agreement, and (2) Email Proof of Liability Insurance to course instructor (PDF, JPG, Screenshot of Insurance company information, policy number, & your name MUST be visible). (3) Course Instructor will upload to student's Box folder. Failure to submit your Traineeship Agreement by the designated due date may result in your suspension from your placement site until the situation is resolved.
3. SFSU Student Liability Waiver	2 nd week of Fall Semester Due: 9/8/2025	SFSU liability waiver is a form that requires signatures: Student and Course Instructor. Course Instructor will upload to student's Box folder. Failure to submit your Traineeship Agreement by the designated due date may result in your suspension from your placement site until the situation is resolved.
4. Telehealth Agreement	When required	This is a pdf that is only used when performing telehealth with your clients. You and your supervisor will need to fill it out together and sign it. Once signed, the Internship Coordinator will review, sign and upload to the student's Box Folder.

Revised 5/1/2025

SFSU DOC

5. Hours Logs (Specialization & Emphasis)	2 weeks before the last day of instruction in each semester Fall due: 12/1/2025 Spring due: 5/1/2026	Your Hours Log form requires signatures from: Student, Site Supervisor, Course Instructor, & Internship Coordinator. Students will receive a copy once all parties have signed and should save for their records. Copies of Hours Logs are kept in student's Box folder.
6. School Specialization & Emphasis Counseling Logs (2)	Practicum & Fieldwork log due upon completion of six-week requirement. School Counseling Fieldwork logs are due 2 weeks before the last day of instruction in the academic year (due: 5/1/2026)	Your School CCTC logs are two forms that requires signatures from: Site Supervisor, Student, & Course Instructor. 1. School Counseling Practicum & Fieldwork Log (705 ONLY) 2. School Counseling Fieldwork Log (736, 850, 890, 891) Students will receive a copy once all parties have signed and should save for their records. Any questions about these forms and how to complete them, should be directed to your course instructor or the School Specialization Coordinator.
7. Student Evaluation of Internship Site	2 weeks before the last day of instruction in each semester Fall due: 12/1/2025 Spring due: 5/1/2026	DOC will post survey link on Teams (and send out email to instructors and students) approximately one month prior to due date at the end of each semester. Fall = 11/7/2025 Spring = 4/1/2026 The results will be shared anonymously with other students and faculty.
8. Student Evaluation of their Individual Supervisor	2 weeks before the last day of instruction in each semester Fall due: 12/1/2025 Spring due: 5/1/2026	Practicum/Internship course instructors will share the Student Evaluation of their Individual Supervisor survey link with students prior to last coaching session of each semester and will review results in final coaching session.
9. Internship Offer Letter	1 week after committing to future internship site	DocuSign form requires signatures: Student, Site Representative, Internship Coordinator, & Advisor. To be used before the beginning of the Fall semester as soon as you have secured your internship. After 8/1, use Traineeship Placement Agreement (top).
2025-26 Academic Year begins on August 25, 2025 , and ends on May 29, 2026 . Fall 2025: Last day of class is December 12/ 2025. The semester ends on December 26, 2025. Winter Break: 12/27/2025 to 1/25/2026 Spring 2026: Last day of class is May 15, 2025. The semester ends on May 29, 2026.		

Revised 5/1/2025

Appendix 2: Internship Offer Letter (example)



Internship
Offer Lett...



COLLEGE OF HEALTH & HUMAN SERVICES
DEPARTMENT OF COUNSELING
1600 Holloway Avenue, Burk Hall 524
San Francisco, CA 94132
Tel: 415/338-2005
Fax: 415/338-0594

Internship Offer Letter

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

Questions regarding this form/agreement can be directed to the Department of Counseling Internship Coordinator (counfld@sfsu.edu)

Dear Student and Internship Site,

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

Roles and responsibilities:

Student Intern – The student intern's role is one of learning, growth, and professional development. Students at their placement sites are representing SFSU and the DoC and should become familiar with, and adhere to, placement agency/site, departmental, and university policies around professionalism, scope of practice as a student, and the ACA Code of Ethics that applies to counseling students. Student interns are expected to comply with the agreed upon hours commitment and schedule outlined in their Traineeship Agreement. For a detailed description, please see: The Practicum & Internship Handbook ("Roles" section).

<https://counseling.sfsu.edu/practicum-and-internship>

Agency/Site Supervisor– The agency supervisor engages in conscious and continuous planning for student trainee's learning experiences that contribute to the trainee's development in the roles and functions of a counselor. Supervisors clarify the student's role, function, title, and lines of communication. The agency supervisor bears primary responsibility for ensuring that the trainee's placement leads to learning and professional growth. The supervisor is responsible for ensuring they meet all legal and ethical requirements to serve as a supervisor. The trainee can also expect that the supervisor will present an appropriate professional model and will provide clear and regular supervision, as well as continuing support and assistance within the setting. For a detailed description, please see: The Practicum & Internship Handbook ("Roles" section).

<https://counseling.sfsu.edu/practicum-and-internship>

Faculty Liaison – The Practicum/Internship course instructor serves as the liaison between the student trainee and agency supervisor and is the students and agencies first-point of contact. The faculty liaison is responsible with providing the students with group supervision, reviewing and administering paperwork, reviewing and administering the evaluations (Supervisor evaluation of student, Student evaluations of site and supervisor), and assigning credit for practicum and internship courses. For a detailed description, please see: The Practicum & Internship Handbook ("Roles" section). <https://counseling.sfsu.edu/practicum-and-internship>

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Student Information (For Student to complete)

Student Name: _____

Email: _____

Phone: _____

I intend to register for (Select internship course) 705 & 706 in the Fall.

Specialization: Career

Emphasis 1: None

Emphasis 2: None

I, (Student Name) _____,
have accepted the following internship site,
(Name of internship site) _____
for the academic year 2025-26 and will honor my commitment to the accepted
internship position. I will not consider other placement opportunities for this academic year.

Student's Commitment

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

Student Initials: _____

This is the end of this section of the document. Once the student initials the above, the document will automatically route to the next signer, the site representative. Once the following section is completed (page 2 until signature section), you (student) will be prompted to review the portion filled out in the "Site Commitment" section. Once you review the document, you will be prompted to sign the last page, and the document will automatically be routed to the remaining signers. Once completed, all signers will receive an email with a copy of the finished document.

Site Commitment (For Internship Site to complete)

Site Name: _____
Agency Name: _____
Supervisor: _____
Phone: _____
Email: _____

We have accepted (student name) _____
as an intern for the 2025-26 academic year.

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

A minimum of one hour of weekly individual/triadic supervision
Ability to audio/video record clients for training purposes (REQUIRED)
Experience working in the field
Training
Direct client contact
Other: _____

Internship Information (For Internship Site to complete)

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

Name of Clinical Supervisor (if known): _____

Clinical Supervisor License/credential number and expiration (if applicable):

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

☐ Yes ☐ No

If not, who will be providing individual weekly clinical supervision (name and email)?

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Contingency Plan (Both Student and Site Responsibilities)

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

Internship site will:

- Notify student ASAP
- Notify Internship Coordinator: counfld@sfsu.edu
- Notify Department of Counseling Chair, Julie Chronister: jchronis@sfsu.edu
- SF State Internship Liaison (if change occurs during the internship year)

Student will:

- Notify internship site ASAP
- Notify your Faculty Advisor & Specialization Faculty Coordinator (if different from advisor)
- Notify Internship Coordinator: counfld@sfsu.edu
- Notify Department of Counseling Chair, Julie Chronister: jchronis@sfsu.edu
- SF State Internship Liaison (if change occurs during the internship year)

Additional Comments:

Signatures:

Student Name	Email	Signature	Date
Internship Site Supervisor	Email	Signature	Date
DoC Internship Coordinator	Email	Signature	Date

Updated: 4/7/2025

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Appendix 3: Traineeship Agreement (example)



Traineeship
Agreeme...



