

STUDENT ADVISING HANDBOOK

**DEPARTMENT OF COUNSELING
COLLEGE OF HEALTH AND SOCIAL SCIENCES**

**ACADEMIC YEAR
2019-2020**

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Welcome

The Department of Counseling in the College of Health & Social Sciences at San Francisco State University welcomes you to the journey toward becoming a multiculturally effective professional counselor and advocate. Meeting the counseling needs of our society requires understanding, patience, and risk taking. It is our hope that as you develop your skills in the helping relationship you will also deepen your empathy for the human condition and grow in your own self-esteem, worth, and awareness as well as develop the skills and knowledge to address challenges facing our clients and communities.

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

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

About the Student Advising Handbook

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

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

Your advisor is your primary point of contact for all matters. You can contact your advisor or other faculty member by calling their office phone number during their office hours or writing to them via email (see Faculty Page of our website, or the department bulletin board outside BH 524 for office hours, email addresses, phone numbers, and locations).

Department of Counseling Mission and Vision

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

Our Departmental Vision

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

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

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

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

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

Programs of Study

Degree Objectives and Specializations

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

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

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

Master of Science in Counseling

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

Specialization - Career Counseling

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

Specialization – College Counseling

Students who choose the College Counseling specialization focus on counseling in community colleges and universities, both public and private.

Specialization – Gerontological Counseling

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

Specialization – School Counseling

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

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

The Master of Science in Counseling with a Concentration in Marriage, Family, and Child Counseling is a 60-unit degree aligned with the educational requirements to sit for the Marriage and Family Therapy (MFT) licensing examination in the State of California. Students choosing this degree option complete advanced coursework in human sexuality and couples, family, and child counseling.

Master of Science in Clinical Mental Health Counseling

The Master of Science in Clinical Mental Health Counseling is a 60-unit degree leading to the eligibility for obtaining the Professional Clinical Counselor License (LPCC). Students choosing this degree option work in many different community behavioral health settings, wellness centers, youth, young adult and older adult programs, community and 4-year college settings, county, state and federal agencies, as well as in private practice. CMHC counselors work with people with a range of health and behavioral health conditions, at-risk and marginalized communities, and those living with dual diagnosis and multiple cooccurring conditions.

Optional Emphases recognized by the Department of Counseling

In addition to specializations, the department offers the opportunity for students to gain an additional expertise in one other area of counseling by adding an emphasis to their course of study. To add an emphasis, students will need to submit appropriate paperwork by the required deadlines. The Department of Counseling recognizes an emphasis as the completion of additional coursework and the completion of an appropriate field placement in an area other than that of one's specialization. An emphasis is designed to allow students specializing in one field to gain additional expertise in another field, but is not equivalent to a specialization. An emphasis is not recognized by our accreditation agency, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). It does not officially appear on students' transcripts but will be verified on the certificate the students receive from the Department once their degree is posted. Students wishing to pursue an LPCC licensure path who are not Clinical Mental Health Counseling (CMHC) Specialization will need to have CMHC as an emphasis.

A. Emphasis – Career Counseling

Students who choose an emphasis in Career Counseling are required to take specialization coursework (COUN 721 and 727) and may need to take certain core courses if not required by their specialization (e.g., Coun 738, 741, 858). In addition, they must complete 480 hours of supervised career counseling OR one year in a field placement in which career counseling is the primary focus (e.g., career center). This may be done as separate internship hours or within specialization internship that includes career counseling work.

B. Emphasis – Clinical Mental Health Counseling

Students who choose an emphasis in Clinical Mental Health Counseling are required to take additional coursework (COUN 704, 737, 741, 870). In addition to the 600 hours required for specialization, students must have 600 hours of field placement in appropriate CMHC field sites. Because this emphasis positions you for obtaining your LPCC, you must meet with the CMHC coordinator to ensure your field site meets the standards for LPCC.

C. Emphasis – College Counseling

Students who choose an emphasis in College Counseling are required to take additional coursework (COUN 792 and 793) and may need to take certain core courses if not required by their specialization (e.g., Coun 738, 741, 858), and must have 480 hours of field placement where college counseling is the focus. One year of internship must be providing college counseling in a college setting.

D. Emphasis – Gerontological Counseling

Students who choose an emphasis in Gerontological Counseling are required to take two additional courses (COUN 704: Biopsychosocial Aspects of Health, Behavioral Health, Aging, & Disability and an approved course in GERO) and must have 480 hours in a setting where Gerontological counseling is the focus.

E. Emphasis – School Counseling

Students who choose an emphasis in School Counseling are required to take all of the specialization courses plus specialized courses (COUN 716/717/718/741) and must have 600 hours of field placement in appropriate school counseling field sites under the supervision of a PPS credentialed supervisor. This experience must be in two of three school settings (elementary, middle, and/or high school).

Adding an emphasis to a program of study often requires more than two years of internship. For example, a combination of a specialization in School Counseling and an emphasis in College Counseling will mean that students need to have field placements in two of three school settings elementary, middle and/or high school, **and** one year in a college setting. This cannot be accomplished in two years. Another example: A combination of a specialization in Marriage Family Child Counseling and an emphasis in School Counseling will mean that students will need to satisfy the field requirements for the MFT specialization and for the emphasis in School Counseling. For those adding the CMHC emphasis, you must meet with the CMHC coordinator and your advisor to obtain an approved CMHC site that positions students for obtaining their LPCC. Some combinations of specialization and emphasis may not require a third year of internship as long as both specialization and emphasis hours can be met (and approved) within the two years of internships (e.g., College Counseling and Career Counseling). It is important to consider the requirements of each of the areas of specialization and the requirements of each emphasis when adding programs of study.

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

Please note that:

- Students who wish to be eligible for the licensing examination for Marriage Family Therapist (**LMFT**) must graduate with a DEGREE in Marriage, Family, and Child Counseling.
- Students who wish to be eligible for the Licensed Professional Clinical Counselor (LPCC) can follow one of following paths:
 - 1) be enrolled in the CMHC Specialization, specifically aligned with LPCC curricular requirements;
 - OR
 - 2) be enrolled in one of the other Specializations (e.g., Career, College, MFT, School) and must be enrolled in an emphasis in CMHC.
- LPCC eligible students should review the post graduate hours and exams requirements at <http://calpcc.org/>
- All students in our department are able to sit for the National Counseling Certification (NCC) exam. Please see the following links for more information: <http://www.nbcc.org> (NCC).

Program Objectives and Competencies

The Department of Counseling program is composed of general objectives and/or competencies considered necessary for the preparation of all professional counselors. These objectives are aligned with national and state accreditation standards (CACREP and CCTC) and state licensure (LMFT and LPCC).

The Department of Counseling identifies Program Objectives and Program Learning Goals that reflect current and cutting edge knowledge in counseling as well as projected needs of diverse

communities for practice in a multicultural and pluralistic society; (2) systematically include perspectives of Department of Counseling faculty (full time and adjunct), students, alumni and community members; (3) address student learning objectives; and, (4) written so they are relevant to our diverse communities and measurable to assess the extent to which they are met.

Program Objectives:

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

Program Learning Goals:

Area	Learning Objective (From CACREP Self-Study)	Outcome (from KPIs)
Human Development	Students will apply concepts of normal development to counseling cases including physical, sexual, emotional, social, cultural, personality, cognitive, and career development	Student will demonstrate their understanding of these concepts in an in depth written paper.
	Students will distinguish abnormal development, including behavior disorders and substance abuse.	Students will demonstrate this understanding through course exams.
Theoretical Framework	Students will distinguish historic and contemporary theories of counseling and apply them to cases from practice	Students will demonstrate this through process notes and case conceptualization
Counseling Interventions and Skills	Students will acquire and demonstrate basic individual counseling skills through practice	Students will record and analyze counseling skills and interventions through process notes and individual meeting with instructors.
	Students will apply knowledge of group dynamics and group counseling skills	Students will demonstrate knowledge and skill through deconstruction of group counseling experience.
Socio-cultural Factors	Students will develop self-understanding and a counseling framework that integrates attention to cultural and sociopolitical contexts for individual clients, their families and communities including diversity related to various cultural, economic, ethnicity, disability, gender, sexuality, age, immigration, religion/spirituality, and life style.	Students will demonstrate this understanding and application through written self-analysis, case analysis in process notes, and in their culminating experience project.
Career Development	Students will apply career theories to a range of counseling cases relevant to the settings in which they plan to work.	Students will articulate their application through a theory based scholarly paper.

	Students will analyze assessment data and hypothesize the relationship between data gained through career assessment tools and case material and apply that to career and life decisions and challenges.	Students will demonstrate this knowledge and skill through a career assessment report.
Assessment, Evaluation, and Research	Students will apply a working knowledge of assessment tools to practice as a counselor.	Students will complete an analysis and interpretation of a range of assessment instruments and describe appropriate application in counseling including attention to cultural relevance of assessment.
	Students will critically use research to maintain currency and cultural relevance in their practice and work.	Students will integrate research findings into literature reviews as well as a grant proposal.
Professional Development	Students will articulate the professional role of a counselor including individual and systemic interventions including use of community resources, knowledge of cultures of the various agencies service the public, and advocacy.	Students will develop a professional identity statement in relation to their practice as a counselor.
		Students will identify and research an advocacy issue and describe possible steps to address the issue.
	Students will distinguish and apply knowledge of legal directives and ethical standards specific to the field of counseling generally as well as specialization specific standards	Students will demonstrate their understanding of legal directives and ethical standards through writing and examination. Data from Fieldwork Supervisors will provide independent assessment of student's understanding of ethical and legal directives.

Sequence of Courses

The program is carefully structured to follow specific curricular, pedagogical logic. The following curricular outline for each specialization is the recommended sequence of classes. Please note that some courses are offered only once each year (fall or spring), and many courses have prerequisites (see course descriptions on page 85). Carefully plan your program with your advisor. In some cases, the summer session minimizes the necessity of heavy semester schedules or overloads, yet only a few courses in the curriculum are offered during the summer. As such, careful consultation with your advisor is necessary.

2-YEAR CURRICULAR SEQUENCE

Please follow the recommended sequence for your specialization, if you have an emphasis

<u>SEMESTER</u>	<u>CAREER</u>	<u>COLLEGE</u>	<u>GERON</u>	<u>SCHOOL</u>	<u>MFCC</u>	<u>CMHC</u>
FALL	(3) 702*	(3) 702*	(3) 702*	(3) 702*	(3) 702*	(3) 702*
	(3) 705*	(3) 705*	(3) 705*	(3) 705*	(3) 705*	(3) 705*
	(3) 706*	(3) 706*	(3) 706*	(3) 706*	(3) 706*	(3) 706*
	(3) 720*	(3) 720*	(3) 833*	(3) 716**	(3) 833*	(3) 720*
	(3) 721*	(3) 792	(3) 794***	(3) 794***	(3) 857***	(3) 857***
Total Units	15	15	15	15	15	15

<u>SEMESTER</u>	<u>CAREER</u>	<u>COLLEGE</u>	<u>GERON</u>	<u>SCHOOL</u>	<u>MFCC</u>	<u>CMHC</u>
SPRING	(3) 700**	(3) 700**	(3) 700**	(3) 700**	(3) 700**	(3) 700**
	(3) 715**	(3) 715**	(3) 715**	(3) 703***	(3) 703***	(3) 703***
	(3) 727**	(3) 736**	(3) 736**	(3) 717**	(3) 736**	(3) 736**
	(3) 736**	(3) 793**	(2) 766	(3) 736**	(3) 738**	(2) 794***
	(3) 794***	(3) 794***	(3) 857***	(3) 857***	(3) 861	(3) 870**
Total Units	15	15	15	15	15	15

<u>SEMESTER</u>	<u>CAREER</u>	<u>COLLEGE</u>	<u>GERON</u>	<u>SCHOOL</u>	<u>MFCC</u>	<u>CMHC</u>
FALL	(3) 703***	(3) 703***	(3) 704**	(3) 718*	(3) 720*	(3) 704*
	(3) 811*	(3) 811*	(3) 720*	(3) 720*	(3) 794***	(3) 811*
	(3) 833*	(3) 833*	(3) 811*	(3) 811*	(3) 811*	(3) 833*
	(3) 857***	(3) 857***	(3) GERO	(3) 833*	(3) 858***	(3) 737
	(3) 890*	(3) 890*	(3) 890*	(3) 890*	(3) 890*	(3) 890*
Total Units	15	15	15	15	15	15

<u>SEMESTER</u>	<u>CAREER</u>	<u>COLLEGE</u>	<u>GERON</u>	<u>SCHOOL</u>	<u>MFCC</u>	<u>CMHC</u>
SPRING	(3) 738**	(3) 738**	(3) 738**	(3) 715**	(3) 715**	(3) 715**
	(3) 741**	(3) 741**	(2) 741**	(3) 738** or 858***	(1) 827**	(3) 738**
	(3) 858***	(3) 858***	(3) 703*	(3) 741**	(2) 859**	(3) 741**
	(3) 891**	(3) 891**	(3) 891**	(3) 891**	(3) 860**	(3) 891**
	(3) 892**	(3) 892**	(3) 892**	(3) 892**	(3) 891**	(3) 892**
					(3) 892**	
Total Units	15	15	15	15	15	15

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

*Offered only in the Fall Semester

**Offered only in the Spring Semester

***May Be offered on both Fall and Spring Semesters (Talk to your advisor before taking courses out of sequence)

Internship Sequence

First Year Internship

Fall COUN705 + 706 -> Spring 736

Second Year Internship

Fall COUN 890 -> Spring COUN 891 + 892

MASTER OF SCIENCE IN COUNSELING

Specialization: Career Counseling

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

Area of Professional Emphasis

Career Counseling as an Emphasis

COUN 721 Applied Career Counseling	3
COUN 727 Advanced Career Counseling	3

Additional core courses may be required for the emphasis if they were not taken as a part of the student's specialization (e.g., Coun 738, Coun 741, and Coun 858).

For a Career emphasis, students must have 480 hours of supervised career counseling OR one year in a field placement in which career counseling is the primary focus (e.g., career center).

Recommended Electives:

COUN 859 Counseling Aspects of Sexuality	2
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FACULTY

Elif Balin, Ph.D. (Coordinator)

Rebecca Toporek, Ph.D.

Norm Meshriy, M.S. (Lecturer)

The Career Program. The Career Counseling specialization and/or emphasis provides graduates with expertise in career counseling and programs for colleges, universities, high schools, private career counseling practice and consultation, private industry and public agencies. This specialization/emphasis blends expertise in career counseling with individual and group counseling as well as teaching and designing career and employment programs. The focus of career counseling includes counseling related to work choices, intra and interpersonal development and family dynamics. Issues such as work and family balance, career and life decisions and goals, workplace conflict, healthy workplace, job search strategies, burnout, and the emotional aspects of career change are covered in the curriculum. The Career Counseling specialization is active in using new advances in the field for a rapidly changing economy as well as partnering with the local community to contribute to bringing the most vulnerable of society into new opportunities for success. Graduates who are interested in providing holistic career counseling and addressing the range of issues that affects clients' lives and work may be interested in working toward eligibility for Licensed Professional Clinical Counselor (LPCC).

