

STUDENT ADVISING HANDBOOK

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

ACADEMIC YEAR 2021-2022



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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 are committed to continuing to evolve to better provide an integrated and relevant experience for our students. This is an ongoing process subject to experiment and modification. We welcome your input and engagement throughout this process as a student and later as an alum. Through your experience in classes, with your advisor, department, and committee meetings and informal encounters with faculty and students, we will continue to work toward an environment where we all feel respected, valued and heard. It is our desire that our program and curriculum are models for the kinds of human interactions that facilitate optimal growth in all of us.

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.

Growing Together as Community: What You Can Expect from Us and What We Expect from You

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

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).

In addition to the information contained in this Handbook, please become familiar with the [Student Handbook from Graduate Studies](#). GraduateStudies provides important information about university policies and resources.

About the Graduate Program in Counseling

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

Counseling Graduate Program Mission and Vision

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).

Program Objectives, Competencies and Learning Goals

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.

Learning Goals and Outcome Measures

Area	Learning Objective (FromCACREP Self-Study)	Outcome (from KPIs)
Human Development	Students will apply concepts of development to counseling including physical, emotional, social, cultural, personality, and cognitive aspects of development. Class also explores sexual and racial identity development along with career development and contemporary issues in human development.	Students will demonstrate their understanding of these concepts in an in-depth final paper and completion of knowledge assessment tests.
	Students will distinguish abnormal development, including behavior disordersand substance abuse. Students will also consider typical and divergent developmental experiences.	Students will demonstrate this understanding through course exams and other forms of knowledge assessment
Theoretical Framework	Students will distinguish historicand contemporary theories of counseling and apply them to cases from practice	Students will demonstrate thisthrough process notes and case conceptualization
Counseling Interventions andSkills	Students will acquire and demonstrate basic individualcounseling skills through practice	Students will record and analyze counseling skills and interventions through processnotes and individual meetings with instructors.
	Students will apply knowledgeof group dynamics and group counseling skills	Students will demonstrate knowledge and skill throughdeconstruction of group counseling experience.
Socio-cultural Factors	Students will develop self-understanding and a social justice-oriented counseling framework that integrates attention to cultural and sociopolitical contexts for individual clients, their familiesand 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 planto 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 tocareer and life decisions and challenges.	Students will demonstrate this knowledge and skill through a career assessment report
Assessment, Evaluation, andResearch	Students will apply a working knowledge of assessment toolsto practice as a counselor.	Students will complete an analysis and interpretation of arange of assessment instruments and describe appropriate application in counseling including attention to cultural relevance of assessment.
	Students will critically use research to maintain currencyand cultural relevance in theirpractice 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 includinguse of community resources, knowledge of cultures of the various agencies service the public, and advocacy.	Students will develop a professional identity statementin relation to their practice as acounselor.
	Students will distinguish and apply knowledge of legal directives and ethical standardsspecific to the field of counseling generally as well as specialization specific standards	Students will demonstrate their understanding of legal directives and ethical standardsthrough writing and examination. Data from Fieldwork Supervisors will provide independent assessment of student's understanding of ethical and legal directives.

Accreditation, Licensure and Credentials

Accreditation

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

Licensure and Credentials

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

Licensure to practice as a [Licensed Marriage and Family Therapist \(LMFT\)](#) in California is administered and regulated by the California Board of Behavioral Sciences (BBS). The MFCC Specialization in the Graduate Program in Counseling at SF State University meets all the educational requirements for LMFT as delineated by BBS.

Students enrolled in the CMHC program as a specialization or emphasis are in a fully aligned [Licensed Professional Clinical Counseling \(LPCC\)](#) program that specifically positions them to obtain their [LPCC](#). Our curriculum is aligned with the [Board of Behavioral Health \(BBS\)](#) requirements for the LPCC.

In both the MFCC and CMHC Specializations, once the degree has been obtained, graduates must register with BBS as Associates and continue accruing supervised field experience as well as sit for licensure exams in order to be licensed.

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

Degree Programs, Specializations, and Optional Emphases

The Graduate Program in Counseling offers three different degrees, each with training in specific specializations of counseling. When you applied to the program, you identified the degree and specialization you wanted to study and may have also identified an additional area for emphasis. The following pages provide a brief overview of the degrees, specializations, and emphases. Later in this handbook, we will provide specific information about the course requirements and recommended order to take the courses (sequencing).

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 including academic, career and personal counseling as well as teaching, outreach and student success and well-being.
- **Specialization – Gerontological Counseling** Students who choose the Gerontological Counseling specialization focus on working with transitional issues of older adults and their families.
- **Specialization – School Counseling** Students who choose the School Counseling specialization focus on counseling children and their families in PK-12 public and private schools. These students are eligible, upon passing the CBEST, to receive a California Pupil Personnel Services Credential in School Counseling.