Traineeship Agreement

SF State Department of Counseling

The Traineeship Agreement serves as a contract that specifies the requirements and expectations between the SF State student trainee, the approved partnership agency, the DoC, and SF State University. This form is due by the end of the second week of instruction in the Fall semester. If at any time during your internship, your supervisor changes, you need to complete a new Traineeship Agreement with your new supervisor. Failure to submit this form on time may result in the student's suspension from their internship site, until the matter is resolved.

Student Information (For Student to complete)

Student Name: _____

SF State Email: _____

SF State ID: _____ **Phone:** _____

Address: _____

Academic Year: _____ **Course Number:** _____ **Section:** _____

Instructor's Name: _____

Instructor's Email: _____

Insurance Type: _____ **Policy Number:** _____

Please select the areas in which you are collecting hours for at this internship site:

Specialization: _____ **Emphasis 1:** _____ **Emphasis 2:** _____

Student Initials: _____

This is the end of this section of the document. Once the student initials the above, the document will automatically route to the next signer, the agency/site Supervisor. Once the supervisor completes their section, you (student) will be prompted to review the document. Once you review the document, you will be prompted to sign the last page, and the document will automatically be routed to the remaining signers. Once completed, all signers will receive an email with a copy of the finished document. Please retain a copy for your records.

Agency/Site and Supervisor Information (For Internship Site to complete)

**Agency/Site
Name:** _____

Address: _____

**Supervisor's
Name:** _____

Phone: _____

Email: _____

Counseling Degree: _____ Year Earned: _____

License or Credential (Required for MFCC & School Counseling Supervisors)		
License or Credential Type:	Number:	Expiration Date:

Internship Time Commitment:

Internship Start Date*: _____

Internship End Date**: _____

Time Commitment (hrs/wk): _____

1 hour of weekly
individual/triadic supervision
provided on (day/time): _____

*Fall semester begins on: 8/25/2025. Students may begin their internships two weeks prior but **CANNOT** see clients until Fall semester starts.

Spring semester ends on 5/29/2026 Students may remain at their sites until two weeks after the end of the semester but **CANNOT work directly with clients after the end of the semester.

Trainee Activities & Policies:

Trainee roles and responsibilities (please attach any intern description, etc. if applicable):

What types of professional activities, tools, and technological resources will students be working with at your site (Examples: telehealth, software platforms, computer assisted career guidance platforms, assessments, MediCal billing, CBT, DBT, EMDR, etc.)?

What are your agency's procedures in case of an emergency?

Supervisor Responsibilities:

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

- ☐ 1. A minimum of one hour of weekly individual supervision to be provided on: _____.
- ☐ 2. Ability to audio/video record client sessions (with permission) for training purposes (**REQUIRED**). How will the student obtain recordings? _____.
- ☐ 3. Direct client contact. Approximately how many client hours per week? _____.
- ☐ 4. Professional development (in-service trainings, meetings, skills development, assessments, etc.)
- ☐ 5. Experience in the field including experience with technological resources (telehealth, software platforms, computer assisted career guidance platforms, digital notes, MediCal billing etc.).

Other: _____

Modality of Service

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

Additional Comments:

The Faculty Liaison, _____, will reach out to the agency/site supervisor by email by the end of the second week of classes: _____.

They will also check in by _____, on _____ basis throughout the semester to consult around student performance.

Around one month prior to the end of each semester, during the week of _____ in the Fall and the week of _____ in the Spring, the Faculty Liaison will send you the link to the Supervisor Evaluation of their Student Intern for you to complete by 12/1/2025 for Fall and 5/1/2026 for Spring.

The Department of Counseling provides a Supervisor Connect and orientation (with CEU possibilities) between our faculty and agency/site supervisors in October. The Internship Coordinator will email details by September 30th.

In addition to the details specified in this document, all signers of this document are responsible for adhering to the policies and procedures detailed in the *Practicum & Internship Handbook*. <https://counseling.sfsu.edu/practicum-and-internship> Please refer to the *Practicum & Internship Handbook* that corresponds to the current academic year.

Signatures:

Student Name	Email	Signature	Date
<hr/>			
Internship Site Supervisor	Email	Signature	Date
<hr/>			
Course Instructor/ Faculty Liaison	Email	Signature	Date
<hr/>			
DoC Internship Coordinator	Email	Signature	Date
<hr/>			

Last update: May 27, 2025

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Appendix 4: Hours Log (example)



DoC Hours
Log



**SAN FRANCISCO
STATE UNIVERSITY**

COLLEGE OF HEALTH & HUMAN SERVICES
DEPARTMENT OF COUNSELING
1600 Holloway Avenue, Burk Hall 524
San Francisco, CA 94132
Tel: 415/338-2005
Fax: 415/338-0594

SFSU Department of Counseling: Hours Log

☐ **New Log**

☐ **UPDATED Log** (I have previously submitted an hours log & am submitting a CORRECTED hours log)

Student Name: _____ **SFSU ID:** _____

Course: _____ **Section:** _____ **Year:** _____ **Instructor:** _____

Agency/Site: _____

Supervisor: _____ **Email:** _____

Specialization: School **Emphasis (1):** None **Emphasis (2):** None

☐ By checking this box, I am affirming that **my specialization hours are the exact same as my emphasis hours**. If your specialization and emphasis hours are different, you will need to submit two separate logs.

Weekly Log

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

Week/Date	A. Individual, Couples, or Family Counseling (DIRECT Hours)	B. Group Counseling (DIRECT Hours)	C. Supervision Received (Individual) (INDIRECT Hours)	D. Supervision Received (Group) (INDIRECT Hours)	E. Other Hours on Site (INDIRECT Hours)	Total Hours (week)

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DoC Auditor	Auditor Initials	Date Signed
Needs to be corrected	<input type="radio"/>	
Re-route to:		
Comments:		

Internship Coordinator Name	Internship Coordinator Signature	Date Signed
Needs to be corrected	<input type="radio"/>	
Re-route to:		
Comments:		

Last update: April 7, 2025

THE CALIFORNIA STATE UNIVERSITY: Bakersfield, Channel Islands, Chico, Dominguez Hills, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Maritime Academy, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Luis Obispo, San Marcos, Sonoma, Stanislaus

Appendix 5: Direct vs. Indirect Hours

Monday, June 9, 2025 1:07 PM



Direct vs
Indirect h...

Direct vs. Indirect Hours

CACREP defines "Direct Service" hours as: "Supervised use of Counseling, consultation, or related professional skills with actual clients (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) Counseling, (3) psycho-educational activities, and (4) consultation." (<https://www.cacrep.org/2024-standards-glossary-2/>)

CACREP provides examples of "Indirect Service" hours as: "The following would not be considered direct service: (1) observing others providing Counseling or related services [shadowing], (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision, and (5) role plays." (<https://www.cacrep.org/2024-standards-glossary-2/>)

Please use this guide for completing your Hours logs.

Direct Service Hours Activities	Indirect Service Hours Activities
<ul style="list-style-type: none"> • Counseling (individuals, couples, families, groups*) • Assessment • Consultation • Providing psycho-educational activities (leading or co-leading trainings and workshops) • IEP, 504, SST meetings, and parental conferences (for students working in schools) 	<ul style="list-style-type: none"> • Observing others providing counseling or related services (shadowing) • Administrative duties • Recording keeping/writing process notes • Supervision (individual & group) • Attending trainings, workshops, and seminars • Engaging in client-centered advocacy • Administering & evaluating psychological tests • Attending conferences • Role plays

*Please log all group hours in the "group hours column" on your Hours Logs. All group hours will count towards your "direct client hours," but we need them logged separately to demonstrate that you have met your CACREP group hours requirement.

If you are uncertain if an activity is considered "direct" or "indirect" client hours, please consult your practicum/internship instructor or your specialization coordinator to confirm.