Fieldwork in Career Counseling

Students who identify Career Counseling as their Specialization must complete a minimum of 840 fieldwork hours (CACREP program certification requirement) focused on career counseling. One year must be in an internship in which career counseling is the main focus of the setting. For an emphasis in Career Counseling, students must complete 480 hours or one year in a setting in which career counseling is the primary focus (e.g., career center) providing career counseling under supervision. Students may combine the Career Specialization with other emphases in the department (or complete an emphasis in Career Counseling with a different specialization). In some cases, hours accrued in other specialization/emphases may also count as Career Counseling hours. See Career Counseling Coordinator for more information.

Career Counseling Knowledge, Skills and Competencies

Students who are preparing to work as career counselors will demonstrate the professional knowledge, skills, and practices necessary to help individuals address life challenges related to career decisions and demands within a familial, cultural, and environmental context. Career counselors may also facilitate clients in making major decisions regarding their life career plan, with a focus on the role of work and how that role interacts with other life roles. Further, career counselors help clients develop the skills and knowledge necessary to pursue successful employment. Career counseling is a strength-based specialization emphasizing the individual's experiences and abilities.

The Career Counseling Program emphasizes:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2-Year Sequence

Fall –15 units			Spring – 15 units		
Course	Units	Title	Course	Units	Title
Coun 702	3	Developmental Foundations	Coun 700	3	Theories of Counseling
Coun 705	3	Supervision & Coaching	Coun 715	3	Assessment in Counseling
Coun 706	3	Practicum & Counseling Process	Coun 727	3	Advanced Career Counseling
Coun 720	3	Career Counseling	Coun 736	3	Advanced Counseling Process/ Internship
Coun 721	3	Applied Career Counseling	Coun 794	3	Seminar in Research

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

3-Year Sequence

Fall – 9 units			Spring – 9 units		
Course	Units	Title	Course	Units	Title
Coun 702	3	Developmental Foundations	Coun 700	3	Theories of Counseling
Coun 720	3	Career Counseling	Coun 715	3	Assessment in Counseling
Coun 721	3	Applied Career Counseling	Coun 727	3	Advanced Career Counseling

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

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

Licensed Professional Clinical Counselor (LPCC)

- **Licensed Professional Clinical Counselor (LPCC)**

Legal Notification for Students

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

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

Students wishing to pursue the LPCC should complete an emphasis in Clinical Mental Health Counseling. It is strongly recommended that students pursue an internship that integrates a clinical mental health focus (see Career Counseling Specialization Coordinator).

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

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

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

LPCC Requirement	Intended to be met by MS in Career Counseling
I. Three semester units of coursework in at least 10 of the following 13 core content areas (all of which must be completed before licensure):	
Counseling and psychotherapeutic theories and techniques	COUN 700
Human growth and development across the lifespan	COUN 702
Career development theories and techniques	COUN 720
Group counseling theories and techniques	COUN 811
Assessment, appraisal and testing	COUN 715
Multicultural counseling theories and techniques	COUN 833
Principles of diagnosis, treatment planning and prevention of mental and emotional disorders and dysfunctional behavior	COUN 703
Research and evaluation	COUN 794
Professional orientation, ethics and law in counseling, including California law and professional ethics	COUN 857
Psychopharmacology	COUN 737
Addictions counseling	COUN 738
Crisis/Trauma Counseling	COUN 741
Advanced counseling and psychotherapeutic theories and techniques	COUN 736
II. 15 semester units of advanced coursework to develop knowledge of specific treatment issues or special populations.	COUN 721, 727, 858, 890, 891
III. Not less than 6 semester units of supervised practicum that provides a range of professional clinical counseling experience including: applied psychotherapeutic techniques, assessment, diagnosis, prognosis, treatment, issues of development, adjustment, maladjustment, health and wellness promotions, professional writing including documentation of services,	COUN 705, 706, 890, 891

treatment plans, and progress notes, how to find and use resources, and other recognized counseling interventions. You must have 280 hours of direct service to individuals, families, groups.	
IV. The following areas need to be included in the 60-unit course of instruction:	
Human behavior in social context/SES	COUN 833
Cultural competency	COUN 833, 736, 890, 891
Effects of SES on treatment/resources	COUN 833, 703, 736
Cross-cultural interaction and therapeutic process	COUN 890, 891, 833, 736
Case management, systems of care, public and private services for persons w/SMI	COUN 736, 741, 890, 891, 703, 870
Community resources for victims of abuse, disaster, trauma response, advocacy for persons w/SMI and collaborative treatment	COUN 741, 703, 736, 890, 891
Human sexuality and the study of the physiological, psychological and social cultural variables associated with sexual behavior, gender identity and psychosexual dysfunction	COUN 703, 704, and COUN 859 <i>(recommended elective)</i>
Spousal or partner abuse assessment, intervention strategies and same-gender abuse dynamics	COUN 741, 857, 858
Child abuse assessment and reporting (7 contact hours)	COUN 857, 858
Aging and long-term care, including biological, social, cognitive and psychological aspects of aging	COUN 702, 704
V. Supervision: A minimum of 3,000 post-degree hours of supervised experience (see BBS for specifics of requirement).	<i>By law, must be completed post-degree.</i>
VI. Examination: Passing score on the National Clinical Mental Health Counselor Examination (NCMHCE) and the California Law and Ethics Exam.	<i>By law, must be taken after all other licensure requirements are met.</i>
Optional: If you plan to work with families you must meet an additional LPCC requirement of 6 hours of coursework in family therapy	COUN 858

MASTER OF SCIENCE IN COUNSELING

Specialization: College Counseling

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

Area of Professional Emphasis

College Counseling as an Emphasis

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

Additional core courses may be required for the emphasis if they were not taken as a part of the student's specialization (e.g., Coun 738, Coun 741, and Coun 858).

For a College emphasis, students must have 480 hours of field placement where college counseling is the focus. One year of internship must be providing college counseling in a college setting.

Recommended Electives:

- COUN 859 Counseling Aspects of Sexuality 2

FACULTY

Graciela Orozco, Ph.D., Coordinator
Rebecca Toporek, Ph.D.
Elif Balin, Ph.D.
Norm Meshriy, M.S.

Bradley Jong, M.S.
Doris Dhe Garcia, M.S.

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

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

Fieldwork in College Counseling

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

College Counseling Skills and Competencies

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

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

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

2-Year Sequence

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

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

3-Year Sequence

Fall – 9 units			Spring – 9 units		
Course	Units	Title	Course	Units	Title
Coun 702	3	Developmental Foundations	Coun 700	3	Theories of Counseling
Coun 720	3	Career Counseling	Coun 715	3	Assessment in Counseling
Coun 792	3	Seminar for Counselors in Student Personnel Services (College	Coun 793	3	Organization and Administration of Student Services in Higher

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

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

Licensed Professional Clinical Counselor (LPCC)

Legal Notification for Students

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

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

Students wishing to pursue the LPCC should complete an emphasis in Clinical Mental Health Counseling. It is strongly recommended that students pursue an internship that integrates a clinical mental health focus (see College Counseling Specialization Coordinator).

Requirements for licensure as a Licensed Professional Clinical Counselor is separate from (but overlaps with) requirements for the MS in Counseling with a specialization in College Counseling. Once completing the Master's Degree, graduates will need to apply for Associate Status and accrue 3000 hours under the supervision of a licensed practitioner as well as pass licensure exams. Graduates interested in acquiring the LPCC must receive a passing score on the National Clinical Mental Health Counselor Examination (NCMHCE) and the California Law and Ethics Exam. By law, it must be taken after all other licensure requirements.

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

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

LPCC Requirement	Intended to be met by MS in Counseling: <u>College Counseling</u>
I. Three semester units of coursework in at least 10 of the following 13 core content areas (all of which must be completed before licensure):	
Counseling and psychotherapeutic theories and techniques	COUN 700
Human growth and development across the lifespan	COUN 702
Career development theories and techniques	COUN 720
Group counseling theories and techniques	COUN 811

Assessment, appraisal and testing	COUN 715
Multicultural counseling theories and techniques	COUN 833
Principles of diagnosis, treatment planning and prevention of mental and emotional disorders and dysfunctional behavior	COUN 703
Research and evaluation	COUN 794
Professional orientation, ethics and law in counseling, including California law and professional ethics	COUN 857
Psychopharmacology	COUN 737
Addictions counseling	COUN 738
Crisis/Trauma Counseling	COUN 741
Advanced counseling and psychotherapeutic theories and techniques	COUN 736
II. 15 semester units of advanced coursework to develop knowledge of specific treatment issues or special populations.	COUN 793, 738, 858, 890, 891
III. Not less than 6 semester units of supervised practicum that provides a range of professional clinical counseling experience including: applied psychotherapeutic techniques, assessment, diagnosis, prognosis, treatment, issues of development, adjustment, maladjustment, health and wellness promotions, professional writing including documentation of services, treatment plans, and progress notes, how to find and use resources, and other recognized counseling interventions. You must have 280 hours of direct service to individuals, families, groups.	COUN 705, 706, 890, 891
IV. The following areas need to be included in the 60 unit course of instruction:	
Human behavior in social context/SES	COUN 833
Cultural competency	COUN 833, 736, 890, 891
Effects of SES on treatment/resources	COUN 833, 703, 736
Cross-cultural interaction and therapeutic process	COUN 890, 891, 833, 736
Case management, systems of care, public and private services for persons w/SMI	COUN 736, 741, 890, 891, 703, 870
Community resources for victims of abuse, disaster, trauma response, advocacy for persons w/SMI and collaborative treatment	COUN 741, 703, 736, 890, 891
Human sexuality and the study of the physiological, psychological and social cultural variables associated with sexual behavior, gender identity and psychosexual dysfunction	COUN 703, 704, and COUN 859 (recommended elective)
Spousal or partner abuse assessment, intervention strategies and same-gender abuse dynamics	COUN 741, 857, 858
Child abuse assessment and reporting (7 contact hours)	COUN 857, 858
Aging and long-term care, including biological, social, cognitive and psychological aspects of aging	COUN 702, 704

V. Supervision: A minimum of 3,000 post-degree hours of supervised experience (see BBS for specifics of requirement)	<i>By law, must be completed post-degree.</i>
VI. Examination: Passing score on the National Clinical Mental Health Counselor Examination (NCMHCE) and the California Law and Ethics Exam.	<i>By law, must be taken after all other licensure requirements are met.</i>
Optional: If you plan to work with families you must meet an additional LPCC requirement of 6 hours of coursework in family therapy	COUN 858

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

MASTER OF SCIENCE COUNSELING

Specialization: Gerontological Counseling

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

Area of Professional Emphasis

Gerontological Counseling as an Emphasis

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

FACULTY GERONTOLOGICAL SPECIALIZATION

Graciela Orozco, Ed.D. (Administrative Coordinator)

The Gerontology Program

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

Gerontological Counseling Skills and Competencies

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

14. Demonstrates skill in applying extensive knowledge of ethical issues in counseling older persons, their families, and care providers.
15. Demonstrates the ability to act as a consultant to individuals and organizations on issues related to older persons and their families.
16. Demonstrates skill in program development for the older population, including needs assessment, program planning, implementation, and evaluation.

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

2-Year Sequence

Fall – 15 units			Spring – 15 units		
Course	Units	Title	Course	Units	Title
COUN 702	3	Developmental Foundations	COUN 700	3	Theories of Counseling
COUN 705	3	Supervision & Coaching	COUN 715	3	Assessment in Counseling
COUN 706	3	Practicum & Counseling Process	COUN 736	3	Advanced Counseling Process/ Internship
COUN 833	3	Social & Cultural Foundations	COUN 766	3	Medical, Social Aspects of Disability
COUN 794	3	Research Methods	COUN 857	3	Law & Ethics
Fall – 15 units			Spring – 15 units		
Course	Units	Title	Course	Units	Title
COUN 703	3	Psychological Foundations	COUN 738	3	Addictions Counseling
COUN 720	3	Career Counseling	COUN 741	3	Crisis Counseling
COUN 811	3	Group Counseling	COUN 704	3	Biopsychosocial Aspects of Health, Behavioral Health...
GERO	3	Approved course in GERO	COUN 891	3	Case Studies/ Internship
COUN 890	3	Integrative Counseling/ Internship	COUN 892	3	Culminating Experience

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

3-Year Sequence

Year 1: Fall – 12 units			Year 1: Spring – 9 units		
Course	Units	Title	Course	Units	Title
COUN 702	3	Developmental Foundations	COUN 700	3	Theories of Counseling
COUN 833	3	Social/Cultural Foundations In Counseling	COUN 715	3	Assessment in Counseling

COUN 794	3	Seminar in Research	COUN 766	3	Medical, Social Aspects of Disability
COUN 857	3	Law & Ethics			

Year 2: Fall – 12 units			Year 2: Spring – 12 units		
Course	Units	Title	Course	Units	Title
COUN 705	3	Supervision & Coaching	COUN 736	3	Advanced Counseling Process/Internship
COUN 706	3	Practicum & Counseling Process	COUN 741	3	Crisis Counseling
GERO	3	Approved Course in GERO	COUN 811	3	Group Counseling

Year 3: Fall 9 units			Year 3: Spring 9 units		
Course	Units	Title	Course	Units	Title
COUN 890	3	Internship	COUN 891	3	Internship
COUN 720	3	Career	COUN 892	3	CEP
COUN 738	3	Addictions	COUN 704	3	Seminar

Licensed Professional Clinical Counselor (LPCC)

Legal Notification for Students

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

Students wishing to pursue the LPCC should complete an emphasis in Clinical Mental Health Counseling. It is strongly recommended that students pursue an internship that integrates a clinical mental health focus (see Gerontological Counseling Specialization Coordinator).

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

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

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

LPCC Requirement	Intended to be met by MS in Counseling: <u>Gerontological Counseling</u>
3 semester units of coursework in at least 10 of the following 13 core content areas (all of which must be completed before licensure):	
(A) Counseling and psychotherapeutic theories and techniques	COUN 700
(B) Human growth and development across the lifespan	COUN 702
(C) Career development theories and techniques	COUN 720
(D) Group counseling theories and techniques	COUN 811
(E) Assessment, appraisal and testing	COUN 715
(F) Multicultural counseling theories and techniques	COUN 833
(G) Principles of diagnosis, treatment planning and prevention of mental and emotional disorders and dysfunctional behavior	COUN 703
(H) Research and evaluation	COUN 794
(I) Professional orientation, ethics and law in counseling, including California law and professional ethics	COUN 857
(J) Psychopharmacology	COUN 737
(K) Addictions counseling	COUN 738
(L) Crisis/Trauma Counseling	COUN 741
(M) Advanced counseling and psychotherapeutic theories and techniques	COUN 736
II. Advanced coursework to develop knowledge of specific treatment issues or special populations.	COUN 766, GERO, COUN 890, 891
III. Not less than 6 semester units of supervised practicum	COUN 705, 706, 890, 891
IV. The following areas need to be included in the 60 unit	
Human behavior in social context/SES	COUN 833
Cultural competency	COUN 833, 736, 890, 891
Effects of SES on treatment/resources	COUN 833, 703, 736

Cross-cultural interaction and therapeutic process	COUN 890, 891, 833, 736
Case management, systems of care, public and private services for persons w/SMI	COUN 736, 741, 890, 891, 703, 870
Community resources for victims of abuse, disaster, trauma response, advocacy for persons w/SMI and collaborative treatment	COUN 741, 703, 736, 890, 891
Human sexuality and the study of the physiological, psychological and social cultural variables associated with sexual behavior, gender identity and psychosexual dysfunction	COUN 702, 703, 766, 833, 736, 890, 891, 704
Spousal or partner abuse assessment, intervention strategies and same-gender abuse dynamics	COUN 715, 741, 736, 890, 891
Child abuse assessment and reporting	COUN 741, 857
Aging and long-term care, including biological, social, cognitive and psychological aspects of aging	COUN 702, 704, and GERO course
V. Supervision: A minimum of 3,000 post-degree hours of supervised experience (see BBS for specifics of requirement).	<i>By law, must be completed post-degree.</i>
VI. Examination: Passing score on the National Clinical Mental Health Counselor Examination (NCMHCE) and the California Law and Ethics Exam.	<i>By law, must be taken after all other licensure requirements are met.</i>
Optional: If you plan to work with families (which is an essential aspect of Gerontological Counseling) you must meet an additional LPCC requirement of 6 hours of coursework in family therapy.	(Optional: COUN 858, 860)

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

SPECIALIZATION: SCHOOL COUNSELING, PPS

CREDENTIAL

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

Area of Professional Emphasis

School Counseling as an Emphasis

COUN 716 Professional Seminar I – Structural Elements	3
COUN 717 Professional Seminar II – Functional Elements	3
COUN 718 Professional Seminar III – Professional Issues	3
COUN 741 Crisis Counseling (If not already required in the specialization)	3
COUN 850 Professional Emphasis/Fieldwork or equivalent (upon advisement)	Up to 6 Units

FACULTY

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

Molly Strear, Ph.D.