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

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 historically marginalized communities, and those living with dual diagnosis and multiple co-occurring conditions

Optional Emphases recognized by the Department of Counseling

In addition to specializations, the department offers the opportunity for students to gain an additional expertise in one other area of counseling by adding an emphasis to their course of study. 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. Students will be allowed to have a maximum of two emphases in addition to their specialization.

- **Emphasis – Career Counseling** Students who choose an emphasis in Career Counseling are required to take specialization coursework (COUN 721 and 727) and may need to take certain core courses if not required by their specialization (e.g., Coun 738, 741, and one special expertise course [704, 716, 792, or 858]). In addition, they must complete 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.
- **Emphasis – Clinical Mental Health Counseling** Students who choose an emphasis in Clinical Mental Health Counseling are required to take additional coursework (COUN 704, 737, 741, 870). Students must complete one of their internships (1st or 2nd year) in a setting that is approved by the CMHC Coordinator.
- **Emphasis – College Counseling** Students who choose an emphasis in College Counseling are required to take additional coursework (COUN 792 and 793) and may need to take certain core courses if not required by their specialization (e.g., Coun 738, 741, and one special expertise course [704, 716, 721, or 858]), and must have 480 hours of field placement where college counseling is the focus. One year of internship must be providing college counseling in a college setting.
- **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.
- **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 typically requires more than two years of internship. For example, a combination of a specialization in School Counseling and an emphasis in College Counseling

will mean that students need to have field placements in two of three school settings elementary, middle and/or high school, **and** one year in a college setting. This cannot be accomplished in two years. Another example: A combination of a specialization in Marriage Family Child Counseling and an emphasis in 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. 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.

Emphases and Licensure Notes:

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 (MSCMFCC).

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 (Licensed Professional Clinical Counselor) eligible students should review the post graduate hours and exams requirements at <http://calpcc.org/>

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

Understanding Your Specialization, Emphasis and Course Requirements

This section provides you with a more thorough introduction to each of the Specializations to help you map out your course plan. 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 Description section of Handbook or the SF State Bulletin). Carefully plan your program with your advisor. In some cases, the summer session minimizes the necessity of heavy semester schedules or overloads, yet only a few courses in the curriculum are offered during the summer. As such, careful consultation with your advisor is necessary.

First, we provide an overview that compares the recommended sequences of courses across all specializations. We provide a comparison of two yearplans across all specializations and then a comparison of three year plans across all specializations. Use this first part "Sequence of Courses" as an overview. Following this page, you can read in more depth about your specialization as well as the details about the sequence your specialization recommends.

Career Counseling

The Career Counseling Specialization Faculty and Program

FACULTY

[Elif Balin](#), Ph.D. (Coordinator)

Derrick Bines, Ph.D. (Assistant Professor)

[Rebecca Toporek](#), Ph.D. (Professor)

Julie Salzman, MA, LPCC (Adjunct Faculty)

The Career Counseling Specialization

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

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).

MASTER OF SCIENCE IN COUNSELING

Specialization: Career Counseling

Course	Description	Units
COUN 700	Theories of Counseling and Psychotherapy	3
COUN 702	Developmental Foundations for Counselors	3
COUN 703	Psychological Foundations for Counselors	3
COUN 705	Supervision and Coaching	3
COUN 706	Practicum and Counseling Process	3
COUN 715	Assessment in Counseling	3
COUN 720	Career Counseling	3
COUN 721	Applied Career Counseling	3
COUN 727	Advanced Career Counseling	3
COUN 736	Advanced Counseling Process and Internship	3
COUN 738	Addictions Counseling	3
COUN 741	Crisis Counseling	3
COUN 794	Seminar in Research	3
COUN 811	Group Counseling Process	3
COUN 833	Social and Cultural Foundations	3
COUN 857	Law and Ethics in Counseling	3
COUN 704, 716, 792 or 858	Choose 1 of these courses	3
COUN 890	Integrative Counseling and Internship	3
COUN 891	Case Studies and Internship	3
COUN 892	Culminating Experience	3
Minimum Total		60

Career Counseling 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 one special expertise course [704, 716, 792, or 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

Recommended Sequence: A Road Map

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

2 Year Sequence

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

Year 1: Fall—15 units

Course	Units	Title
COUN 833	3	Social/Cultural Foundations
COUN 705	3	Supervision & Coaching
COUN 706	3	Practicum & Counseling Process
COUN 720	3	Career Counseling
COUN 721	3	Applied Career Counseling

Year 1: Spring—15 units

Course	Units	Title
COUN 700	3	Theories of Counseling
COUN 715	3	Assessment in Counseling
COUN 727	3	Advanced Career Counseling
COUN 736	3	Advanced Counseling Process/ Internship
COUN 794	3	Seminar in Research