Appendix 6: Example of DoC Student Liability Waiver



SFSU
Student Li...



SAN FRANCISCO
STATE UNIVERSITY

**WAIVER OF LIABILITY, PROMISE NOT TO SUE, ASSUMPTION OF RISK AND
AGREEMENT TO PAY CLAIMS**

Activity: Engage in off-site internship activities as required by the Department of Counseling.

Activity Date(s) and Time(s): _____

Activity Location (Name & Address of Internship Site): _____

In consideration for being allowed to participate in this Activity, on behalf of myself and my next of kin, heirs and representatives, I **release from all liability and promise not to sue** the State of California, the Trustees of The California State University, California State University, [campus name] and their employees, officers, directors, volunteers and agents (collectively "University") from any and all claims, **including claims of the University's negligence**, resulting in any physical or psychological injury (including paralysis and death), illness, damages, or economic or emotional loss I may suffer because of my participation in this Activity, including travel to, from and during the Activity.

I am voluntarily participating in this Activity. I am aware of the risks associated with traveling to/from and participating in this Activity, which include but are not limited to physical or psychological injury, pain, suffering, illness, disfigurement, temporary or permanent disability (including paralysis), economic or emotional loss, and/or death. I understand that these injuries or outcomes may arise from my own or other's actions, inaction, or negligence; conditions related to travel; or the condition of the Activity location(s). **Nonetheless, I assume all related risks, both known or unknown to me, of my participation in this Activity, including travel to, from and during the Activity.**

I agree to **hold** the University **harmless** from any and all claims, including attorney's fees or damage to my personal property, that may occur as a result of my participation in this Activity, including travel to, from and during the Activity. If the University incurs any of these types of expenses, I agree to reimburse the University. If I need medical treatment, I agree to be financially responsible for any costs incurred as a result of such treatment. I am aware and understand that I should carry my own health insurance.

I am 18 years or older. **I understand the legal consequences of signing this document, including (a) releasing the University from all liability, (b) promising not to sue the University, (c) and assuming all risks of participating in this Activity, including travel to, from and during the Activity.**



SAN FRANCISCO
STATE UNIVERSITY

I have read this document, and I am signing it freely. No other representations concerning the legal effect of this document have been made to me.

Participant Signature: _____

Participant Name (print): _____ Date: _____

Appendix 7: Telehealth Agreement (Example)

Wednesday, April 23, 2025 1:31 PM

The Telehealth Agreement is used when a student is performing telehealth with their clients. There are sections for the student and the Agency/Site Supervisor to complete. Student, Agency/Site Supervisor, and Internship Coordinator sign and a copy is saved to the student's Box folder.



Telehealth
Videocon...



**Use of Telehealth Remote Communications in Counseling & Supervision Training
Agreement (Academic Year 2025-26) ***

The Department of Counseling permits student trainees in practicum and internship to provide counseling services via telehealth remote communications and to receive supervision via telehealth remote communications. Per California Board of Behavioral Sciences, the Department of Counseling must approve and must have a written agreement with the internship site detailing the methods by which telehealth service is performed and supervision via videoconferencing is received.*

The Department of Counseling permits use of ZOOM (HIPAA compliant version encouraged).

U.S. Department of Health and Human Services (HHS) permits use of non-public facing remote communication products such as: Apple Face Time, Facebook Messenger Video Chat, Google Hangout Video, Skype. HHS prohibits using communication products that are public-facing, which includes, but are not limited to: Facebook Live, Twitch, Tiktok.**

Before using any technology and digital platforms to deliver school counseling to students, consult with your district/school regarding HIPAA and FERPA compliance. Read the privacy policies for the platforms that school systems use. Know limitations of school district's platform. Advocate for a change if the platform is thought to be detrimental. Do not select or use a platform without district approval.**

FOR AGENCY SUPERVISOR TO COMPLETE

- A. For internship agencies and supervisors that use telehealth remote communications to provide counseling and supervision, please check and certify that the practice, to the extent possible, endeavors to adhere to measures that safeguard client privacy, such as HIPAA, FERPA, or regulating body pertinent to your agency's practice.

☐ Delivery of service via telehealth remote communications endeavors to adopt relevant federal and state measures to safeguard client privacy to the extent possible.

☐ Provision of supervision via telehealth remote communications adopt relevant federal and state measures to safeguard client privacy to the extent possible.

☐ MFT Supervisors & Students: "You may be able to obtain supervision via live two-way videoconferencing if your supervisor determines that it is appropriate to do so. The supervisor is responsible for ensuring that the client confidentiality is preserved. For more information see the AB 1758 FAQ (*available at [bbs.ca.gov> Applicant>Law Changes](https://bbs.ca.gov/Applicant/Law%20Changes)*). Supervision provided over the telephone will not count toward licensure because the law requires supervision to have a face-to-face component." *Statute cited: BPC section 4980.43.2*

- B. Required to provide detail: What methods are used to provide counseling service via telehealth remote communications?
- C. Required to provide detail: What methods are used to provide supervision via telehealth remote communications?

Internship Agency: _____

Supervisor's Name: _____

Supervisor's Signature & Date: _____

FOR STUDENT TRAINEE AND DEPARTMENT OF COUNSELING TO COMPLETE

Student Trainee's
Name: _____ SF State ID: _____

Course #: _____ Section: 01
705/6 Instructor's Name: _____

Student Signature: _____ Date _____

Internship Coordinator Signature: _____ Date _____

* California Board of Behavioral Sciences (BBS) updated statement per CA Governor's Executive Order N-43-20

https://www.bbs.ca.gov/pdf/updated_coronavirus_statement.pdf

** Telehealth / Videoconferencing communication platform references:

American School Counselor Association (ASCA): School counseling and school reentry during COVID-19:

<https://www.schoolcounselor.org/Publications-Research/Publications/Free-ASCA-Resources/COVID-19-Resources> California

Association of Marriage & Family Therapists (AMFT): Telehealth, HIPAA, and compliant telehealth platforms.

<https://www.camft.org/Resources/Legal-Articles/Telehealth-HIPAA-and-Compliant-Telehealth-Platforms>

California Board of Behavioral Sciences (BBS): https://www.bbs.ca.gov/pdf/bbs_stmt_hhs_telehealth.pdf

Last update: April 7, 2025

THE CALIFORNIA STATE UNIVERSITY: Bakersfield, Channel Islands, Chico, Dominguez Hills, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Maritime Academy, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Luis Obispo, San Marcos, Sonoma, Stanislaus

Appendix 8: Example of Student Evaluation of their Individual Site Supervisor

Monday, March 10, 2025 3:22 PM

Students, please complete the following questionnaire about your experience with your individual site supervisor over the past internship year. Your responses will be shared with your instructor during your final coaching session. They may also be shared with the Specialization Coordinator(s), Internship Coordinator, and Department Chair.

Student Evaluation of their Supervisory Experience

1. My individual supervisor provided me with one hour of individual or triadic supervision per week.
 - a. 100% of the time
 - b. 90% of the time
 - c. 80% of the time
 - d. Other (please estimate how often you received individual supervision):
2. My individual supervisor was available to me outside of my supervision hour. (please check all that apply).
 - a. Yes
 - b. No
 - c. Another supervisor was available in my supervisor's absence
 - d. The site/agency has other protocol in place when my supervisor is unavailable.
 - e. Other (explain):
3. My individual supervisor explained to me "the supervisory process" (how supervision would work) and how I would be evaluated.
 - a. Yes
 - b. No
 - c. Unsure
 - d. Other (explain):
4. My Individual supervisor provided me with timely feedback.
 - a. Always
 - b. Usually
 - c. Sometimes
 - d. Rarely
 - e. Other (explain):
5. My Individual supervisor assisted me with finding enough clients.
 - a. Yes, my supervisor helped me find enough clients.
 - b. The agency/site provided me with enough clients that I did not need additional assistance from my supervisor.
 - c. No, my supervisor did not help me in securing enough clients.
 - d. Other (explain):
6. My Individual supervisor was open to my feedback/input.
 - a. Always
 - b. Usually
 - c. Sometimes
 - d. Rarely
 - e. Other (explain):
7. My Individual supervisor made me feel heard, seen, and respected.