Graciela Orozco, Ed.D.

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

The program may be completed in two years on a full-time basis, or may be taken on a part-time basis. The program consists of 60 units. While much of the course work is generic in nature and is common to all counseling majors, some courses are unique to the School Counseling program. The School Counseling curriculum is a component within the Department of Counseling with all of the required course work offered through this department. Graduates will be recommended for a PPS credential in school counseling to the California Commission on Teacher Credentialing upon completion of all credentialing requirements (including passing CBEST scores).

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

Field Practice

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

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

1. A minimum of eight hundred and forty (840) clock hours of field placement are required in a PK-12 school setting in direct contact with pupils:
 - a. Fieldwork shall be provided in at least two of three settings (elementary, middle, and/or high school) with a minimum of two hundred (200) hours at each setting;
 - b. At least one hundred fifty (150) clock hours shall be devoted to issues of diversity, focusing on developing and implementing a program that addresses diversity issues; and/or working with at least ten (10) pupils of a racial/ethnic background different from that of the candidate;
 - c. A minimum of twenty (20) sessions of group counseling must be completed. Ten (10) sessions must be accrued facilitating small group counseling in a school setting. Ten (10) sessions will be completed in the group counseling class (Counseling 811) in which students participate as members and facilitators of a small group. Finally, students must complete five (5) hours of counseling curriculum in a classroom at their internship site(s). Hours toward the 5-hour-total can be accrued in any semester over the two years of internship.
2. Up to two hundred (200) of eight hundred and forty (840) clock hours may be in a setting other than the public schools provided that the candidate is supervised by an experienced practitioner who holds the Pupil Personnel Services Credential and who has been practicing as a school counselor for at least two years.

Credential Requirements

The following state-mandated requirements for anyone applying for a credential in a California public school must be completed in a timely fashion. There will be no reminder given by the

department, and it is the student's responsibility to address these requirements in a timely manner:

1. Fingerprinting (application for Character and Identification Clearance). This must be completed **before** starting to work in any California public school. The forms are available in the Credentialing Office in the College of Education.
2. Evidence that the student had a current TB test with negative results.
3. Successful completion of the CBEST **before** your credential is approved. We strongly recommend that you take this test either before or soon after starting our program.
4. Payment of a credential processing fee to the Credential Office in the School of Education.
5. Submission of a CAP (Credential Approved Program) accompanied by one (1) unofficial transcript to the School Counseling coordinator in the Department of Counseling. The signed CAP form becomes part of the packet submitted to the Credential Office.
6. Submission to the Credential Office of one (1) unofficial transcript in the final semester at SFSU.
7. Completion of your official credential application with accompanying fee to be sent to the Commission on Teacher Credentialing. The final document will not be issued to you by the Credential Office until all of the above items have been completed (items 1-6).

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

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

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

2-Year Sequence

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

Fall – 15 units			Spring – 15 units		
Course	Units	Title	Course	Units	Title
Coun 720	3	Career Counseling	Coun 715	3	Assessment in Counseling
Coun 718	3	Professional Seminar III Prof. Issues	Coun 738 or 858	3	Addictions or Couple & Family Counseling I

Coun 811	3	Group Counseling Process	Coun 741	3	Crisis Counseling
Coun 833	3	Social/Cultural Foundations	Coun 891	3	Case Studies/ Internship
Coun 890	3	Integrative Counseling/ Internship	Coun 892	3	Culminating Experience

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

3-Year Sequence

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

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

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

Internship Credential for School Counseling

Public school districts or county offices of education occasionally invite a school counseling trainee to assume the functions of a credentialed school counselor. In these select cases, the intern continues to receive supervision from the school district while being paid a salary by the school district in order to meet the instructional or service needs of the district. The participating school district must certify that the intern will not displace certified employees in their district.

The school counseling trainee may obtain information from the School Counseling Coordinator and is responsible for submitting the required paperwork to the credential analyst in the Credential and Graduate Services Center (College of Education) that ensures processing of the Internship Credential. Please note that the Internship Credential is not available for private schools or private charter schools. School districts must send a letter to SFSU indicating that they are requesting the participation of a specific trainee to work under an Internship Credential in their district. Interns who work under the Internship Credential will still need to meet all of the practicum course requirements, such as taping, process notes, etc.

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

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

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

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

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

Upon admission, in order to meet the Commission on Teacher Credentialing (CTC) standards, students may be required to take additional coursework to meet program and credential requirements. The exact number of units to be taken by PPS Credential-Only students will be determined upon admission following a review of the transcripts from their master's level coursework. The total number of semester credit hours must be a minimum of 48 semester units, which may include units from the candidate's master's degree program.

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

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

The state-mandated requirements are as follows:

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

1. A minimum of six hundred (600) clock hours of field practice are required in a PK-12 school setting in direct contact with pupils:
 - a. Fieldwork shall be provided in at least two of three settings (elementary, middle, and/or high school) with a minimum of two hundred (200) hours at each setting;
 - b. At least one hundred fifty (150) clock hours shall be with at least ten (10) pupils individually and/or in a group) of a racial/ethnic background different from that of the candidate; and

- c. A minimum of twenty clock hours will involve group counseling and 5 hours will involve classroom lessons in a school setting.
2. Up to two hundred (200) clock hours may be in a setting other than schools provided that the candidate is counseling school age (PK-12) youth and is supervised by an experienced practitioner who holds the Pupil Personnel Services Credential in School Counseling and has been practicing in the field for at least two years under the PPS credential.

Credential Requirements

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

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

1. Fingerprinting (application for Character and Identification Clearance). This must be completed **before** starting to work in any California public school. The forms are available in the Credentialing Office in the College of Education.
2. Evidence that the student had a current TB test with negative results.
3. Successful completion of the CBEST **before** your credential is approved. We strongly recommend that you take this test either before or soon after starting our program.
4. Payment of a credential processing fee to the Credential Office in the School of Education.
5. Submission of a CAP (Credential Approved Program) accompanied by one (1) unofficial transcript to the School Counseling coordinator in the Department of Counseling. The signed CAP form becomes part of the packet submitted to the Credential Office.
6. Submission to the Credential Office of one (1) unofficial transcript in the final semester at SFSU.
7. Completion of your official credential application with accompanying fee to be sent to the Commission on Teacher Credentialing. The final document will not be issued to you by the Credential Office until all of the above items have been completed (items 1-6).

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

State of California – Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811
1-88-921-2682

Credential Application:

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

Licensed Professional Clinical Counselor (LPCC)

Legal Notification for Students

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

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

Students wishing to pursue the LPCC should complete an emphasis in Clinical Mental Health Counseling. It is strongly recommended that students pursue an internship that integrates a clinical mental health focus (see School Counseling Specialization Coordinator).

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

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

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

MARRIAGE, FAMILY, CHILD COUNSELING

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

Counseling)

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

FACULTY-MFCC CONCENTRATION

Tiffany O'Shaughnessy, Ph.D. (MFCC Program Coordinator)
Kwong-Liem Karl Kwan, Ph.D. (Practicum & Internship
Placement Coordinator)

The MFCC Program

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

settings and the development of a curriculum that is responsive to the ever-evolving needs of the communities we serve and state licensing requirements and national accreditation standards.

Legal Notification for Students

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

Marriage, Family, and Child Counseling Skills and Competencies

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

Information Relating to Obtaining the Marriage/Family Therapy License

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

1. A master's degree in Counseling: Concentration in Marriage, Family, and Child Counseling. All students must have graduate standing; i.e., must have earned an undergraduate degree, and must enroll and complete all program requirements.
2. Three thousand (3,000) hours of supervised clinical experience. During graduate study, students must complete 12 units before beginning to count hours towards future licensure. Please note that COUN 690 cannot be included in this 12-unit requirement. All clinical work must be under the supervision of a licensed MFT, professional clinical

counselor, psychologist, clinical social worker, or a board-certified psychiatrist. At least 1,700 hours must be accrued on a post-master's basis. Please refer to the *Practicum and Internship Handbook* for details.

3. Successful completion of California Law and Ethics Examination and California Clinical Examination.

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

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

Clinical Practice Hours

In addition to course instructors' supervision and coaching, all students must be concurrently placed at a clinical training site and be enrolled in a practicum and internship course (COUN 706, 736, 890, 891). Field supervisors (licensed staff at the clinical training site) must verify that (a) the student's clinical hours qualify under BBS regulations; and (b) the supervision hours qualify under BBS regulations. The Department of Counseling must approve all clinical training sites before you can be placed, and also monitor hours accumulated for program and graduation requirements. Training hours towards licensure will be counted only after a student has successfully completed 12 units in the program (not including COUN 690).

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

After Graduating: Obtaining an Intern Registration Number

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

BBS Program Certification Form

To register as an Associate MFT (AMFT) after graduation, you (the applicant) must complete the upper portion of the program certification form (name, social security number, and enrollment date [08/20xx]). The yes/no statements are to be left blank. You must also obtain your **official (sealed) transcripts**. Mail the Program Certification Form and sealed transcript to:

Chair, Department of Counseling, BH 524

San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132

The signed program certification form will be returned to you in a sealed envelope via the U.S. mail. Be sure the department has your current address on file (see “Contact Information - Students” on page 74). **Please follow this process to ensure timely processing and service.**

Upon receipt, it will take about a week to turn around the paperwork. Some graduates choose to submit a self-addressed stamped envelope, while others request that we leave it for them to pick up in the Student Pickup box. Email the department office for a status update if two weeks pass and you have not received the package from us.

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

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

2-Year Sequence

Year 1: Fall (15 units)

Year1: Spring (15 units)

Year 2: Fall (15 units)

Year 2: Spring (15 units)

Year 1: Fall – 15 Units			Year 1: Spring – 15 Units		
Course	Units	Title	Course	Units	Title
702 ¹	3	Developmental Foundations	700 ³	3	Theories of Counseling & Psychotherapy
705 ²	3	Supervision & Coaching	703 ⁴	3	Psychological Foundations
706 ²	3	Practicum & Counseling Process	736	3	Advanced Counseling Process & Internship
833	3	Social & Cultural Foundations	738	3	Addictions Counseling
857	3	Law & Ethics in Counseling	861	3	Child Treatment
¹ Prerequisite: Undergraduate Human Development					
² COUN 705 & 706 Must be taken concurrently					

³Prerequisite: Undergraduate Theories of Personality

⁴Prerequisite: Undergraduate Abnormal Psychology or Psychopathology

Year 2: Fall – 15 Units			Year 2: Spring – 15 Units		
Course	Units	Title	Course	Units	Title
720	3	Career Counseling	715	3	Assessment in Counseling
794	3	Seminar in Research	827	1	Consultation
811	3	Group Counseling	859	2	Counseling Aspects of Sexuality
858	3	Couple & Family I	860	3	Couple & Family II
890	3	Integrative Counseling Internship	891 ⁵	3	Case Studies/Internship
			892 ⁵	3	Culminating Experience

⁵COUN 891 & 892 must be taken concurrently

Three-year recommended sequence:

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

3-Year Sequence

Year 1: Fall – 9 units			Year 1: Spring – 12 units		
Course	Units	Title	Course	Units	Title
COUN 702	3	Developmental Foundations for	COUN 700	3	Theories in Counseling and Psychotherapy
COUN 833	3	Social/Cultural Foundations In Counseling	COUN 703	3	Psychological Foundations for Counselors
COUN 857	3	Law and Ethics in Counseling	COUN 715	3	Assessment in Counseling
			COUN 738	3	Addictions Counseling

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

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

Licensed Professional Clinical Counselor (LPCC)

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

Students wishing to pursue the LPCC in addition to the LMFT should complete an emphasis in Clinical Mental Health Counseling. Requirements for licensure as a Licensed Professional Clinical Counselor are separate from (but overlap with) requirements for the MS in Marriage, Family, and Child Counseling. Once completing the Master's Degree, graduates will need to apply for Associate Professional Clinical Counselor Status with the Board of Behavioral Sciences and accrue 3000 hours under the supervision of a licensed practitioner as well as pass licensure exams. Graduates interested in acquiring the LPCC must receive a passing score on the National Clinical Mental Health Counselor Examination (NCMHCE) and the California Law and Ethics Exam. By law, it must be taken after all other licensure requirements.

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

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

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

LPCC Requirement	Intended to be met by MS in Counseling: Marriage, Family & Child Counseling
I. Three semester units of coursework in at least 10 of the following 13 core content areas (all of which must be completed before licensure):	
Counseling and psychotherapeutic theories and techniques	COUN 700
Human growth and development across the lifespan	COUN 702
Career development theories and techniques	COUN 720
Group counseling theories and techniques	COUN 811
Assessment, appraisal and testing	COUN 715
Multicultural counseling theories and techniques	COUN 833
Principles of diagnosis, treatment planning and prevention of mental and emotional disorders and dysfunctional behavior	COUN 703
Research and evaluation	COUN 794
Professional orientation, ethics and law in counseling, including California law and professional ethics	COUN 857
Psychopharmacology	COUN 737
Addictions counseling	COUN 738
Crisis/Trauma Counseling	COUN 741 or take outside of degree program

Advanced counseling and psychotherapeutic theories and techniques	COUN 736
II. 15 semester units of advanced coursework to develop knowledge of specific treatment issues or special populations.	COUN 858, 860, 861, 890, 891
III. Not less than 6 semester units of supervised	COUN 705, 706, 890, 891
IV. The following areas need to be included in the 60	
Human behavior in social context/SES	COUN 833
Cultural competency	COUN 833, 736, 890, 891
Effects of SES on treatment/resources	COUN 833, 703, 736
Cross-cultural interaction and therapeutic process	COUN 890, 891, 833, 736
Case management, systems of care, public and private services for persons w/SMI	COUN 736, 741, 890, 891, 703, 870
Community resources for victims of abuse, disaster, trauma response, advocacy for persons w/SMI and collaborative treatment	COUN 741, 703, 736, 890, 891
Human sexuality and the study of the physiological, psychological and social cultural variables associated with sexual behavior, gender identity and psychosexual dysfunction	COUN 859, 704
Spousal or partner abuse assessment, intervention strategies and same-gender abuse dynamics	COUN 857, 858, 860
Child abuse assessment and reporting (7 contact hours of	COUN 857
Aging and long-term care, including biological, social, cognitive and psychological aspects of aging	COUN 702, 704
V. Supervision: A minimum of 3,000 post-degree hours of supervised experience (see BBS for specifics of requirement)	<i>By law, must be completed post-degree.</i>
VI. Examination: Passing score on the National Clinical Mental Health Counselor Examination (NCMHCE) and the California Law and Ethics Exam.	<i>By law, must be taken after all other licensure requirements are met.</i>
Optional: If you plan to work with families you must meet an additional LPCC requirement of 6 hours of coursework in family therapy	COUN 858, 860

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

MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING

(M.S. IN CMHC)

Curriculum

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

Specialization Courses (included above)

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

Additional Coursework for Family and Couples Counseling (in addition to above)

COUN 858:	Couples & Family I
COUN 860:	Couples & Family II

CMHC Faculty:

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Julie Chronister, PhD: jchronis@sfsu.edu

The Clinical Mental Health Counseling Program

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

SF State’s CMHC program is uniquely designed to prepare students to work in the behavioral health workforce. Our students receive the counseling, case management, advocacy and health promotion knowledge and skills necessary to work with the most at-risk, vulnerable behavioral health populations including (but not limited to) those from historically

marginalized communities, those with disabling and/or co-occurring health/behavioral health conditions, those with trauma, homelessness, substance use, and other chronic stress-related histories, and those facing daily social injustices, discrimination and microaggressions. Clinical mental health counselors work with individuals from a wide age range including transition-age youths to older adults. Our students are both culturally and disability competent. Disability competency is fundamental to our program and students will gain knowledge, skills and awareness in the personal and contextual factors contributing to disability in our society.

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

- ❖ Mental Health Recovery Model
- ❖ World Health Organization International Classification of Health, functioning and Disability
- ❖ Integrated Behavioral Healthcare and Inter-professionalism
- ❖ Trauma-Informed Care
- ❖ Prevention, Education, Health Promotion & Wellness
- ❖ Cultural and Disability Competency
- ❖ Social Justice & Advocacy Orientation
- ❖ Clinical Case Management and Systems of Care
- ❖ Sexuality, Sexual Health, LGBTQ+ & Intersectionality
- ❖ Harm Reduction
- ❖ Population Health
- ❖ Evidence-Based Practice
- ❖ Principles of Psychiatric Rehabilitation

3 Year Course Sequence

Year 1: Fall 2019			Year 1: Spring 2020		
COUN 702	3	Developmental Foundations	COUN 700	3	Counseling Theories
COUN 720	3	Career Counseling	COUN 703	3	Psychological Foundations
COUN 857	3	Law & Ethics	COUN 715* (if you want to take 9 units take 715 spring year 2)	3	Assessment in Counseling
COUN 794* (if you need to take only 9 units, take 794 spring year 2)	3	Research Seminar	COUN 870	3	Professional Issues, Clinical Case Management, Systems of Care
HSS 700* (if you are required to take it)	c/nc				
Total	12		Total	12	

Year 2: Fall 2020			Year 2: Spring 2021		
COUN 704	3	Biopsychosocial Aspects of Health, Behavioral	COUN 736	3	Advanced Counseling Process

		health, Aging & Disability			
COUN 705	3	Practicum Supervision	COUN 738	3	Addictions
COUN 706	3	Basic Counseling Skills	COUN 741	3	Crisis Counseling
COUN 833		Social & Cultural Foundations			
Total	12		Total	9	

Year 3: Fall 2021			Year 3: Spring 2022		
COUN 737	3	Psychopharmacology	COUN 860	3	Family and Couples II* (if you want to work with families and couples for LPCC)
COUN 811	3	Group Process in Counseling	COUN 891	3	Case Studies & Internship
COUN 890	3	Integrative Counseling & Internship	COUN 892	3	Culminating Experience
COUN 858* (if you want to work with families & couples for LPCC)	3	Family & Couples I			
Total	12			9	

2-year Course Sequence (not recommended)

Year 1: Fall			Year 1: Spring		
COUN 702	3	Developmental Foundations	COUN 700	3	Counseling Theories
COUN 705	3	Practicum Supervision	COUN 703	3	Psychological Foundations
COUN 706	3	Basic Counseling Process	COUN 736	3	Advanced Counseling Process/Internship
COUN 720	3	Career Counseling	COUN 794	3	Research Seminar
COUN 857	3	Law & Ethics	COUN 870	3	Professional Issues, Clinical Case Management
Total	15		Total	15	

Year 2: Fall			Year 2: Spring		
COUN 704	3	Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability	COUN 715	3	Assessment in Counseling
COUN 737	3	Psychopharmacology	COUN 738	3	Addictions
COUN 811	3	Group Counseling	COUN 741	3	Crisis Counseling
COUN 833	3	Social and Cultural Foundations	COUN 891	3	Case Studies & Internship
COUN 890	3	Integrative Counseling & Internship	COUN 892	3	Culminating Experience
Total	15		Total	15	

**If you are doing a 2-year track and want to work with families and couples and supervise MFT interns when you are a LPCC, you need to take two Family and Couples courses either during your program or after you graduate. To do it during your program, you should take COUN 858 and COUN 860.*

Obtaining Your Licensed Professional Clinical Counseling (LPCC)

Legal Notification for Students

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

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

	LPCC CORE CONTENT AREA	CMHC COURSE #	CMHC COURSE TITLE	UNITS
A	Counseling Theory and Practice	COUN 700	Theories of Counseling & Psychotherapy	3
B	Human Development	COUN 703	Developmental Foundations for Counselors	3
C	Career Development Theories	COUN 720	Career Counseling	3
D	Group Counseling	COUN 811	Group Counseling	3
E	Psychological Assessment & Testing	COUN 715	Assessment in Counseling	3
F	Multicultural Counseling	COUN 833	Social and Cultural Foundations	3
G	Principles of Diagnostic Process	COUN 703	Psychological Foundations in Counseling	3
H	Research & Evaluation	COUN 794	Seminar in Research	3
I	Professional Orientation, Law and Ethics in Counseling; including CA Law	COUN 857	Law and Ethics	3
J	Psychopharmacology	COUN 737	Psychopharmacology	3
K	Addictions Counseling, Co-occurring Disorders	COUN 738	Addictions	3
L	Crisis or Trauma Counseling	COUN 741	Crisis Counseling	3
M	Advanced Counseling and Psychotherapeutic Theories and Techniques	COUN 736	Advanced Counseling Process	3
	<i>*For students who want to work with families, couples and supervise MFTs/LPCCs who work with families, couples & children*</i>	COUN 858 COUN 860	Couples and Family I Couples and Family II	3 3

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

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

PRACTICUM/INTERNSHIP – CMHC students take 15 units of supervised practicum and internship in a clinical setting that provides a range of clinical counseling experience as identified in the LPCC Section 4999.33(c)(2)(3)(A-K): (A) Applied psychotherapeutic techniques; (B) assessment; (C) diagnosis; (D) prognosis; (E) treatment; (F) issues of development, adjustment, and maladjustment; (G) health and wellness promotion; (H) professional writing including documentation of services, treatment plans, and progress notes; (I) how to find and use resources; (J) other recognized counseling interventions; and (K) achieve a minimum of 280 hours of face-to-face supervised clinical experience counseling individuals, families, or groups. CMHC specialization students must complete 600 of their 840 total fieldwork hours in a setting that meets CMHC/LPCC field work requirements, of which 280 must be direct contact hours. CMHC students must use the department log to track their hours, roles and functions. Practicum/internship courses listed below.

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

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

Additional Required Content	Course #	Course name
Socio Economic Status Impact	COUN 704	Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability
	COUN 736	Advanced Counseling Process
	COUN 833	Social and Cultural Foundations
	COUN 890	Integrative Counseling & Internship
	COUN 891	Case Studies & Internship
Cultural Competency (California specific)	COUN 704	Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability
	COUN 736	Advanced Counseling Process
	COUN 833	Social and Cultural Foundations
	COUN 890	Integrative Counseling & Internship
	COUN 891	Case Studies & Internship
Spousal or Partner Abuse Intervention and Dynamics	COUN 736	Advanced Counseling Process
	COUN 741	Crisis Counseling
	COUN 857	Law and Ethics in Counseling

	COUN 890 COUN 891	Integrative Counseling & Internship Case Studies & Internship
Child Abuse Assessment & Reporting (7 clock hours) (BPC Section 4999.33(c)(2)(3)(d)(9))	COUN 715 COUN 736 COUN 741 COUN 857 COUN 890 COUN 891	Assessment in Counseling (7 hours) Advanced Counseling Process Crisis Counseling Law and Ethics in Counseling Integrative Counseling & Internship Case Studies & Internship
Issues of aging and long-term care; including elder abuse and neglect	COUN 702 COUN 704 COUN 741	Developmental Foundations of Counseling Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability Crisis Counseling
Human Sexuality	COUN 702 COUN 704 COUN 890 COUN 891	Developmental Foundations in Counseling Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability Integrative Counseling & Internship Case Studies & Internship
Mental Health Recovery-Oriented Care, Resiliency, Case Management and Systems of Care. (45 clock hours) BPC Section 4999.33(c)(2)(3)(e)(1))	COUN 703 COUN 704 COUN 738 COUN 870	Psychological Foundations of Counseling Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability Addictions Professional Issues, Clinical Case Management & Systems of Care
Students have opportunity to meet with consumers of mental health services and their families	COUN 703 COUN 704 COUN 870	Psychological Foundations of Counseling Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability Professional Issues, Clinical Case Management & Systems of Care

Additional Licensed Professional Clinical Counselor (LPCC) Information:

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

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

		737	Psychopharmacology
		870	Professional Issues, Clinical Case Management & Systems of Care
MFT	CMHC	704	Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability
		737	Psychopharmacology
		741	Crisis Counseling
		870	Professional Issues, Clinical Case Management & Systems of Care
School	CMHC	704	Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability
		737	Psychopharmacology
		*738	*Addictions (if was not taken as elective)
		870	Professional Issues, Clinical Case Management & Systems of Care

3. For CMHC specialization or emphasis students who want to work with couples and families or supervise LPCCs/MFTs working with couples, families, you must take two additional courses focused on marriage, family and children (COUN 858 and COUN 860). In addition, you must also accrue 500 post-graduate hours of supervised experience working with couples, families or children and six hours of CEUs in marriage, family and children in each renewal cycle. LPCC's must obtain written confirmation from BBS of meeting the requirements to treat couples and families and supervise LPCCs/MFTs *who are working with couples and families*. 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 families and couples.
4. There are no restrictions for working with children. CMHC students seeking to obtain their LPCC and want to work with children do not need to take any additional courses.
5. CMHC students can earn the 500 hours of couples and families experience during their practicum or internship (pre-graduate) as long as they receive fieldwork supervision from an LPCC, MFT, Licensed Social Worker, Licensed Psychologist, or Licensed Physician Board Certified in Psychiatry who has met the supervision requirements (BBS Regulation 1820.5). While it is advisable to complete the two courses in couples and families (COUN 858 & COUN 860) before earning the 500 hours, it is not required, as long as the student is under supervision.
6. Once a CMHC student graduates, the counselor applies to the BBS to register as an Associate Professional Clinical Counselor (APCC) which positions the student to begin accruing the required 3,000 supervised hours over a minimum of two years and a maximum of six years. Applicants will have one year, from the date of their letter of deficiencies, to complete any education deficiencies outlined by the BBS. All education requirements must be completed before the intern number can be assigned. The LPCC Law & Ethics Exam is taken in the first year of post graduate internship and the National Clinical Mental Health Counselor Exam is taken when all 3,000 supervised hours are complete. An exam must be attempted at least once a year until all have been passed. This process can take several years, since applicants will have one year to complete the application, one year to complete deficiencies after Board notification, one year to complete each exam and up to six years to complete the 3,000 supervised hours. Counselors licensed in other states, who are applying for the LPCC in California, may have already met these requirements, so their path to licensure will be expedited. Please review the following links from the [CALPCC website](https://www.calpcc.org) @ <https://www.calpcc.org>.
 - LPCC Process & Requirements: <https://www.calpcc.org/licensure-requirements>
 - BBS LPCC Application: <https://www.calpcc.org/bbs-applications>
 - Exams for LPCC Licensure: <https://www.calpcc.org/exams-for-licensure>

CMHC are positioned to become a National Board Certified Counselor (NBCC). For students wishing to become a Certified Rehabilitation Counselor (CRC), the CMHC degree meets eligibility under Criteria D. Specifically, COUN

704 meets the requirement for additional coursework-Psychosocial Aspects of Disability. COUN 870 meets the criteria for additional coursework-Case Management and Rehabilitative Services. You should have at least one year of internship with Department of Rehabilitation and be supervised by a CRC (one of our faculty) to meet their experience requirements. Please see specific criteria requirements: <https://www.crccertification.com/eligibility-requirements>.

Advising & Registration Information

Advising

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

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

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

The Advising form and COAF can be obtained from the department website at www.counseling.sfsu.edu.

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

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

Registration

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

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

First Day of Class

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

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

Students that are trying to add a course that they were not initially advised into during Advising Week must first meet with their advisor to obtain an updated COAF. Faculty are available to meet with students for Late Advising on the first day of class. Please email/contact your advisor to let them know that you will be stopping by for Late Advising.

Please note that you are responsible for managing your own enrollment and you must adhere to the add and drop dates specified in the university registration calendar. For the Registrar’s Office *Important Dates and Deadlines* website, go to www.sfsu.edu/~admisrec/reg/regsched.html.

Seating Priority in Counseling Courses

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

Tier 1 consists of students who met with their advisor during the designated advising week and have obtained their advisor’s signature on the COAF.

Tier 2 consists of students who meet with their advisor after Advising Week but before Late Advising Day (always held the first day of classes in the Fall and Spring Semesters) and have obtained the appropriate advisor’s signature on the COAF.

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

Within Tier 1, highest priority goes to students who need the course to graduate in the coming semester or year. Students who have Tier 1 and are taking the course per the recommended sequence for their specialization will be given next priority.

Practicum Course Selection

Students select a practicum section (COUN 706, COUN 736, COUN 850, COUN 890, COUN 891) that reflects their specialization. Please note that if you are taking COUN 706 you must be concurrently registered in COUN 705. Similarly, if you are taking COUN 891 you **MUST** be concurrently registered in COUN 892. Be sure to consult with your advisor or Coordinator(s) if you have any questions about this or other related matters. Students who are engaged in a third internship after having completed Coun 891 are required to enroll in Coun 850 for during their third internship. Students who continue their internship through the summer (after completed an academic year of an internship) will also be required to enroll in Coun 850.