- a. Always
 - b. Usually
 - c. Sometimes
 - d. Rarely
 - e. Other (explain):
8. My Individual supervisor assisted in my growth as a clinician/counselor.
- a. Yes (Comments)
 - b. No (Comments)
 - c. Other (Comments)
9. My Individual supervisor's behavior aligned with the DoC's values and mission statement.
- a. Always
 - b. Usually
 - c. Sometimes
 - d. Rarely
 - e. Other (explain):
10. I would recommend this Individual supervisor to other DoC students.
- a. Yes (Comments)
 - b. No (Comments)
 - c. Other (Comments)

Additional comments:

Appendix 9: Example of Student Evaluation of Field Placement

Student Evaluation of Field Placement Site






Q1 Student Eval of Site

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

staff is available to students (10)	o	o	o	o	o	o	o
Supervision is consistent, supportive, directed to skill enhancement and professional training (11)	o	o	o	o	o	o	o
Individual supervision is regularly provided (12)	o	o	o	o	o	o	o
Group supervision is regularly provided (13)	o	o	o	o	o	o	o
Evaluation of performance is communicated to student, based on clear and consistent criteria, and is undertaken as part of the process of training (14)	o	o	o	o	o	o	o

Q2 Ethnicity of client load

0 1 2 3 4 5 6 7 8 9 10

Asian / Asian American ()	
Black (non Hispanic) / African American / African Caribbean ()	
Latinx/ Hispanic ()	
Native American/ Alaskan Native/ Aleut ()	
White (non Hispanic) ()	

Q3 Additional Comments regarding any aspect of your field placement:

Q4 Driving to Placement

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

Q5 Public Transportation

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

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

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

- Likes a professional atmosphere
- Likes a fast-paced environment
- Wants to work with couples
- Wants to work with families
- Wants to work with groups
- Wants opportunities in academic, social/emotional, and career domains
- Wants counseling opportunities at individual, small group, and classroom levels

Q7.

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

Q8 Student Information

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

Q9 Specialization

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

Q10 Year Level

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

Q11 Course

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

Appendix 10: Example of Supervisor Evaluation of Student Trainee

Supervisor Evaluation of Trainee

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



Questions

Responses

103

SP23- Traineeship Evaluation

-

Saved

Preview

Collect responses



SP25- Traineeship Evaluation

Deadline: May 2nd, 2025

1.Supervisor's Name/Title:

2.Placement Name:

3.Name of Student (First and Last):

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

5.Name of Course Instructor/Liaison:

6.Practicum/Internship Semester

Spring 1st Year

Spring 2nd Year

7.Professional Skills and Behaviors.

Not Passing	Approachi ng	Meets Expectati	Exceeds Expectatio	Unable to Assess
----------------	-----------------	--------------------	-----------------------	---------------------

	Expectations	ns	ns	ns	ns
Adheres to agency regulations and policies including dress, punctuality and professional role					
Understands agency mission and purpose of counseling/clinical work in that setting					
Performs professional responsibilities in a consistent and dependable manner					
Demonstrates ability to maintain respectful and professional collegial, supervisory, and peer relationships					
Demonstrates knowledge of and ability to apply the American Counseling Association's (ACA) ethical and legal standards and of relevant licensing boards or certification organizations for specializations					
Completes required documentation in a consistent and accurate manner					
Demonstrates appropriate boundaries: professional, ethical, and interpersonal					
Demonstrates preparedness for supervision					
Takes initiative to discuss problems/difficulties with supervisor					
Demonstrates awareness of and respect for diversity and multicultural issues					
Respects divergent points of view					
Demonstrates ability to work collaboratively with others					
Demonstrates flexibility by responding appropriately to change					
Demonstrates ability to take responsibility for their actions					
8. Personalization Skills:					
	Not Passing	Approaching Expectations	Meets Expectations	Exceeds Expectations	Unable to Assess
Demonstrates self-awareness of counseling strengths and areas for growth					
Demonstrates realistic expectations of self as counselor-in-training					
Demonstrates an ability to use					

supervision to evaluate client and self

Demonstrates ability to receive, give,
and integrate feedback

Demonstrates awareness of cultural
or other personal biases and attitudes

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

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

Demonstrates ability to tolerate
imperfection

9. Basic Counseling Skills:

Not Passing	Approaching Expectations	Meets Expectations	Exceeds Expectations	Unable to Assess
----------------	-----------------------------	-----------------------	-------------------------	---------------------

Demonstrates good listening skills

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

Demonstrates appropriate use of
questions and probes

Demonstrates empathic understanding,
genuineness, positive regard and
warmth

Demonstrates ability to build and
sustain therapeutic rapport

Demonstrates ability to allow and hold
client feelings in session

Demonstrates the ability to use
interviewing skills appropriately

Demonstrates ability to articulate
clients' presenting concerns

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

Demonstrates ability to develop and
modify treatment plans

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

Demonstrates ability to effectively

terminate with clients

10. Advanced Counseling Skills:

	Not Passing	Approachin g Expectation s	Meets Expectatio ns	Exceed Expectatio ns	Unable to Assess
Demonstrates ability to deliver advanced-level counseling skills (immediacy, confrontation, feedback, interpretation) accurately and appropriately					
Demonstrates ability to use self-disclosure cautiously and appropriately					
Demonstrates awareness of and ability to manage counter-transference issues					
Demonstrates awareness of the client-counselor process (e.g., attending to in-session interpersonal, power, cultural dynamics)					
Demonstrates ability to respond effectively to clients in crisis					
Demonstrates ability to handle multiple client obstacles in a therapeutic and constructive manner					
Demonstrates ability to use the DSM V/ICD-10 classification system to provide diagnostic information					
Demonstrates ability to construct appropriate theoretical conceptualizations of clients issues					
Demonstrates ability to use assessment tools that are appropriate for the client, their culture, and the context					
Demonstrates ability to interpret assessment information in a manner that considers the client's background and cultural factors					
Demonstrates ability to select and use interventions that are appropriate for the client's background and culture					
Demonstrates ability to incorporate environmental factors in case conceptualization, treatment planning, and intervention					
Demonstrates ability to engage clients in discussion about multicultural issues					
Demonstrates a strengths-based					

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

Demonstrates knowledge of substance abuse assessment and treatment.