Course Syllabi

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

Prerequisite Requirements

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

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

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

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

All of these undergraduate prerequisite requirements must have been completed within ten years prior to the date of enrollment or by the end of the first fall semester in which students enroll in the program. In addition, courses taken credit/no credit (pass/no pass) will not be accepted. You must receive a grade of C or better in each of these prerequisite courses. A grade of C- or lower will not be accepted. **Please follow the department instructions provided to you in your admission's letter for submitting verification of completion of these prerequisites.**

Student Status/Program Policies

Full Time/Part Time

Full-time students usually carry 12-16 units per semester. To complete the program within two years, not counting summer school, a 15-unit load will be necessary. The ability to take regularly scheduled courses in the summer semester will make both the academic load per semester and the total amount of time in the program easier to plan and handle. Part-time students usually carry 3-9 units per semester. The normal load during spring and fall for graduate students is from nine to twelve units per semester and seven units during the summer. The department makes every effort to accommodate part-time students by offering some classes at afternoon and evening times; however, it is not possible to plan a semester schedule without scheduling classes throughout the day as well as evening. Please keep your schedule sufficiently flexible to accommodate fieldwork requirements and department course schedules.

Unit Load Policy

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

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

24-Unit Fieldwork Policy

We advise that you start your fieldwork your second year. You will not be permitted to enroll in more than 24 units before beginning fieldwork (COUN 690 & HSS 700 are not included in the 24 unit computation). Appeals to this policy can be directed to the chair in writing, but be aware that we rarely deviate from this policy.

Transfer Units

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

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

Credit/NO Credit Course Policy

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

Additional Fees

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

Independent Study

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

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

Procedure for Initiating an 899 Enrollment

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

Class Attendance

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

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

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

classes that meet weekly) may jeopardize your standing in the course. PLEASE NOTE: Some instructors may indicate that fewer absences are allowable. Each instructor will specify their policy in the syllabi.

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

Incompletes and Withdrawals

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

Incomplete

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

Withdrawal

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

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

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

Report in Progress

For COUN 892 (Culminating Experience), those students who complete 75% of their paper but are unable to complete the paper for serious and compelling reasons, will be assigned a "Report in Progress" (RP). Determination of whether the student has completed 75% of the paper is made by the course instructor. Upon completion of the paper, the grade will be changed to a Credit/No Credit. Students have one "free" semester to complete the paper, but after this, the student will need to register and pay for the course.

Leaves of Absence

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

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

Before returning from a leave of absence, students in good standing **MUST** consult an advisor during the advising week in the semester prior to the planned return. Advising for the fall semester always occurs in April or May, while advising for the spring semester occurs during November or December. **Failure to participate in the advising process will also severely limit your opportunities for enrollment.**

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

Grading Policy Statement

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

Grade Appeals

If you believe that you received an incorrect grade, you must first discuss this issue with the course instructor. If agreement cannot be reached, please follow the steps listed per university policy: <http://senate.sfsu.edu/content/policy-principles-and-procedures-regarding-graduate-admission-students-three-year-bachelors>. If you decide to file a grade appeal, you must do this by week number 4 of the semester immediately following when you received the grade.

Accommodating Students with Disabilities in Courses

As per the SF State Academic Senate: "Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The

DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email (dprc@sfsu.edu)." The Department and the University are committed to providing reasonable academic accommodations to students with disabilities.

Changing Specializations

Some students' long-range objectives are best served by changing specializations. Students who wish to add or drop a specialization need to obtain an "Application for Specialization Change" form from the Department of Counseling. You will need to discuss your plans with your advisor and once your advisor agrees, you must have your request on file in the Counseling Department Office SIGNED BY YOUR ADVISOR by February 1 and your request will be reviewed as part of the overall admissions process. If you wish to apply to change a specialization and area of emphasis, the deadline is also February 1 and your request will be reviewed as part of the overall admissions process. If you wish to apply to add or change only an area of Emphasis, the deadline is October 30.

The request to change your specialization and/or emphasis does not guarantee that change. You will be notified by the end of April of the outcome of your request. You are encouraged to consider these choices seriously. Changing specializations does not necessarily lead to increased career opportunities. Specializations, to a large extent, reflect one's professional identity. Consult your advisor to see if it makes sense to pursue a specialization and an emphasis. And please keep in mind that adding an area of emphasis almost always results in your extending the length of your program by one or more semesters.

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

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

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

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

- Download the Application for Addition or Deletion of Emphasis from our “Current Students” webpage, or take a copy the appropriate bin in the department office.
 1. If you are adding an emphasis, attach the following required documentation to your application:
 - An unofficial copy of your transcripts
 - A one-page statement discussing your reason for adding, changing or deleting an emphasis
- Discuss your application with your advisor and obtain their signature on the Application.
- There are two dates to submit an application to add or change an Emphasis: October 30 and February 1. Submit your Application to the department office **NO LATER THAN OCTOBER 30 OR FEBRUARY 1st**. If either of these dates falls on a weekend, this form is due in the department the preceding Friday. We are unable to accept requests submitted after the deadline.

Note: Deletion of an emphasis does not require any approvals, but you must consult your advisor. Simply fill out the Application for Addition or Deletion of Emphasis, and submit this form to the department office after discussing it with your advisor. Please visit our website for examples of correctly completed specialization and emphasis change applications. Please be advised however that "dropping" a specialization or emphasis without going through the steps above will be reflected in faculty/advisor review of your overall performance in the program.

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

Changing Degree Objectives

Changing specializations within the department’s program may require the student to change their degree objective with the university.

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

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

Students who combine the “M.S. in Counseling, Concentration in MFCC” with a CMHC Counseling emphasis must have the MFCC degree objective, but are eligible to receive a CMHC Certificate at the conclusion of their course of study. Likewise, students who combine the “M.S. in Counseling, Concentration in MFCC” with a School Counseling emphasis are eligible to receive the Pupil Personnel Services Credential in School Counseling at the

conclusion of their studies and once they pass the CBEST. See “Frequently Asked Questions” on page 84.

Petitions to Waive Department or University Policies or Requirements

Sometimes a student may believe they have a valid reason why a department or university policy should not apply to them. In these cases, the student should first understand the policy and collect the evidence they believe demonstrates their case. Second, the student should meet with their advisor and discuss the policy or requirement as well as their rationale and supporting document. Third, the student should complete a petition to waive the requirement. For university requirements, a Petition to Waive University Requirements may be needed (see Graduate Studies website). The student should complete this in consultation with their advisor, then submit it to the Department with supporting documentation. The Department will review the petition and determine whether the Chair can support the petition. For a departmental policy or requirement, the student would complete a Petition to Waive a Department of Counseling policy or requirement (found on the Department website) in consultation with their advisor and submit it to the Department Chair with the rationale and supporting documentation. The petition will be reviewed by the Department Chair and, in some cases, a Department Committee. The potential for approval depends on the policy or requirement and the documentation and rationale. There are many policies and requirements that have a very low probability of being waived, others may have more flexibility.

Practicum and Fieldwork

Field Placement: Traineeships

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

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

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

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

1. Placements are for the full academic year (two semesters);
2. You will complete two separate and different one-year placements during your graduate program. You cannot expect to complete both years of internship in the same setting.
3. If you request to use your place of employment as a traineeship setting for one year of internship, you must get prior approval from the Department and Field Placement Coordinator. Approval is not guaranteed and there are several conditions that must be met by the fieldsite. This setting must conform to Department of Counseling requirements and must be approved by the Field Placement Coordinator in the spring prior to the beginning of internship.
4. You must complete 840 hours of field placement in your respective specialization, including at least 280 hours of direct client contact (40 hours in practicum [COUN 705/706] and 240 hours in traineeship [COUN 736,890,891]). Students with an emphasis must complete hours consistent with the requirements of their emphasis. Please review information on your specific program and/or check with your advisor.
5. You are required to lead or co-lead a group during the course of your work in the field (minimum of 10 group sessions). This may be done any time during the field placements (first or second year), and must be supervised by agency supervisors. Once you have led or co-led a group or groups for ten sessions or more, please fill out a verification form available from the department and turned in to the Field Placement Coordinator. You will not be able to graduate if this requirement is not fulfilled.
6. You will not be allowed, without consent of the chair, to take more than 24 units before beginning fieldwork.
7. Practicum/internship instructors will specify the attendance policy in their syllabus. Across the department, the policy is that you may not miss more than one class

meeting in COUN 736, 890 and 891 (although individual instructors may allow fewer than one). These classes do not meet weekly and thus attendance is critical. Coun 706 meets weekly and thus, your instructor may have a different policy (although no more than two absences by Department policy). If you miss more than the allowed absences as indicated in the syllabus you will not pass the class (this may also include coaching sessions).

8. Students completing a school counseling credential must complete their trainee placements in two of three settings: elementary, middle, and secondary school levels.
9. A traineeship setting is considered appropriate if it meets a variety of criteria:
 - a. An identified supervisor with a Master's Degree in Counseling or its equivalent and two years of experience in the field (for MFT internships, supervisor must hold an appropriate license; for School Counseling internship, supervisor must hold a PPS Credential);
 - b. Availability of regular (at least 1 hour per week) supervision. For each 12 hours of trainee placement, students must receive at least 1 hour individual supervision per week spread out over the entire semester or 1 hour of direct supervisory contact for every five hours of direct client contact.
 - c. Availability of a client caseload appropriate for the student and requirements of the internship;
 - d. Location within a 30-mile radius of SFSU's campus; and
 - e. Approval by Field Placement Coordinator and liaison faculty.
10. Trainee placements are developed by the Field Placement Coordinator in concert with Specialization Coordinators, and practicum and internship instructors. Students will be asked to specify preferred geographical locations and areas of specialization. Students need to check with the Coordinator of each Specialization to obtain approval of any particular setting for a Specialization. The final selection of a placement is a matter of negotiation between the student, their program coordinator, and the Field Placement Coordinator.

Field Placements for Emphases

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

Practicum Sequence

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

	First Year		Second Year	
	1st Semester Fall	2nd Semester Spring	1st Semester Fall	2nd Semester Spring
Supervision & Coaching	705			
	+	-->	736	---->
Practicum Course & Internship	706		890	---->
				891

In the first semester, students who are in internship will enroll in both COUN 706 and 705 (same section and instructor for each) to accompany and support their experience in their internship. COUN 706 is a weekly practicum seminar that focuses on developing basic listening, interviewing and counseling skills as well as professional identity of the counselor. In the same semester, students engage in mock counseling to practice these counseling skills and receive coaching and supervision (COUN 705). In addition to the student's onsite supervisor at their internship, the instructor for COUN 705/706 provides guidance and coaching. The student will have the same instructor for both 705 and 706 and the same cohort of students will be in both classes. This same cohort (and in most cases, the same instructor) will continue to work together in the spring in COUN 736, to continue advancing their counseling skills. During the spring semester of their first year, COUN 736 will focus on the students' work in their field placement, provide coaching regarding their work and facilitate in depth analysis of the student's counseling sessions. In the second year of internship, students will enroll in COUN 890 (fall) and continue into COUN 891 (spring).

Confidentiality and Professionalism.

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

The internship is the first place where the student is able to demonstrate their professional self to the community and potential employers as a counselor. The understanding within an internship is that the student is learning and won't know everything when they begin. At the same time, the internship does expect that the student will enter with a basic sense of being a professional colleague. It is helpful to be observant of how colleagues at the internship conduct themselves: what is the manner of speaking? What is the usual dress code (written or unwritten)? What are the rules, policies and expectations?

There are many other ethical and legal standards and expectations that apply to the internship experience that are similar to those of a practicing counselor. Beyond confidentiality and professionalism, relationships with clients, reporting and consultation, and others are important for the student to be aware of. The practicum/internship instructor and the student's fieldsite supervisor are critical partners and guides. In addition, the PRBR Rubric identifies important expectations for conduct. When in doubt, always consult.

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

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

*Based upon 12 hours per week in the field

**Based upon 16 hours per week in the field

Fieldwork Liaison

The student's practicum/internship course instructor is the liaison contact between the fieldwork site and the university. The faculty person acts on behalf of the student to ensure an optimal learning situation. If problems arise with your field placement, you should contact your instructor immediately. You are expected to contact your liaison as soon as a problem begins to develop. Problems caught early stand a better chance of being successfully resolved. You must complete and turn into your instructor a field progress report each semester.

Evaluations

At the end of each semester the site supervisor completes an on-line trainee evaluation and reviews it with the student. The evaluation is submitted on-line to the department. The student must submit a completed log of hours to their instructor at the end of the course.

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

Liability for Professional Practice

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

American Counseling Association
www.counseling.org

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

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

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

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

Program Requirements

Graduate Level Writing Proficiency:

1. The first level graduate writing proficiency requirement is:
 - a. A score of 4.0 or higher on the Analytical Writing Test of the Graduate Record Examinations (GRE).
 - b. Those who do not meet a score of 4.0 or higher on the GRE must enroll during their first semester and pass HSS 700, Writing for Counselors, a graduate level writing course approved by the department.
 - c. Except under extraordinary circumstances, students who have not met this criterion will not be permitted to take counseling courses.
2. A second level of writing proficiency will be demonstrated through the Culminating Experience Project (CEP)(completed in COUN 892). The writing assignments for the culminating Experience Project involve writing that is relevant to specialization specific professional contexts.

The graduate writing proficiency requirement is a university requirement. The writing level requirement for entry into graduate programs is called the “level one writing requirement”. The “level two writing requirement” comes before graduation from the master's program and is demonstrated through successful completion of a student’s Culminating Experience Project (CEP).

When a student’s GRE score does not meet the minimum of 4.0, they are required to successfully complete HSS 700 in their first semester of the program. The HSS 700 writing course is designed to help students prepare for the rigorous writing requirements in the Department and to be successful in the program. The content and assignments in the course are specifically shaped to reflect the kind of writing that is required such as literature reviews, process notes, etc.

There are times when a student may feel that their writing ability is better than their GRE score indicated. There are two ways to address this: 1) retake the GRE and acquire a score higher than 4.0 or pursue the university appeal process. If the student wishes to appeal the HSS requirement on the basis that their writing skill does meet the level one proficiency, the appeal process involves the student, Department of Counseling, and Graduate Studies. The appeal process is as follows: The student should first meet with their advisor to discuss their intent. They then would need to submit supporting documentation clearly indicating their writing abilities (e.g., published original works, if they hold a previous graduate degree, their thesis or dissertation may be used). They would to submit that documentation to the Department of Counseling for review by a committee along with a Petition for Graduate Admission Exception (<http://grad.sfsu.edu/sites/default/files/forms/gradadmpetition.pdf> select “Other” on the form and write “Waive Level One Writing Requirement”). If the Department committee believes that the student has successfully demonstrated writing level one proficiency, the Department would write a supporting letter to attach to the student’s petition and forward it to the Associate Director of Graduate Admissions. According to Graduate Studies, “students that cannot provide such evidence of their writing proficiency are typically not good candidates for this petition”.

International Students

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

Advancement to Candidacy (ATC)

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

Students must file an ATC the semester before they graduate. Look for specific due dates on the university website (www.sfsu.edu/deptpage/acal4htm) for the filing deadline, which is different from the department deadline. The department deadline will be posted in the department listserve and will be announced in class. No student can enter the final trainee semester without an approved ATC on file. Students may follow the format as outlined in the appendices for their particular degree. You must **MEET** with your advisor, and obtain their signature. **You must also attach a copy of your unofficial transcript.** The ATC is then submitted to the department chair for signature. Once the ATC is approved and on file your status changes from conditionally classified to classified graduate student.

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

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

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

For students seeking the School Counseling Credential, a Credential Approved Program (CAP) must be filed during the final semester before graduation and the statement "Pupil Personnel Services: Counseling, (Option)" must be included in the appropriate section on credential objectives at the top of the form. The CAP is filed with the credential analysts in College of Education.

Application for Graduation

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

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

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

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

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

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

Endorsement for Specialization and Emphasis

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

Evaluation and Deselection Procedures

Student evaluation is based on a) course grades, b) field placement supervisor and instructor evaluations, and c) indicators of counselor-in-training competencies identified on the *Professional Readiness and Behavior Rubric (PRBR)*. Students should expect on-going formative and summative evaluations from these evaluation tools. A student may be deselected (dropped) from the Department of Counseling for failure to meet grade requirements (outlined below), unsatisfactory supervisor evaluations, unsatisfactory indicators on the PRBR (outlined below), and student conduct issues in class, in the department, at their field placement, and during on-line related course/department platforms (outlined below).

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 a probationary status. Low GPA probation students must meet with their advisor and complete a Mandatory Graduate Probation Advising form found at SFSU Division of Graduate Studies website (www.sfsu.edu/~gradstudy/probation.htm). Students on academic probation must take the form, signed by the department chair, to the HSS Student Resource Center for additional academic counseling. When a student is on academic probation the following steps will occur:

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

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 course. Students may only repeat COUN 705, 706, 736, 890, and 891 **one** time. Failure to obtain a grade of B or better on the second attempt will result in declassification. For the purpose of this policy, incompletes and withdrawals will be considered to be grades below a B.

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

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

Evaluation of Counselor-in-training Competencies

Faculty review all students' counselor-in-training skills/knowledge/attitudinal behavioral competencies required for progressing satisfactorily and graduating from our program. The *Professional Readiness and Behavior Rubric (PRBR)* (see sample items in the appendices of this Student Advising Handbook) is used to assess these behavioral competencies. The form assesses behavioral criteria identified by CACREP Accreditation Standards and the ACA Code of Ethics considered essential to graduating from a counselor training program. This form will be completed by students' professors in all classes every semester. Please discuss this form with your professors and advisors, as needed, in order to have clarity on the competencies that are being assessed. A student will be notified by professors if there are specific areas of concerns in any given class. In other instances, a student may be asked to meet with the Student Evaluation Committee, consisting of professors from the department, in order to design a plan of action to address concerns in the areas of counseling skills/knowledge/attitudinal behaviors. Courses of action will vary depending on the area of concern, including student's enrollment or declassification status and/or a modified course of action.

Supervisor Evaluation of Trainee

Students receive an evaluation by their on-site training supervisor at the end of each practicum/internship semester (4 times). The on-line evaluation tool is located on iLearn and students should review the tool prior to starting their practicum/internship in order to know the areas to which they will be assessed. Students who receive a "not passing" on the overall rating items may not pass the course. The ultimate decision is made by the course instructor. In addition, students who receive a strong supervisor evaluation with consistent "exceeding expectations" on scale items, are not guaranteed to pass the course. The course instructor has the final decision on whether you pass the course. The supervisor evaluation is one component of the final grade. Course instructors will assess student skills and knowledge in practicum/internship courses through a course assignment rubric and the Professional Readiness and Behavior Rubric. Students who do not pass their practicum/internship courses must re-take the course. If the students' performance falls far below a B- (C-, D, F), the student may be suspended or declassified from the program. If the student is suspended, a plan of action will be developed outlining the specific conditions that must be met in order to return to the program. Once deselected, a student must reapply to the program and be accepted in order to resume classes.

Student Concerns & Grievances

If as a consequence of departmental action, a student believes their rights have been violated or is in disagreement with a decision, students have every right to express their concerns about the program, field placement site, faculty/instructors, University Staff/Personnel and their peers to University Administration. If you feel that you have been treated unfairly in any way by an instructor, field placement supervisor, peer or other University staff/personnel, we first encourage you to review the University's suggested procedure for student concerns and complaints located at: <http://www.sfsu.edu/~vpsa/complaints/>. In addition, we encourage you to talk with your faculty advisor and/or the coordinator of your specialization program. You may also speak directly to the Chair of the department: Dr. Rebecca Toporek, whose email is rtoporek@sfsu.edu. Formal grievances/complaints procedures are outlined at the University website above (<http://www.sfsu.edu/~vpsa/complaints/>). Our department will seek to respond to/address the concerns/grievance within one week from learning of the situation.

Upholding Professional Standards

Academic Integrity and Professionalism

Graduate training in counseling includes developing as a professional entrusted with clients' and communities' well-being in addition to gaining practical skills and becoming fluent in professional and academic knowledge. Although much of the coursework is focused on the latter, knowledge and skill development, a developing counselors' understanding of ethics, collegiality, negotiation, communication, respect and effective advocacy are all essential components of functioning in the field of counseling as a professional. The Preamble of the American Counseling Association Ethics (2014) identifies five guiding principles to which counselors aspire: (quoted below)

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

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

Student Conduct

Student conduct refers to expectations that both the university and the department have regarding the ways students engage on the campus. The university has specific conduct standards and processes when it appears that students are not abiding by those standards (see www.conduct.sfsu.edu). Please review the standards and the grounds for student discipline. Students who violate the standards for student conduct may be suspended or declassified. The Department abides by those Standards as well but also has outlined Professional behavior expectations as outlined in the Professional Readiness Behavior Rubric (PRBR)(in the appendices). The intent of the PRBR is to be transparent about the Department's expectations of students as professionals in training.

Academic Dishonesty, Plagiarism, and Cheating

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

Plagiarism and Cheating. Plagiarism and cheating are unacceptable practices in graduate school. Plagiarism means “to steal or purloin and pass off as one’s own ideas, words, writings, etc., of another.” See also the San Francisco State University’s Bulletin and web site on this topic (<https://conduct.sfsu.edu/plagiarism>).

Cheating means “to deceive by trickery; to mislead; the fraudulent acquisition of another’s property” (The American Heritage Dictionary). In compliance with Title V of the California Administrative Code (Section 41301), the Department of Counseling has the following policies regarding plagiarism and cheating:

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

The Professional Readiness Behavior Rubric and the Student Evaluation Committee process is described in this Handbook to provide you with more specific information about Student Conduct expectations and interventions.

Professional Ethics and Standards

All students in the program are expected to maintain satisfactory ethical standards (as presented in the ethical standards of the American Counseling Association [www.counseling.org/knowledge-center/ethics#2014code]) as well as to demonstrate adequate self-understanding as identified in the Professional Readiness and Behavior Rubric (PRBR) for graduate trainees, which is comprised of four domains including: a) legal and ethical conduct, b) social and emotional maturity, c) accountability and reliability, and d) cultural and disability competency (sample items available in the appendices of this Student Advising Handbook).

Violation of professional ethics and standards may result in litigation, suspension, or deselection from the Department of Counseling.
Practicing without a License

No student may advertise, perform, or appear to be engaged in marriage, family, child counseling or psychological counseling in a private practice without the proper state license. Students may, however, be gainfully employed by a government agency, school, or non-profit charitable organization and provide counseling under the supervision of a licensee of the organization (not

SFSU). Any students found in violation of this law (Section 17800.2 Business and Profession Code) will be dropped from the Department of Counseling, and their names forwarded to the appropriate state licensing agency for prosecution.

General Information

Communication

The Department of Counseling makes every attempt to keep students fully informed through announcements in class, through email and listserv messages, and by posting notices on the bulletin boards outside the department office (BH 524). Please remember, **it is your responsibility to inform the department of any relevant changes in your status**, e.g., changes to contact information, leaves, prolonged absences, name change, and fieldwork changes. Your SFSU email is the primary email address that will be used throughout the program. Make sure you check it regularly.

Contact Information: Students

➤ Current Address and Phone Number

Your phone number and address must be kept current with the department office. This is essential for students and graduates so that you will receive department communications. Your phone number and address will NOT be released to anyone other than faculty members without your permission. Change of Contact Information forms can be found in the brochure stand just outside BH 524 and should be turned in to the office. You must also change your information with the university as well at MySFSU. Please note that changing your information via MySFSU will not update your information with the department. You will need to do both.

➤ Name Change

If you have a legal name change after you have been accepted by the department and the university, it is vital that you inform the department and the university. In addition, the university has developed a policy and system for students to request that a preferred name and pronoun be used. Please see the university process if you wish to use that (<https://registrar.sfsu.edu/preferredchosen-name>). It is essential that you also inform the Department as university level changes may not be communicated to the Department.

- a. For the department, use the Change of Contact Information. You can download this form from our website or obtain one from the brochures stand just outside the department office.
- b. For the university, download and complete a Name Change form found at the Office of the Registrar's website at <http://www.sfsu.edu/~admisrec/reg/formstoc.html>. Submit this form at the One Stop kiosk area in the Student Services Building. You will need to provide the appropriate documentation when submitting this form.

➤ Student Pickup

Papers and documents from faculty and staff will be left for students to pick up in BH 524 during regular department hours. Students will need to present their student IDs.

Contact Information: Faculty

➤ Office Hours

Full-Time faculty members set aside four hours each week for office hours. Faculty members will not know their office hours until the second or third week of the semester when they set their coaching/supervision hours. The specific schedule of each faculty member's office will be posted near their office. A complete listing will be posted on the bulletin board outside the department office and on our website, under "Faculty", no earlier than the second week of the semester.

➤ Phone and Email

You may also leave voicemail and email messages for faculty at their phone numbers and email addresses. A complete listing will be posted outside the department office and on our website, under “Faculty”, no earlier than the second week of the semester. Please keep a record of faculty Contact information.

Contact Information: Department Office

➤ **Office Hours**

The main office is open daily from 10-12pm and 1-4:30pm. We are closed and unavailable over the lunch hour.

➤ **Phone and Email**

The department phone number is 415-338-2005. Email counsel@sfsu.edu. Staff will respond to messages during normal hours of operation and at their earliest convenience.

➤ **Fax**

If students choose to fax materials to the department, a cover sheet indicating the recipient's name and number of transmitted pages must be included. Materials addressed to multiple department members must be faxed separately with an appropriate coversheet and number of transmitted pages included. The department fax number is 415-338-0594.

- **Department Inbox.** If you wish to leave an assignment or paperwork for a professor in the main office, please address the material you wish to leave for a particular faculty accordingly and leave it with the receptionist. Access to faculty mailboxes is strictly prohibited due to privacy and confidentiality.

- **After Hours Student Drop Box.** If the office is closed, leave your items for faculty in the After Hours Drop Box just to the right of the main office front door in BH 524. Please do not slip documents for faculty or front office staff under their respective office door. Slipping documents under a door will not guarantee that your material will get to the intended person, and can be easily lost, thrown, or swept away early in the morning by the university's custodians. Instead, please use the After Hours Student Drop Box if the office is closed.

Department Announcements

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

Email and Coun-L Listserve

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

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

Emergencies

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

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

Forms

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

Awards and Scholarships

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

University Recognition

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

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

Scholarships

Specific deadlines and processes will be announced by the Department in the late fall semester each year. Department scholarships are intended to honor students who demonstrate commitment to various communities or areas of specialty. Monies attached to these scholarships tend to be modest and may vary from year to year.

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

Amy Hittner Scholarship. Dr. Amy Hittner was a long time faculty member of the Department of Counseling, Department Chair, Associate Dean of the College, a leader in the counseling community and now Emeriti Professor at San Francisco State University.

This award was established to honor Dr. Amy Hittner, and is given to a student of exceptional scholarship and a clear, demonstrated dedication to multicultural persons. Student must meet the following criteria: Graduate student in Counseling; minimum GPA of 3.0 in the courses taken for the Master's in Counseling; Must have at least one semester remaining before graduating from SF State; and Must demonstrate financial need through a written statement that also includes educational or life goals (max one page); preference given to students approved by university for financial assistance, but financial aid not required. Faculty coordinator: Dr. Rebecca Toporek, rtoporek@sfsu.edu

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

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

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

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

Research Related Awards

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

Research Assistantships. Limited Research Assistantships may be available to work with various faculty members who receive research grants. Announcements are made throughout the year.

National Professional Awards

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

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

Other announcements for national, state and local awards may come up throughout the year and will be posted on the Coun-1 list serve.

For general information about other scholarships, financial aid and tuition information, including student employment, visit the SF State Graduate Studies website "Funding your Education"

(<https://grad.sfsu.edu/content/funding-your-education>) or the SF State Financial Aid website at www.sfsu.edu/~finaid

Job Opportunities and Placement

The Department of Counseling posts the notices it receives outside the department office and on the Coun-L listserv. The Career Services and Leadership Development Office (CSLD) at SF State also provides listings for job announcements in counseling and human services. In addition, CSLD offers workshops in job searching, resume writing, and other job seeking skills.

Counseling Clinic

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

Disability Programs and Resource Center (DPRC)

Students with disabilities should contact the Disability Programs and Resource Center if education-related accommodations are needed. In addition, we strongly suggest that you communicate your accommodation needs

directly to your instructor as soon as possible (in addition to the communication provided by DPRC). For more information students should contact DPRC at (415) 338-2472 or visit their website at www.sfsu.edu/~dprc.

Counseling Student Organizations

Counseling Students Associations (CSA)

CSA, a student led group, is organized by and for the students enrolled in the Department of Counseling. It is an organization for students who are involved in their own education, and who work with the faculty to enhance the program and their training experiences. CSA is invited to send representatives to department faculty and committee meetings, conduct workshops and professional convocations, and organize social activities for students. CSA also coordinates the Department of Counseling graduation ceremony that takes place immediately after SFSU's commencement at the end of Spring Semester. Dates, times, and location of meetings and events will be posted on the CSA information bulletin board (outside BH 524) or on their website www.csasf.com.

You are encouraged to be active in CSA, and use the programs and structure of CSA to facilitate your learning and experience in the program.

Chi Sigma Iota National Honor Society

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

Graduation Celebration

The Counseling Student Association (CSA) coordinates the yearly, Department of Counseling Graduation Celebration that takes place independently of SFSU's annual university wide commencement. Commencement is held the Saturday at the end of final's week every Spring semester. Please get involved with CSA to help plan this student-driven event.

Professional Counseling Organizations

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

ACPA – College Student Educators International
<http://www.myacpa.org>

American Counseling Association
www.counseling.org

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

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

American Society on Aging (ASA)

www.asaging.org

California Association for Licensed Professional Clinical Counselor (CALPCC)

www.calpcc.org

California Association of Marriage & Family Therapists (CAMFT)

www.camft.org

California Career Development Association (CCDA)

www.ccdaweb.org

National Board of Certified Counselors

www.nbcc.org

National Career Development Association

www.ncda.org

National Council for Rehabilitation Educators (NCRE)

<http://www.ncre.org/>

National Employment Counseling Association

www.employmentcounseling.org

National Rehabilitation Association (NRA)

<http://www.nationalrehab.org/cwt/external/wcpages/index.aspx>

National Rehabilitation Counseling Association (NRCA)

<http://nrca-net.org>

How Things Work Around Here

How the Schedule of Classes is Built in the Department of Counseling

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

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

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

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

The following is the process we use to develop the schedule of classes:

- 1) Once we know how many courses we can offer, a tentative schedule is developed by the chair and the Administrative Office Coordinator (AOC) using the 2 year recommended sequence of courses for each specialization and try to design a schedule whereby students need to come to campus only 2-3 days/week. Other scheduling decisions are based on a number of factors: courses students need to progress through the program; the amount of money available; faculty availability; faculty teaching interests and strengths; availability of instructors with necessary specialized expertise for the course; room availability (a formidable obstacle); class size; scheduling the sections of a course with multiple sections on different days and hours; student demand for a course; and being sensitive to competing needs of students for late and early courses.
- 2) This draft is shared with the Specialization Coordinators, faculty and Counseling Student Association to identify glaring issues. Then, the revised tentative schedule is sent to the Coun-l listserve so the whole Counseling Student body can provide input.