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

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

Demonstrates ability to promotes client self-advocacy

Demonstrates ability to perform case management

Demonstrates ability to perform client outreach activities

11.Advanced Counseling Skills (Cont:)

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

12.Specialization:

13.Career Counseling Specialization

	Not Passing	Approachin g Expectation s	Meets Expectatio ns	Exceed Expectatio ns	Unable to Assess
Demonstrates ability to conduct career assessments					
Facilitates client exploration and decision-making regarding career and educational planning					
Demonstrates ability to teach counseling-related courses and workshops					
Demonstrates ability to appropriately guide clients around school/college policies and regulations					
Demonstrates ability to assist clients in preparing for internship/job search (e.g., self-statements, resumes/cover letters, interview preparation)					
Demonstrates ability to identify,					

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

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

	Not Passing	Approachin g Expectation s	Meets Expectatio ns	Exceed Expectatio ns	Unable to Assess
Demonstrates use of effective strategies that promote academic, social and career success for students in higher education settings					
Demonstrates ability to appropriately guide students in higher education around college policies and regulations					
Demonstrates ability to facilitate student exploration and decision-making regarding courses/majors					
Employs interventions that address the broad range of mental health issues for students in higher education settings					
Collaborates with the higher education community to develop programs and services for students in higher education settings					
Demonstrates the use of strategies to promote equity in student achievement and access to the workforce					
Demonstrates ability to teach counseling-related workshops and courses within the college setting					
Demonstrates ability to assist students in preparing for internship/job search (e.g., self-statements, resumes/cover letters, interview preparation)					

15.Clinical Mental Health Counseling Specialization

	Not Passing	Approachi ng Expectatio ns	Meets Expectati ons	Exceed Expectati ons	Unable to Assess
Demonstrates ability to gather client background information including biopsychosocial, vocational, educational, and cultural information					
Exhibits knowledge of the functional and environmental aspects health and mental health impairments					

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

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

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

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

Demonstrates ability to respond appropriately to clients with trauma histories

Assists clients in navigating their service delivery systems

Assists clients in gaining health and mental health literacy skills

Demonstrates knowledge and application of the mental health recovery model

Demonstrates basic knowledge of psychopharmacology and their side effects

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

	Not Passing	Approachin g Expectation s	Meets Expectatio ns	Exceed Expectatio ns	Unable to Assess
Demonstrates ability to gather client background information including biopsychosocial, mental health, and cultural information					
Demonstrates ability to assess, evaluate and implement interventions for children, couples, and families from a systems perspective.					
Demonstrates ability to employ techniques and interventions for the prevention and treatment of a broad range of mental health issues for children, couples and families.					
Demonstrates ability to respond appropriately to clients with trauma histories.					
Demonstrates basic knowledge					

of psychopharmacology and their side effects

17.School:Required to answer. Likert.

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

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

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

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

Demonstrates ability to counseling-related workshops and courses

Demonstrates ability to guide students regarding school policies and regulations

19.Overall Rating

Not Passing	Approachin g Expectation s	Meets Expectatio ns	Exceed Expectatio ns	Unable to Assess
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Please provide your overall evaluation of the student's professional, personal, counseling and specialization skills and behaviors at this point in time.

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

Appendix 11: School Specialization and Emphasis Counseling Logs (Examples)

Disclaimer: SF State University is in the progress of migrating from DocuSign to Adobe Sign during the Summer and early Fall. This means that all of our forms will be changing formats and processes. We will be updating forms and documentation as they evolve and will post any and all changes to the Teams Practicum & Internship Channel. Please check there for information. Thank you for your patience and understanding.

School Counseling Practicum & Fieldwork Log (705/6 ONLY)

This log should be completed by all school counseling students enrolled in **705/706 ONLY**. This log documents your completion of your “practicum” hours and begins counting your “fieldwork” hours in specific categories, as is mandated by the California Commission on Teacher Credentialing (CCTC).

Student Name: _____

SF State email address: _____

SF State ID#: _____ Academic Year: _____

Semester & Course: **FALL 705/6** Section: _____

Instructor: _____ Email: _____

Site Supervisor's Name: _____

Site Supervisor's email: _____

The California Commission on Teacher Credentialing (CCTC) requires 100 hours of “practicum” before “fieldwork.” Ten hours are earned in mock counseling/coaching sessions. The remaining 90 hours are accrued at your school and should be documented on the School Specialization Log.

Practicum Hours Log					
Practicum: 90 hours required. 1) These should be completed the first six weeks.					

<p>2) The Practicum Activities List (provided by your 705/706 instructor) includes activities suggested by CCTC during this period.</p> <p>3) The practicum hours in weeks 1-6 as well as the fieldwork hours in the rest of the semester should also be documented on the Trainee Specialization Hours Log.</p>					
Week#	Date	Activity Hours	Brief Description of Activities		
1					
2					
3					
4					
5					
6					
Total Hours=			(total should equal 90 hours)		
<p>At this point, you should have accrued 90 hours of practicum and can begin to accrue hours in the three counseling areas listed below.</p>					
<p>Fieldwork Hours Log</p> <p>(Please round your hours to the nearest 15-minute increment and record as follows: 5-15 minutes = 0.25, 16-30 minutes = 0.50, 31-45 minutes = 0.75, and 46-60 minutes = 1 full hour.)</p>					
Week#	Date	Social Emotional Counseling (100 hours required over two years)		Academic Counseling (100 hours required over two years)	Career/Coll ege Counseling (100 hours required over two years)
7					
8					
9					

10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
Total Hours=					

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

School Counseling Fieldwork Log (736, 890, 891)

This log should be completed by all school counseling students enrolled in **736, 890, & 891**. This log documents your completion of hours in specific categories, as is mandated by the California Commission on Teacher Credentialing (CCTC).

Student Name:

SF State email address:

SF State ID#: _____ **Academic Year:**

Semester & Course: _____ **Section:** _____

Instructor: _____ **Email:**

Site Supervisor's Name:

Site Supervisor's email:

Weekly Fieldwork Log

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

Week #	Date	Social/Emotional Counseling (100 hours required)	Academic Counseling (100 hours required)	Career/College Counseling (100 hours required)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
Total Hours				

Student Name	Student Signature (Student has verified the accuracy of hours reported)	Date Signed
Site Supervisor Name	Site Supervisor Signature (Site Supervisor has verified the accuracy of hours reported)	Date Signed

	(Site Supervisor has verified the accuracy of hours reported)	
Instructor Name	Instructor Signature (Instructor has verified the accuracy of hours reported)	Date Signed

Appendix 12: Weekly Supervision Requirement

Rationale for One Hour of Supervision Per Week

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

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

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

Appendix 13: Supervision Guidelines for Supervisors

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

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

behind actions, how techniques are linked to case conceptualization, goals and outcomes. Discuss specific techniques, strategies, and interventions you have used and consider sharing how you learn from your own mistakes. Discuss the process and value of learning through errors and being tolerant of imperfection and ambiguity.

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

Appendix 14: Guidelines for Trainees in Supervision

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

- You are ultimately responsible for the effectiveness of your supervision. Come prepared. Be focused. Arrive with recordings and process notes. Know what you want to discuss: cases, techniques, questions, doubts, successes.
- You and your supervisor are mutually involved in the process of improving your skills and your sense of professional self. Adopt a problem-solving stance. Where are you in your skill development? What needs to happen next for your continued development? Be both willing to listen to the supervisory feedback and be willing to lead the discussion into new areas.
- Be clear about what you want and need in supervision. Articulate your questions and expectations clearly. Your supervisor is ready to give you feedback, but you must lead the way. Remember your supervisor cannot offer feedback that you do not ask for.
- Discern what you do well and what you need to improve. Do not obsess over your mistakes or bash yourself ceaselessly. Your recordings and process notes provide performance as well as reflection materials that demonstrate your ability to discern your strengths and articulate areas of improvement. Supervision provides a platform where you can receive evaluative feedback in a supportive space.
- What you don't get now, you can ask for in later training. Everyone has something to teach. Discover what your supervisor has to teach and learn that. Don't expect to learn everything from any one person but do learn something from each supervisor. Your later professional life will be full of opportunities for further supervision.
- Each of us formulates our own counseling style. You will not be like anyone else; neither will your supervisor be like anyone else. Be as respectful of your supervisor's style and biases as you hope they are of yours.
- Avoid playing games. We refer you to the article, "Games counselor trainees play: Dealing with trainee resistance," *Counselor Education and Supervision*, June 1972, pp. 251-256. Be honest with your own resistance and be willing to discuss how that plays out in the supervision process. Articulate what you find most difficult to acknowledge about yourself as it is most likely what negatively affects your work and your learning.
- Exercise judgment in self-disclosure. Honest self-evaluation sometimes entails disclosing personal information that challenges professional boundary between professor and student/supervisor and trainee. Review ethical codes and guidelines on professional relationships. Develop sensitivity and skills to discern what types and levels of self-disclosure constitute boundary crossing and boundary violation. Be aware of the impact on supervisory and professional relationships before engaging in self-disclosure.
- Avoid hostility. Do not verbally attack your supervisor or your placement site, either directly (to your site supervisor) or indirectly (as when discussing your placement experience with the instructor). Be constructive, concrete, and professional while voicing your concerns. This is a small professional world, and placement supervisors are always screening interns as future colleagues.