- 3) All the input is considered and decisions are made to serve the most number of students with a schedule that is feasible and will allow for assigning appropriate faculty members and hiring qualified instructors.

Hiring and Evaluation of Instructors (Full Time Faculty and Lecturers [Adjunct Faculty])

All instructors (tenure-track and lecturers) are evaluated by their peers (classroom Peer Observation) and by their students (end of semester evaluations or “Student Evaluation of Teaching Effectiveness”). These evaluations guide the department and are used in different ways both by the individual instructors as well as the department and the university. Individually, instructors receive (depending on whether the instructor is full time or part time. For full. Some teachers, based on feedback, can and do make adjustments in their approach in teaching. Some need time, while others may have an expertise that has not been conveyed best through teaching.

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

CAST OF CHARACTERS

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

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

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

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

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

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

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

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

Liaison: The liaison is the faculty member or instructor who connects with a student's onsite fieldwork supervisor and helps both the student and fieldsite ensure that the student is getting the training they need to develop effectively as a counselor as well as meet the requirements of internship. The liaison is the same instructor for the student's internship class (706, 736, 890, or 891). The functions of the liaison, briefly, are to act as a conduit for information between the department and the fieldwork placement, and to be a troubleshooter if any problems arise in the placement. These functions are explained quite thoroughly in the *Practicum and Trainee Handbook*, which you should review at the beginning of each internship.

Fieldwork/Internship Coordinator: The fieldwork coordinator is a member of the faculty who assists students and faculty in the identification and selection of trainee placement and the placement of students in those settings. They maintain lists of agencies and schools, develops new site possibilities, maintains ongoing site relationships, consults with agencies, and is responsible for the Annual Supervisors Meetings and the Spring Traineeship Fair.

Specialization Coordinators: Each specialization (Career, Clinical Mental Health, College, Gerontological, Marriage, Family & Child, and School) has a coordinator. The Coordinators are professors in the department who may also be instructors of your classes, your advisor, and/or your liaison. These coordinators are responsible for curricular development in their specializations. They also may act as fieldwork coordinators (as in the case of school, clinical mental health, college, and career counseling). It is essential that you get to know the Coordinator of your specialization. Their names are also posted outside the department office, and are included in your orientation packet.

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

Office Hours: Each faculty member has regular, weekly office hours when they are available for phone calls and visits. The specific times of these hours may change every semester, but these times are posted both by the faculty

member's door, outside the department office, and under the faculty link on our website at www.counseling.sfsu.edu (once they are made available). These hours are handled differently by different faculty members (some ask you to sign up for an appointment, others have a "first come, first-served" policy) but, in general, these are good times to meet with your advisors and with faculty who are your instructors in courses. *Each faculty member is also here at other times, but it is best to email or call them directly to make an appointment. Please note that faculty members, not the Department's office, schedule their own appointments.*

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

THE DEPARTMENT OF COUNSELING FACULTY AND STAFF

Tenured and/or Tenure-Track Faculty

Alvin Alvarez, Ph.D., Professor & Dean, College of Health & Social Sciences
Elif Balin, Ph.D., Assistant Professor
Julie Chronister, Ph.D., CRC, Professor
Sandra Fitzgerald, Ph.D., CRC, Associate Professor
Kwong-Liem Karl Kwan, Ph.D., Associate Professor
Wanda Lee, Ph.D., Professor
Graciela Orozco, Ed.D., Professor
Tiffany O'Shaughnessy, Ph.D., Associate Professor
Molly Strear, Ph.D., Assistant Professor
Rebecca Toporek, Ph.D., Professor & Chair
Patricia Van Velsor, Ph.D., Associate Professor
Robert Williams, Ph.D., Professor (on leave from the department)
Yolanda Gamboa, Ph.D., Clinical Coordinator, Peggy H. Smith Counseling Clinic

Part-Time Faculty

Jason Bell, MS, Lecturer
Emma Borens, MS, Lecturer
Sharon Bowles, MS, Lecturer
Melissa Bowman, MS, LMFT, Lecturer
Andrea Crapanzano, PhD, Lecturer
Kristin Dempsey, Ed.D., LMFT, Lecturer
Elliott Endre, MS, Lecturer
Doris Garcia, MS, Lecturer
Gloria Gregg, PhD, Lecturer
Reva Hitt, MS, Lecturer
Francie Jones, LMFT, Lecturer
Bradley Jong, MS, Lecturer
Randeep Kullar, MS, Lecturer
Melissa Lawton, MS, LMFT, CRC, Lecturer
David Khahili, LMFT, Lecturer
Ashley McLaughlin, MS, Lecturer
Norm Meshriy, M.S., Lecturer
Suni Peterson, PhD, Lecturer
Hilary Romanoff, MS, Lecturer
Ammar Saheli, LMFT, Lecturer
Bita Shoshani, LMFT, Lecturer
Lauren Sneed, MS, Lecturer
Jesus Solario, LMFT, Lecturer
Francesca Teixeira, MS, Lecturer
Ulash Thakore-Dunlap, LMFT, Lecturer
George Turner, MS Gerontology, Lecturer

Staff

Katsufumi Araki, Office Manager
Gary Straub, Support Coordinator
Student Assistants

FREQUENTLY ASKED QUESTIONS

1. What is a degree objective?

The Department of Counseling offers three master's degrees:

- a. **Master of Science in Counseling.** (Specializations: Career, College, Gerontology, or School)
- b. **Master of Science in Counseling, concentration in Marriage, Family & Child Counseling**
- c. **Master of Science in Clinical Mental Health Counseling**

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

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

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

b. What is an emphasis?

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

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

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

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

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

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

Yes. The request to add an emphasis once you are in the department must be made by October 15 or February 1st. You will be evaluated like any other prospective applicant for that additional content area.

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

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

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

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

7. How do I obtain an MFT intern Registration Number? How do I obtain the BBS Program Certification form?

Go to page 41 of this handbook for detailed information.

8. What is a CRC?

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

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

No, you cannot because the Board of Behavioral Sciences requires that your degree objective to be an M.S. in Counseling with a concentration in Marriage Family therapy; however, you can study MFT and CMHC at the same time. If you choose to study both, please be aware that your degree objective must be an M.S. in Counseling with a concentration in Marriage Family Therapy and your emphasis is in CMHC. You will receive a university-approved certificate for your completion of the CMHC coursework.

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

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

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

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

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

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

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

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

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

The CounAlum listserv has been used for posting job notices, keeping in contact with other alums and receiving general notices from the department. Graduates of the Department of Counseling are automatically added to the listserv by the office manager during the summer following graduation. If you wish to unsubscribe, you may do so at any time by notifying the office via email: counsel@sfsu.edu

COURSE DESCRIPTIONS

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

Consent of Instructor is Required for All Department of Counseling Courses

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

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

COUN 690 Field of Counseling I (3)

Prerequisite: PSY 200 or graduate standing. Professional identity for career, college, marriage, and family, clinical mental health, school, gerontological counseling. Career decision making, midlife, career change, pre-retirement guidance, and mental illness. Computer technology and counseling; history, ethics and self-awareness.

COUN 691 Multicultural Human Relations (3)

Prerequisite: Upper division standing. Basic counseling methods for different career stages, students, persons with disabilities and mental illness; gay, lesbian, bisexual, transgender, and ethnic groups.

COUN 700 Theories of Counseling and Psychotherapy (3)

Prerequisite: Consent of instructor; undergraduate course in personality theories; proof of compliance. Theories and models of counseling; systems approach to conceptualizing clients using theory and evidence-based practice; application of counseling theories and models to case conceptualization; understanding and applying counseling theories and models to culturally under-represented groups including persons of color, persons with disabilities, LGBTQ individuals, and those from non-conforming gender groups; implication of technology on the application of counseling theories and models.

COUN 702 Developmental Foundations for Counselors (3)

Prerequisite: Consent of instructor; undergraduate course in lifespan human development; proof of compliance. Theories of individual and family development across the lifespan; theories of learning and differing abilities and strategies for differentiated interventions across the lifespan; application of developmental theories to culturally diverse groups including persons with disabilities; systemic and environmental factors that affect human development, functioning and behavior; strategies for promoting resilience and optimum development and wellness across the lifespan.

COUN 703 Psychological Foundations for Counselor (3)

Prerequisite: Consent of instructor; undergraduate course in psychopathology or abnormal psychology; proof of compliance. Theories and models of mental health, wellness, and health promotion including the mental health recovery model; diagnostic processes including differential diagnosis and the use of DSM and ICD. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders; principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning;

identifying and promoting resilience and optimum development and wellness; mental health service delivery modalities.

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

Restricted to classified graduate students. Exploration of biopsychosocial aspects health, chronic illness, behavioral health and serious mental illness, aging disabling conditions. Models of health, behavioral health, disability, aging and sexuality including the Mental Health Recovery Model, the WHO ICF model, and Population Health will be covered. Health prevention, promotion and wellness and the intersection between personal, cultural and societal factors will be taught. Emphasis on societal attitudes, stigma, prejudice, discrimination and microaggressions and other salient environmental barriers and facilitators will be integrated into a student's understanding of taking a BPS approach to their clients. Psychological response to health, behavioral health, disability, and aging models will be learned (e.g., stage models, acceptance models, disability centrality model, etc.).

COUN 705 Supervision & Coaching (3)

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

COUN 706 Practicum & Counseling Process (3)

Must take concurrently with COUN 705 and with or after COUN 702. Must meet prerequisites, concurrent enrollment required, have instructor consent, and attain B or better. Essential interviewing and counseling skill development; risk assessment and emergency management; treatment planning and measurable goals/outcomes; record keeping, biopsychosocial history; [Career, College and CMHC Counseling students may take COUN 706 prior to completing 703]

COUN 715 Assessment in Counseling (3)

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

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

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

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

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

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

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

COUN 720 Career Counseling (3)

Dynamics of vocational choice and occupational adjustments; social learning and developmental tasks, educational and vocational information; counseling process in occupational planning. [Students with Career or College as a specialization or emphasis must take 720 prior to, or concurrently with 890.]

COUN 721 Applied Career Counseling (3)

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

COUN 727 Advanced Career Counseling (3)

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

COUN 736 Advanced Counseling Process and Internship (3)

Prerequisites: COUN 705/706 successfully completed, COUN 700 (may be taken concurrently). *Instructor consent.* Advanced development of counseling skills and process; risk assessment, crisis, trauma, and emergency management within the counseling process; mental status screening, biopsychosocial history and case conceptualization, treatment planning and counseling outcomes; caseload management, and record keeping; strategies for interfacing with integrated behavioral health care, legal systems and court referred clients; personal self-evaluation and self-care strategies, advocacy, accessibility and accommodations related issues; developing personal model of counseling; self-evaluation and self-care strategies; child, spouse/partner, older adult abuse reporting and intervention; cultural competency. Receives agency and faculty supervision and evaluation of counselor-in-training skills and professional behavior. Minimum of 16 hours per week at fieldwork site. Minimum of 12 hours per week at a fieldwork site. [Career Counseling, College & CMHC Counseling students may take COUN 736 prior to completing 703].

COUN 737 Psychopharmacology (3)

Prerequisite: graduate standing, graduate degree, or consent of instructor. Introduction to the psychophysiology of mental disorders and to psychiatric medications; major classes of psychiatric medications and their side effects.

COUN 738 Addictions Counseling (3)

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

COUN 741 Crisis Counseling (3) *Prerequisites:* Graduate standing; restricted to SFSU

counseling graduate students. Current theories and practice related to trauma counseling, trauma-informed care, psychological and neurological effects of trauma; crisis theory, response, and effects; emergency and disaster response and management; community based interventions such as Psychological First Aid and long term approaches, and effects of crisis, disasters and trauma on diverse individuals across the lifespan, suicide prevention models

and strategies.

COUN 792 Seminar for Counselors in Student Personnel Services (College Counseling) (3)
Theory and practice of college student personnel services; program management, planning implementation, evaluation, and various rules of a counselor in college settings.

COUN 793 Organization and Administration for Student Services in Higher Education (3)
Prerequisite: COUN 792. Seminar in organization and management of college student services, organizational theory, development, structures; management strategies and styles, decision making, management by objective, administrative models; staff development; evaluation; accountability; budget planning, management; program development, evaluation; legal issues.

COUN 794 Seminar in Research (3)
Research design and statistical methods for conducting research and evaluating programs; identification of evidence-based counseling practices; conducting needs assessments; evaluating research and counseling interventions and programs; understanding outcomes measures in research and program evaluation/design; analysis and use of data in counseling; ethically and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

COUN 811 Group Counseling Process (3)
Prerequisite: COUN 706. Theoretical foundations of group counseling and group work; dynamics associated with group processes and development; therapeutic factors and how they contribute to group effectiveness, characteristics and functions of effective group leaders; approaches to group formation, including recruitment, screening, and selecting members; types of groups; ethical and culturally relevant strategies for designing and facilitating groups; and direct experience in which students participate as group members in a small group activity.

COUN 827 The Consultation Process (1)
Prerequisite: COUN 736. Seminar exploring dynamics of the consultation process; implications for various specialists in developing effective working relationships with other professionals and family members.

COUN 833 Social and Cultural Foundations in Counseling (3)
Prerequisites: Graduate standing; restricted to SFSU counseling graduate students. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally; theories and models of multicultural counseling, cultural identity development, social justice and advocacy; cultural competency; effect of power and privilege for clients and counselors; help-seeking behaviors of diverse clients; impact of spiritual beliefs on client and counselor worldviews; strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

COUN 850 Professional Emphasis¹ and Post-Master's Internship (1-3 per semester)

¹ While the official name of this course is "Second Specialization," we are in the process of changing it since there are no second specializations in the Department of Counseling. Students have a specialization and, in addition, they may have an emphasis.

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

COUN 857 Law and Ethics for Counselors (3)

Seminar covering legal and ethical responsibilities of counselors, including confidentiality, privilege, reporting; legal obligations regarding professional practice and liability; legal obligations in reporting spousal or partner abuse, child abuse reporting; laws specific to California, federal laws including the ADAA, professional codes of ethics; laws relating to minors, marriage and family; legal procedures of separation, divorce, and mediation.

COUN 858 Couple and Family Counseling I (3)

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

COUN 859 Counseling Aspects of Sexuality (2)

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

COUN 860 Couple and Family Counseling II (3)

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

COUN 861 Seminar on Child Treatment (3)

Prerequisites: Must take after COUN 736. Seminar exploring concepts, processes, techniques of child and adolescent treatment. Specialization on techniques of crises intervention, supportive counseling and psychotherapeutic treatment.

COUN 866 Introduction to Independent Living Services (3)

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

COUN 870 Professional Issues, Clinical Case Management and Systems of Care (3):

Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling. Professional role, functions and settings of Clinical Mental Health Counselors and LPCCs; history, development, theories, models, legislation and government policy relevant to clinical mental health counseling; legal and ethical issues; professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling; Clinical case management skills; integrated care, mental health recovery, evidence-based practice for behavioral healthcare, homeless populations, transition-age youth, and other at-risk and marginalized communities. Clinical documentation, healthcare, billing, community resources and government programs addressed. (grade only.)

COUN 890 Integrative Counseling and Internship (3)

Prerequisite: COUN 736. Integration of counseling skills and process; assessment, biopsychosocial case conceptualization, diagnosis, treatment planning and outcomes; record

keeping and case-load management, evidence-based techniques and interventions for prevention and treatment of a broad range of mental health issues including at-risk, vulnerable populations and persons from marginalized groups; technology and counseling, models of supervision and consultation; modalities of service delivery and mental health care, crisis intervention, trauma-informed care, community-based strategies and resources; developing personal model of counseling; self-evaluation and self-care strategies; child, spouse/partner, older adult abuse reporting and intervention; cultural competency. Must attain a grade of B or better. Receives agency and faculty supervision, evaluation of counselor-in-training skills and professional behavior. Minimum of 16 hours per week at fieldwork site. Placement lasts for the academic year.

COUN 891 Case Studies and Internship Seminar (3)

Prerequisites: COUN 890. Must take concurrently with COUN 892. Application of advanced counseling skills and process to case studies; assessment, biopsychosocial case conceptualization, diagnosis, treatment planning and outcomes; record keeping and case-load management, evidence-based techniques and interventions for prevention and treatment of a broad range of mental health issues including at-risk, vulnerable populations and persons from marginalized groups; technology and counseling, models of supervision and consultation; modalities of service delivery and mental health care, crisis intervention, trauma-informed care, community-based strategies and resources; developing personal model of counseling; self-evaluation and self-care strategies; child, spouse/partner, older adult abuse reporting and intervention; cultural competency. Must attain a grade of B or better. Receives agency and faculty supervision, evaluation of counselor-in-training skills and professional behavior. Minimum of 16 hours per week at fieldwork site. Placement lasts for the academic year. Minimum of 16 hours per week at fieldwork site.

COUN 892 Culminating Experience (3)

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

COUN 899 Special Studies (1-3)

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

APPENDICES

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

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

Department of Counseling Forms

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

University Forms

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

ADVISING FORM
Department of Counseling - San Francisco State University

Date: _____ Name of Advisor: _____

Name of _____ Student: SFSU ID#: _____ *REQUIRED

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

Phone #'s & times available: _____

Date of Admission: _____

Degree Objective _____ Specialization _____ Emphasis (if appropriate): _____

1st Year Placement: _____ Liaison: _____

2nd Year Placement: _____ Liaison: _____

DATE GRE (4.0 score) PASSED OR COURSE PASSED: _____ ATC FILED: _____

<u>Program - Core Classes</u>	<u>When Taken</u> <u>Grade</u>	<u>Instructor</u>	<u>Units/</u>
700-Theories of Counseling	_____	_____	_____
702-Developmental Foundations	_____	_____	_____
703-Psychological Foundation	_____	_____	_____
705-Coaching & Supervision	_____	_____	_____
(12-16 hrs./week) (Coreq: 706)			
706-Interviewing Skills	_____	_____	_____
(Coreq: 705, must take with or after 702)			
715-Assessment Techniques	_____	_____	_____
720-Career Counseling	_____	_____	_____
736-Advanced Process Seminar & Int.	_____	_____	_____
(12-16 hrs./week) (Prereqs: 705 & 706, must take with or after 700 & 703 except career or college students)			
737-Psychopharmacology	_____	_____	_____
738- Addictions *	_____	_____	_____
741- Crisis Counseling	_____	_____	_____
794-Seminar in Research	_____	_____	_____
811-Group Counseling (Prereq: 706)	_____	_____	_____
833-Social & Cultural Foundations	_____	_____	_____
857-Law & Ethics	_____	_____	_____
858-Couple & Family Counseling I **	_____	_____	_____
(Prereq: 706, must take with or after Coun 700)			
890-Integrative Counseling & Internship	_____	_____	_____
(16-20 hrs./week; Prereq: 736)			
891-Case Studies & Internship	_____	_____	_____
(16-20 hrs./week) (Prereq: 890, Coreq: 892)			
892-Culminating Experience	_____	_____	_____
(Prereq: 890, Coreq: 891)			

* School Counseling Specialization chooses one of these two courses.

*Crisis Counseling not required for MFTs.

** Not required for Gerontological Counseling or Clinical Mental Health Counseling

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

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

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

Gerontology				
704-Psych Aspects of Disability (Prereqs: 703, 762, & 766)	_____	_____	<u>3</u>	_____
820-Counseling the Older Adult	_____	_____	<u>3</u>	_____

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

CMHC				
704- Biopsychosocial Aspects of Health, Behavioral Health, Aging & Disability	_____	_____	_____	_____
870- Professional Issues, Clinical Case Management & Systems of Case	_____	_____	_____	_____

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

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

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

CHANGE OF ADVISOR

DATE: _____

TO: Chair,
Department of Counseling

FROM: _____
(Signature of New Advisor)

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

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

(SFSU ID)

The student's **former advisor** was: _____
(Name of Former Advisor)

Change of Contact Information

Name: _____ Student ID #: _____

Address: _____ City/State: _____ Zip: _____

Home #: _____ Work #: _____ Extn: _____

Email: _____

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

Return to the Dept. of Counseling, Burk Hall 524

Please note: Address changes must be filed separately for the university and department. File changes with the university at Student Services Building.

**DEPARTMENT OF COUNSELING APPLICATION FOR
SPECIALIZATION CHANGE**

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

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

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

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

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

I request to change my specialization to: _____

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

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

MY NEW DEGREE OBJECTIVE IS _____

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

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

Notes:

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

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

Signature of **Student** _____ Date _____

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

Signature of **Advisor** _____ Date _____

I have reviewed this request. ☐ Approve ☐ Deny

Signature of **Coordinator** _____ Date _____

I have reviewed this request. ☐ Approve ☐ Deny

Signature of **Chair** _____ Date _____

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

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

Address

(Street) (City) (State) (Zip Code)
Phone () _____ **Student ID #** _____ **Entry Year** _____

My **current** degree objective is: _____

My **current** specialization is: _____

A. ADDING AN EMPHASIS:

I request to ADD an EMPHASIS: _____

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

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

I would like to DROP: _____

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

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

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

Notes:

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

I have carefully read and understand the above procedures.

Signature of **Student** Date

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

Signature of **Advisor** Date

I have reviewed this request. ☐ Approve ☐ Deny

Signature of **Coordinator** Date

I have reviewed this request. ☐ Approve ☐ Deny

Signature of **Chair** Date

Student Evaluation of Teaching Effectiveness (SETE)

Students have the opportunity at the end of each semester to anonymously evaluate each professor in the classes they are taking. The Student Evaluation of Teaching Effectiveness (SETE) is online and the entire process is facilitated by the university (and not the department). Faculty are provided access to their evaluations after grades have been posted in any given semester. SETE scores become part of a professor's performance portfolio and are considered in hiring decisions, as well as tenure and promotion actions.

Student Evaluation Process & Professional Readiness Behavior Rubric (PRBR)

The Core faculty of the Department of Counseling has approved a new process and instrument to systematically assess students' professional disposition over multiple points in time using the Professional Readiness Behavior Rubric (PRBR) measure available via Qualtrics. This process will replace the Criteria for Faculty Review of Graduate Trainee assessment tool. The PRBR is aligned with the CACREP 2016 standards for student assessment and the ACA (2014) Code of Ethics.

Instructors are required to complete a PRBR for every student at the end of each semester. Student data may be gathered throughout the semester and should be shared with students and/or advisors and SEC committee during the semester as needed. However, the data may not be input into the PRBR until the end of the semester. All PRBR scores, irrespective of the score (0 - 41) are to be submitted via Qualtrics, which are then received by the Student Evaluation Committee (SEC). Please be sure to include the PRBR into your grading rubric in your syllabus and discuss this with your class. Below is an example of student points based on a 100 point scale.

Sample Rubric

Paper 1: 20 points 20%

Paper 2: 20 points 20%

Presentation: 20 points 20%

Exam: 20 points 20%

Participation/Attendance: 20 points 20%

Total assignment points: 100 points 100%

PRBR: *Possible deduction of 41 points

Sample Student Points:

Paper 1: 17 points 85%

Paper 2: 16 points 80%

Presentation: 18 points 90%

Exam: 16.5 points 82%

Participation/Attendance: 19 points 95%

Total Assignment Points: 86.5 points (B) 86.5%

PRBR: *Deduction of 5 points (input into Qualtrics)

Total Course Points: 81.5 (B-)

Professors will list the rubric on their syllabus and it becomes a component of the overall grading process. Instructors must communicate to students about points deducted for professionalism at any point in time during the semester to encourage behavior change and reduce the risk of losing more PRBR points. All instructor-student communication regarding professionalism points must be documented in the Qualtrics PRBR at the end of the semester.

During the semester, the following will occur:

- a. PRBR behaviors of concern will be noted/documented by the instructor and shared with the student at any point during the semester. Instructors may also contact the SEC for consultation.
- b. For those students losing points during the semester, the Instructor and/or advisor meets with student to address PRBR behavior(s) to alert student of their loss of points and collaboratively develop strategies to reduce the risk of losing more PRBR points prior to end of semester.
- c. The meeting/strategies will be documented using the PRBR Documentation Form and submitted to the SEC committee and student advisor;

At the end of the semester, the following will occur:

1. All instructors will complete the PRBR Qualtrics Measure for each student. This data will be reviewed by the Student Evaluation Committee (SEC) and look for patterns in and across classes and identify areas where students are losing points.
2. Advisors will receive a list of their advisees who lost professionalism points at the end of the semester. This list will include the behavior of concern, the frequency and impact level.
3. Students who lose one-nine professional points are required to meet with their advisor to develop a plan of action. Advisors must reach out to these students at the beginning of the next semester at the latest.
4. If a student loses ten or more professional readiness points, the following actions will occur:
 - a. The SEC committee will meet with those students who have lost 10 or more professionalism points to develop a plan of action (PAC) for behavior change. This PAC is provided to the student, advisor, and instructor(s) as appropriate. The SEC will follow up with the student at the end of the next semester to determine progress. Modification will be made as needed.
 - b. For students working with the SEC that have a PAC, yet continue to lose between 10-41 points in the semester following the development of the PAC, recommendations will be made which may include (but are not limited to): a) exiting the program; b) taking a leave of absence; c) re-taking courses; and d) completing an additional practicum/internship course. Students can only repeat practicum/internship courses one time.
5. All recommendations will be reviewed in consultation with the Chair, Dean and/or Office of Student Conduct. Faculty and advisors may be consulted. For those exiting the program, depending on the severity of the behavior(s), students may voluntarily or involuntarily resign from the program. This decision will be determined by the SEC committee in consultation with the DOC Chair and HSS Dean.

Student Name:	
Professional Readiness Behavior Rubric (PRBR)	
The purpose of the PRBR is to identify and document student behavior that requires department support or intervention. There are 41 percentage points allotted to the PRBR. In other words, the most a student can lose is 41 percentage points for any one item. We expect most students will lose 0 to minimal points in	

total. However, each student must have the PRBR completed irrespective of whether they lose points or not.	
The final score is based on Frequency of the behavior multiplied by the Severity of Impact (Frequency X Impact)	
Items	Specific observed Behaviors (e.g., behaviors observed by instructor, client, supervisor)
Ethical and Legal Conduct	
1. Breached client or peer confidentiality.	
2. Failed to obtain informed consent.	
3. Violated client and/or peer boundaries such as engaging in sexual relationships with a client, counseling a friend or co-worker.	
4. Provided counseling when student health or mental health condition impaired their ability to perform the roles and functions of a counselor.	
5. Failed to maintain secure documentation and/or client records.	
6. Condoned or engaged in discriminatory practices or harassment.	
7. Misrepresented qualifications, credential, educational degrees, etc.	
8. Failed to maintain professional and ethical boundaries/relationships with stakeholders in field placement sites, peers, faculty, or other university employees.	
9. Failed to report or concealed ethical or legal violations of others.	
10. Failed to report suspicion of child, elder, or dependent abuse or neglect.	
11. Violated University Standards for Student Conduct located at https://conduct.sfsu.edu/standards (e.g., plagiarism, cheating, misrepresenting academic content such as audio-recordings, presentations, logs, and written assignments).	
Social and Emotional Maturity	
12. Exhibits emotional dysregulation. Emotional dysregulation is defined as reacting in an emotionally exaggerated manner to environmental and interpersonal challenges by overreacting (e.g., bursts of anger, accusations, passive-aggressive behaviors, or creation of chaos or conflict).	
13. Exhibits inability to manage conflict, disagreement and/or dissatisfaction with peers, instructors, or supervisors showing evidence of anger, aggression, and/or avoidant behavior responses that are inappropriate to the context.	
14. Violates the rights, feelings and welfare of others, lacks empathy and concern and behaving in ways that do not benefit others.	
15. Exhibits difficulty regulating classroom participation (e.g., interrupting others, falling	

asleep, participating in a manner that detracts from the topic being discussed).	
16. Exhibits difficulty with self-disclosure (e.g., disclosure that distracts from class focus, disclosure that is inappropriate for classroom and topics, such as personal information that is not generative and contributes to the context of the discussion).	
17. Inability to integrate feedback provided by the instructor, advisor, chair or site supervisor as shown by lack of behavior change and inability to listen and agree to work on changing behaviors associated with the feedback.	
18. Difficulty completing or performing ambiguous, complex counseling-related skills/processes and course/program/field placement requirements after repeated direction. This is shown by inability to analyze and independently complete or perform complex course, field placement and/or programmatic/department tasks/requirements. Poor outcomes on complex tasks also reflect difficulties in this area.	
Accountability and Reliability	
19. Did not turn in assignments in accordance with instructor established deadlines.	
20. Did not meet attendance policy as outlined in the syllabus.	
21. Did not communicate with instructor in timely and professional manner (e.g., use SF state email, iLearn, office hours).	
22. Did not contribute to group projects/activities with peers in a respectful and equitable manner, resulting in strained peer relationships, and/or reduced group grades.	
23. Violated agreed upon classroom norms, contributing to a hostile classroom climate.	
Cultural and Disability Competency	
24. Willfully choosing to not work on gaining the knowledge, skills, and awareness of one's privileges, dominant cultural narratives and values and beliefs (e.g., education, economic, race/ethnicity, religion, gender identity, sexual orientation, disability status, etc.).	
25. Difficulty understanding and exhibiting tolerance for the worldview of those different from oneself.	
26. Difficulty developing culturally and disability responsive counseling skills. Students who have difficulty developing culturally and disability responsive skills do not consider culture and disability in the counseling process, case conceptualizations, treatment planning and goals/outcomes.	
27. Imposed one's values, beliefs, assumptions or behaviors on clients, peers or other stakeholders leading to possible psychological harm.	