- Realize that neither you nor your supervisor is perfect. It is a common mistake among us that we are more willing to forgive our clients for their imperfections than we are to forgive ourselves.
- Develop your sense of humor. In addition to stamina and courage, a well-developed sense of humor is one of the necessary assets in this profession.
- Remember that this is both a training and socializing process; that it is both a heuristic and evaluative experience.

Appendix 15: Sample of Confidentiality & Informed Consent Statements

COUNSELING CLINIC

Counseling Information and Consent Form

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

Clinic Information

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

Confidentiality

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

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

Counselor Supervision

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

Audio and video tapes are used only for supervision purposes and are reviewed in order to assist your counselor in the development of their counseling skills. Audio and video tapes

are reviewed by your counselor and their Clinic supervisor. Additionally, an audio tape may be reviewed by your counselor's designated instructor of clinical training within the Department of Counseling.

Intake process

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

Cancellations

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

Length of Services

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

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

Client Name:

Last First Middle Initial

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

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

I give my permission for the sessions to be videotaped as needed for training and

supervision purposes with the Clinic Staff.

Client Signature: Date:

Counselor __Signature: Date__:

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

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

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

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

In all other circumstances information disclosed within sessions is confidential.

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

Signature/ Date

SCHOOL LETTERHEAD

Dear Parent and/or Guardian of:

Name of Student

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

In order to ensure quality service to your child this counselor will work under the supervision of a credentialed person according to the laws of the State of California and

the ethics of the profession. Sometimes sessions will be tape recorded for review with the supervisor and the university practicum instructor.

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

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

Parent/Guardian Signature Date

Sincerely,

___Head Counselor___School

Appendix 16: Recording Client Sessions

CONSENT TO RECORD THERAPY SESSION (EXAMPLE)

I hereby give permission to _____,
(*therapist/therapist-in-training*) to record our therapy session(s) on [*audio/video*].

I understand that the purpose of this recording is to enable you to review and evaluate our therapeutic work together, so that you can continue to improve your counseling techniques.
OR I understand that these recordings will be used only for the purpose of providing clinical supervision and peer review to the counselor-in-training.

I understand that listeners and viewers of the recording may include your supervisors or peers in your group supervision. All of them, including you, are bound by the ethical standards of the [*professional organization*] and to the same ethical principal of confidentiality as professionals providing counseling.

My signature below indicates that I give _____ (*name of therapist*) permission to be audiotaped/videotaped (*circle one or both*) and that I understand the following:

1. I can request that the audio recorder or video recorder be turned off at any time. I may also request that the tape, or any portion of it, be erased.
2. I can revoke my permission for you to record me at any time.
3. The contents of the taped sessions are confidential, and the information will not be shared outside of your individual, peer, and group supervision.
4. The recordings will be stored in a secure location and will not be used for any other purpose without my written permission.
5. The recordings will be erased after they have served their professional purpose.

Client Signature Date

Client Printed Name

Counselor Signature Date

Appendix 17: MFCC Licensure Information

Licensure Information for Students in MFCC Specialization

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

The Department of Counseling will also monitor fieldwork hours accumulated toward the 700 hours required for graduation in the Master's degree program. While these hours may appear the same as those accumulated for licensure, they should be logged separately. The Department of Counseling is most concerned with traineeship hours required to complete the degree program. To satisfy requirements for graduation, students are required to keep a record of the Department's Traineeship Log forms and fulfill all of the Department of Counseling academic and traineeship requirements. The Department of Counseling will keep and maintain a record of your log forms and your traineeship hours. Please note that the department will not keep a record of hours for the BBS.

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

Appendix 18: LPCC Licensure Information

Licensure Information for Students Seeking LPCC

For students who want to become a California Licensed Professional Clinical Counselor (LPCC), please familiarize yourself with the APCC requirements via the BBS website here: <https://www.bbs.ca.gov/applicants/lpcc.html>. We also encourage you to join the CA Association for Licensed Professional Clinical Counselors (CALPCC) located at this link: <https://calpcc.org/>. If you are a CMHC specialization or CMHC emphasis student, your 60-unit curriculum includes all the curricular requirements needed to become a registered APCC. If you have a specialization in Career, College, MFCC or School, please be sure to work with your advisor or specialization coordinator to determine the appropriate coursework. For some specializations (i.e., MFCC), you will need to take additional courses. For example, an MFCC student will need to take a 3-unit psychopharmacology course and a 3-unit crisis counseling course; a School Counseling specialization student will need to take a 3-unit psychopharmacology course; and a Career or College Counseling student should choose COUN 737 (psychopharmacology) as one of their optional 3-unit courses in their 60-unit curriculum. For those students who do not have psychopharmacology or crisis counseling embedded into their 60-unit curriculum (i.e., MFCC and School Counseling students), these courses may be taken in the department if there is space (priority is granted to those students who need these courses to complete their required 60-unit curriculum), or these courses may be taken outside our department through another university pre- or post-graduation.

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

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

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

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

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

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

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

LPCC Process & Requirements: <https://www.calpcc.org/licensure-requirements> BBS LPCC Application: <https://bbs.ca.gov/applicants/lpcc.html>
Exams for LPCC Licensure: <https://www.calpcc.org/exams-for-licensure>

Appendix 19: PPS Certificate of Clearance Application Instructions

Tuesday, March 11, 2025 12:59 PM



Certificate_
of_Cleara...

CERTIFICATE OF CLEARANCE APPLICATION INSTRUCTIONS

1. HAVE YOUR FINGERPRINTS TAKEN VIA LIVE SCAN

- Complete the CTC-specific 41-LS Live Scan Form (<https://www.ctc.ca.gov/docs/default-source/leaflets/41-ls.pdf>) Print and take two copies to a Live Scan Station for your fingerprints to be taken.
- To get your fingerprints taken at San Francisco State University Police Department, please schedule an appointment via this link: <https://upd.sfsu.edu/html/fingerprinting>.
- If you already have a Certificate of Clearance OR a CTC Credential (i.e: Substitute Permit, Child Development Permit, Multiple Subjects Credential, etc.) you DO NOT need to complete the process below.
- *If you had your fingerprints taken at a district or for another type of job, these WILL NOT be electronically submitted to the CTC.*

2. COMPLETE THE ONLINE APPLICATION AT THE CTC WEBSITE

- Apply for the Certificate of Clearance (COC) using the web application process at the CTC website. (<https://www.ctc.ca.gov>).
 - a. Scroll down until you see **Educator Login** on the right hand side of the web page.
 - b. Click on the button to begin your application.
 - c. Enter your Social Security Number and your birthday to continue. **If this is your first application and you are creating a new profile, it will ask you to enter it twice.**
 - d. Fill out the application with your personal information to create a profile as a new Educator. You will also be prompted to create a new user ID/Password as well as Security Questions/answers.
 - e. When completed, hit the **NEXT** button. If completed correctly it will tell you that your User ID has been created. If not, it will ask you to go back and fix/complete what is needed.
 - f. The website will redirect you to log in with your new user ID and password.
 - g. Once logged in, read the information that is provided and click the **NEXT** button on the top right.
 - h. After reading the disclosure page, it will ask you to verify the personal information that you had completed in part D. After you have verified, click on the **NEXT** button to continue.
 - i. It will bring you to your Educator Profile and you will need to scroll down until you see *Apply for your Certificate of Clearance or Activity Supervisor Clearance Certificate*.
 - j. Click on the **Create New** button and it will direct you to a new web page to select your options.
 - k. Scroll until you see *Document/Authorization Pick*.
 - l. From the drop down menu for **General Application Category**, select *Certificate of Clearance/ Activity Supervisor Clearance Certificate*.
 - m. From the second drop down menu for **Document/Authorization Title**, select *Certificate of Clearance*.
 - n. Click on the **NEXT** button to continue. It will redirect you to the Professional Fitness Questions.
 - o. Read the disclosure for the Professional Fitness Questions. **NOTE: If you have answered YES to any of the Professional Fitness Questions, you must send required supporting materials to the Commission as per instructions.** (<https://www.ctc.ca.gov/docs/default-source/educator-discipline/files/prof-fitness-instructions.pdf>)
 - p. Click **NEXT** once you have finished reading the Personal Fitness Questions.
 - q. Answer YES/NO for Question A: *School Employment Action (School Misconduct)* and click **NEXT**.
 - r. Answer YES/NO for Question B: *Criminal Conviction* and click **NEXT**.
 - s. Answer YES/NO for Question C: *Currently Under Investigation* and click **NEXT**.
 - t. Answer YES/NO for Question D: *Pending Criminal Action* and click **NEXT**.
 - u. Answer YES/NO for Question E: *Teaching Credential Disciplinary Action* and click **NEXT**.
 - v. Answer YES/NO for Question F: *Professional License Disciplinary Action* and click **NEXT**.
 - w. Scroll down and read the *Child Abuse and Neglect Reporting Act* and complete the Oath and Affidavit and click **Complete Submission** when finished.
- After two weeks, log into your profile using the Educator Login to check the status of your application. Once your Certificate of Clearance is processed, it can be printed from the web page. **The printed document must have your name, document number and the issuance and expiration dates listed.**
- Submit a copy of your Certificate of Clearance to the Credential Admissions Office.

Updated: 03/03/22 (New Directions on how to apply for COC)

Appendix 20: Credentialing Application Packet -- PPS Counseling

Tuesday, March 11, 2025 12:59 PM



2025
Credentia...



PUPIL PERSONNEL SERVICES (PPS) SCHOOL COUNSELING CREDENTIAL APPLICATION PROCEDURES

To apply for the award of your Clear Pupil Personnel Services (PPS) credential, you must be enrolled in the final semester of your master's degree coursework or the last set of credential courses. **You must submit the following to our office as a complete packet:**

1. **Application for Award of Credential** – See page 2
2. **\$25 Processing Fee** – Please pay online at:
https://commerce.cashnet.com/CGSC_CRED
Attach a copy of your payment confirmation email to your packet.
3. **Credential Approved Program (CAP) Form** – See page 3. Must be signed by your Department Program Advisor.
4. **Transcripts** – If any coursework being used for the credential or master's degree are from outside of SF State, official transcripts are required. If all coursework and master's degree are from SF State, you do NOT need to submit transcripts; our office has access to university records and we will check for final grades and master's degrees at the end of the semester.
5. **Verification of Fingerprint Clearance**
 - If you have a prior California credential (i.e., Emergency credential, Substitute Permit), which has not expired for more than 18 months, a copy of this document will be accepted as verification of fingerprint clearance.
 - If you do not have a prior California credential (even though you may have been fingerprinted at your school district), you will need to complete the *Certificate of Clearance* process. Please follow the instructions found on this [link](https://gcoe.sfsu.edu/sites/default/files/documents/Certificate%20of%20Clearance%20Application%20Instructions.pdf):
<https://gcoe.sfsu.edu/sites/default/files/documents/Certificate of Clearance Application Instructions.pdf>

HOW TO SUBMIT YOUR APPLICATION:

- **Step 1:** Upload all your documents on our *Credentials Office Document Upload* portal using this link: <https://gateway.sfsu.edu/s/documentupload/gcoe>
- **Step 2:** Once you've uploaded your documents, please email your Credential Analyst to notify our office that you've submitted your application on your Gateway:
 - A-K last names: email Myla at CREDEXIT@SFSU.EDU
 - L-Z last names: email Claudia at MARXEL@SFSU.EDU

NOTES:

- Our processing time is 4-6 weeks; if you're currently enrolled in coursework, your credential will not be processed until grades and your master's degree have been posted on your transcript record.
- Once processed, you will receive an email confirmation from the Commission on Teacher Credentialing.

Revised 6.9.25



OFFICE USE ONLY

APPLICATION FOR AWARD OF CREDENTIAL

Issuance Date: _____

1. PERSONAL INFORMATION (all information is required)

Applicant's Full Legal Name: _____

SFSU ID#: _____

First	Middle	Last

()	()	()
Home Phone	Work Phone	Mobile Phone

Email address

* The Commission on Teacher Credentialing (CTC) will use this email address to send you notification with instructions for completing their online application for issuance of your credential. **Please write clearly!**

County of
Employment
(if applicable)

2. SELECT TYPE OF CREDENTIAL

SELECT ONE

- ☐ Internship
- ☐ Preliminary
- ☐ Clear
- ☐ Certificate of Eligibility

SELECT ONE IF APPLICABLE

- ☐ Adding Bilingual Auth.

(Subject/s)
- ☐ Adding Supp. Auth.

(Subject/s)
- ☐ Adding Subject Matter
Authorization

(Subject/s)

SELECT ONE

TEACHING CREDENTIALS

- ☐ Multiple Subject
- ☐ Single Subject

(Subject/s)
- ☐ Special Education

(Area)
 - ☐ Adding Added Auth
in OI (Orthopedic
Impairment)

SPECIALIST CREDENTIALS

- ☐ Reading Literacy Added
Authorization
- ☐ Reading & Literacy
Leadership Specialist
- ☐ Early Childhood Special
Education Certificate
- ☐ Adding Adapted PE

SERVICES CREDENTIALS

- ☐ Administrative Services
- ☐ Clinical/Rehabilitative Svcs
 - ☐ Orientation & Mobility
- ☐ Speech-Language
Pathology Services:
Language, Speech &
Hearing (LSH)
- ☐ Pupil Personnel Services
 - ☐ School Counseling
 - ☐ School Psychology
 - ☐ School Social Work

3. SIGNATURE

Applicant Signature _____

Date _____

Revised 6.9.25



GRADUATE COLLEGE of EDUCATION

Credential & Graduate Services Center
Telephone: 415/405-3594
Fax: 415/338-1940
Email: credinfo@sfsu.edu
Website: www.gcoe.sfsu.edu

Credential Approved Program (CAP) Form

Name _____

Credential Objective: PPS: School Counseling

Address _____

Date of bachelor's degree: _____

Telephone _____

Student ID #: _____

Institution: _____

Dept/Course#	Course Title	Units	Grade	Term	Course & Institution (if completed elsewhere)
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			
COUN 738	Addictions	3			
TOTAL UNITS		60			

Student's Signature _____

PPS Dept. Advisor _____
Print Name Signature Date

Revised 6.9.25

Appendix 21: Credentialing Application Packet -- PPS Intern

Tuesday, March 11, 2025 1:00 PM



Credential
Applicatio...



GRADUATE COLLEGE of EDUCATION

Credential & Graduate Services Center
1800 Holloway Avenue
Burk Hall 244
San Francisco, CA 94132-4158
Telephone: (415) 405-3584
Email: credinfo@sfsu.edu
Website: gcoe.sfsu.edu

PUPIL PERSONNEL SERVICES INTERNSHIP CREDENTIAL PROCEDURES

To be eligible for the internship credential, you must be formally admitted and enrolled in the Pupil Personnel Services (PPS) Credential program. The Internship Credential is valid for two years.

To apply for the PPS Internship credential, you must obtain approval from your PPS Program Advisor and submit the following to our office:

1. **Application for Award of Credential** – See page 2
2. **\$25.00 Processing Fee** – Please pay online at:
https://commerce.cashnet.com/CGSC_CRED
Attach a copy of your payment confirmation email to your packet.
3. **Basic Skills Requirement** – Met by possession of a baccalaureate or higher degree.
4. **Official transcripts with Bachelor's degree posted** – Transcripts do not need to be in a sealed envelope; if degree is from SF State, unofficial transcripts are acceptable.
5. **Verification of Fingerprint Clearance**
 - If you have a prior California credential (i.e., Emergency credential, Substitute Permit), which has not expired for more than 18 months, a copy of this document will be accepted as verification of fingerprint clearance.
 - If you do not have a prior California credential (even though you may have been fingerprinted at your school district), you will need to complete the *Certificate of Clearance* process. Follow the instructions on this link:
[Certificate of Clearance Application Instructions.pdf](#)
6. **Approval from PPS Program Advisor** – See page 4
7. **Form letter A** – See sample on page 5
8. **Form letter B** – See sample on page 6

REVISED 7/15/24



GRADUATE COLLEGE of EDUCATION

Credential & Graduate Services Center
1600 Holloway Avenue, Burk Hall 244
San Francisco, CA 94132-4158
Telephone: 415/405-3594
Fax: 415/338-1940
Email: credinfo@sfsu.edu
Website: www.gcoe.sfsu.edu

APPLICATION FOR AWARD OF CREDENTIAL

OFFICE USE ONLY

Issuance Date:

1. PERSONAL INFORMATION (all information is required)

SFSU ID:

Applicant's Full Legal Name:

First

Middle

Last

Former/Maiden Name(s):

Permanent Mailing Address:

Street Address

City

State

Zip

Home Phone

Work Phone

Mobile Phone

Email address

County of Employment (if applicable)

2. SELECT TYPE OF CREDENTIAL

SELECT ONE

- ☐ Internship
- ☐ Preliminary
- ☐ Clear
- ☐ Certificate of Eligibility

SELECT ONE IF APPLICABLE

- ☐ Adding Bilingual Auth.
- ☐ Adding Supp. Auth.
(Subject/s)
- ☐ Adding Subject Matter
Authorization
(Subject/s)

SELECT ONE

TEACHING CREDENTIALS

- ☐ Multiple Subject
- ☐ Single Subject
(Subject/s)
- ☐ Special Education
(Area)
- ☐ Adding Added Auth. in OI
(Orthopedic Impairment)

SPECIALIST CREDENTIALS

- ☐ Reading Literacy Added
Authorization
- ☐ Reading & Literacy
Leadership Specialist
- ☐ Early Childhood Special
Education Certificate
- ☐ Adding Adapted PE

SERVICES CREDENTIALS

- ☐ Administrative Services
- ☐ Clinical/Rehabilitative Svcs
☐ Orientation & Mobility
- ☐ Speech-Language Pathology
Services: Language, Speech
& Hearing (SLSH)
- ☐ Pupil Personnel Services
☐ School Counseling
☐ School Psychology
☐ School Social Work

3. SIGNATURE

Applicant Signature _____

Date _____

Revised 3/14/2021

Approval to Apply for PPS Internship Credential

This form confirms that the student named below has been admitted and is enrolled in our PPS credential program. Our department supports this student to apply for their Internship Credential for the PPS program listed below.

Student Name: _____

Student ID: _____

PPS Program: ☐ School Counseling
☐ School Psychology

PPS Program Advisor Name

Signature

Date

DISTRICT COUNTY LETTERHEAD

DISTRICT STATEMENT OF SITUATIONAL FACTS (FORM A)

SAMPLE FORMAT – SAMPLE FORMAT – SAMPLE FORMAT

Date _____

San Francisco State University
Credential Services Office, BH 244
1600 Holloway Avenue
San Francisco, CA 94132-4158

Dear Credentials Services Office,

I would like to notify you that the Governing Board of the (name of school district) has approved the district's participation in a PPS: (name of intern program, i.e. Counseling) Internship program.

Our Internship procedures have endorsements of (name of Teachers Association) sole bargaining unit of the certificated staff of the (name of school district) as indicated by the signature of its president.

We have selected (name of intern) to be a participant in the Internship Program. The candidate has the endorsement of the school District and a commitment by the District administrator to provide on-site supervision for the duration of the program.

Sincerely,

Superintendent/ District/
County Personnel Officer

NOTE: The name of the appropriate agency representing the teachers of the District should be used in this request. If there is an official bargaining agency, the letter should bear the signature of its chairperson.

SCHOOL LETTERHEAD

DISTRICT STATEMENT OF SITUATIONAL FACTS (FORM B)

SAMPLE FORMAT – SAMPLE FORMAT – SAMPLE FORMAT

Date _____

San Francisco State University
Credential Services Office, BH 244
1600 Holloway Avenue
San Francisco, CA 94132-4158

Dear Credentials Services Office,

This is to confirm that we have selected (name of intern) to participate in the PPS:
(name of program, i.e. Counseling) Internship Program of the (name of school district).

The duties to be performed will include (describe briefly).

The appointment will be effective beginning (month, day, year).

Sincerely,

PPS on-site Supervisor/
School Principal

Appendix 22: Malpractice Liability Insurance Information & Links

Monday, June 16, 2025 10:12 AM



Malpractice
Insurance...

Malpractice & Liability Insurance for Internship Information:

CACREP requires students to purchase their own malpractice liability insurance when engaged in practicum and internship activities. This means that all students in practicum and internship are responsible for purchasing their own malpractice and liability insurance.

There are several options students in different specializations can consider:

Provider	Cost	Benefits	Specialization	Link
American Counseling Association (ACA)	\$105 for student membership	Student ACA members enrolled in a master's level counseling program receive their professional liability insurance coverage compliments of ACA.	All	https://www.counseling.org/membership/join-now
California Association of Marriage & Family Therapists (CAMFT)	\$95 for pre-licensed membership	<ul style="list-style-type: none"> • LIABILITY INSURANCE • Legal Consultation • Advocacy • Access to resources and forms 	MFT	https://www.camft.org/plip
American School Counseling Association (ASCA)	\$69 for student membership	ASCA members receive liability insurance , discounts on publications and professional development and much more.	School	https://www.schoolcounselor.org/Membership/Membership-Options
California Association of School Counselors (CASC)	\$55 for student membership	Student Members - Liability insurance is now INCLUDED with your membership dues!	School	https://www.schoolcounselor-ca.org/liability-insurance
Health Professionals Service Organization (HPSO)	<p>*Apply online for price quote for student membership.</p> <p>*as a "mental health counseling student" I was quoted \$28 for the year!</p>	This is for liability and malpractice insurance ONLY.	<p>ALL</p> <p>MFT = select "MFT"</p> <p>CMHC = select "Clinical Counselor/LPCC"</p> <p>All other specializations = select "mental health counselor"</p>	https://www.aondigital.com/en-us/hpso-individuals/quotes/dynamic-questions/individuals_profession/edit/0

With the first four options, you don't actually purchase liability insurance -- it is covered under the student membership fee -- and part of the "benefits" of membership. The advantage is that you also get other benefits (e.g., student discount for conferences, free access to journal publications, etc.) with a student membership, but the cost is higher than the last option (HPSO).

Note ACA's malpractice insurance is also managed by HPSO.

You can also inquire if your internship agency offers malpractice and liability coverage for interns.

Regardless, CACREP, and therefore the Department of Counseling requires students to purchase their own insurance.

Once you have decided on, and purchased your option, please **provide a copy of the insurance contract to your course instructor**. This can be a PDF of the policy or a photo (JPG or GIF) of the contract. Please be sure that the copy/image of the contract shows your name and dates of coverage.

Thank you,
The DoC Internship Team

TRAINEESHIP COMMITMENT, ACTIVITIES, & TIMELINES

Thursday, May 16, 2024 12:46 PM