Year 2: Fall—15 units

Course	Units	Title
Choose 1 704, 716, 792 or 858	3	Special expertise course
COUN 702	3	Developmental Foundations
COUN 811	3	Group Counseling Process
COUN 857	3	Law/Ethics in Counseling
COUN 890	3	Integrative Counseling/Internship

Year 2: Spring—15 units

Course	Units	Title
COUN 738	3	Addictions Counseling
COUN 741	3	Crisis Counseling
COUN 703	3	Psychological Foundations
COUN 891	3	Case Studies/Internship
COUN 892	3	Culminating Experience

3 Year Sequence

Year 1: Fall—9 units

Course	Units	Title
COUN 833	3	Social/Cultural Foundations
COUN 720	3	Career Counseling
COUN 721	3	Applied Career Counseling

Year 1: Spring—9 units

Course	Units	Title
COUN 700	3	Theories of Counseling
COUN 715	3	Assessment in Counseling
COUN 727	3	Advanced Career Counseling

Year 2: Fall—12 units

Course	Units	Title
Choose 1 704,716,792 or 858	3	Special expertise course
COUN 702	3	Developmental Foundations
COUN 705	3	Group Counseling Process
COUN 706	3	Practicum & Counseling Process

Year 2: Spring—12 units

Course	Units	Title
COUN 703	3	Psychological Foundations
COUN 736	3	Advanced Counseling Process/ Internship
COUN 738	3	Addictions Counseling
COUN 794	3	Seminar in Research

Year 3: Fall—9 units

Course	Units	Title
COUN 811	3	Group Counseling Process
COUN 857	3	Law/Ethics in Counseling
COUN 890	3	Integrative Counseling/Internship

Year 3: Spring—9 units

Course	Units	Title
COUN 741	3	Crisis Counseling
COUN 891	3	Case Studies/Internship
COUN 892	3	Culminating Experience

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)

1). 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

2). 15 semester units of advanced coursework to develop knowledge of specific treatment issues or special populations. COUN 721, 727, 890, 891 and 704 or 716 or 792 or 858

3). 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.

4). 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 abusedynamics	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

5). Supervision: A minimum of 3,000 post- degree hours of supervised experience (see BBS for specifics of requirement) *By law, must be completed post-degree.*

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

Optional: If you plan to work with families you must meet an additional LPC requirement of 6 hours of coursework in family therapy **COUN 858**

College Counseling

College Counseling Specialization Program and Faculty

COLLEGE COUNSELING SPECIALIZATION FACULTY

[Rebecca Toporek](#), Ph.D., (Professor), Coordinator

Derrick Bines, Ph.D. (Assistant Professor)

[Elif Balin](#), Ph.D. (Assistant Professor)

Bradley Jong, M.S. (Lecturer Faculty)

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

Specifically, the program is designed to develop the ability to facilitate the development of college students in both cognitive and personal areas. Its focus is on prevention, remediation, and developmental counseling skills. In addition to the core competencies of the master's program, this specialization and emphasis develops knowledge and skills in the areas of group counseling, educational counseling, problem solving and decisionmaking, 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 setting. As a result, students need to recognize that certain combinations of specialization or emphasis will result in additional time and field placement work through the Department of Counseling. As an example, the combination of College and School Counseling requires students to complete three years of traineeships: one (1) year at a college or university; and two (2) years at two of three settings (elementary, middle, and/or highschool).

College Counseling Skills and Competencies

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

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

Group Processes. The ability to assess the dynamics of group processes and to facilitate growth and development through group interaction with specific reference to adult concerns.

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

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

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

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

Course Requirements

MASTER OF SCIENCE IN COUNSELING

Specialization: College Counseling

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

College Counseling as an Emphasis

COUN 792 Seminar for Counselors in Student Personnel Services 3 units

COUN 793 Organization/Administration of Student Services 3 units

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 Special expertise requirement course).

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 units

Recommended Sequence: A Road Map

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

2 Year Sequence

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

Year 1: Fall—15 units

Course	Units	Title
COUN 833	3	Social/Cultural Foundations
COUN 705	3	Supervision & Coaching
COUN 706	3	Practicum & Counseling Process
COUN 720	3	Career Counseling
COUN 792	3	Seminar for Counselors in Student Personnel Services

Year 1: Spring—15 units

Course	Units	Title
COUN 700	3	Theories of Counseling
COUN 715	3	Assessment in Counseling
COUN 793	3	Organization/Administration of Student
COUN 736	3	Advanced Counseling Process/ Internship
COUN 794	3	Seminar in Research

Year 2: Fall—15 units

Course	Units	Title
Choose 1 704,716,792 or 858	3	Special expertise course
COUN 702	3	Developmental Foundations
COUN 811	3	Group Counseling Process
COUN 857	3	Law/Ethics in Counseling
COUN 890	3	Integrative Counseling/Internship

Year 2: Spring—15 units

Course	Units	Title
COUN 738	3	Addictions Counseling
COUN 741	3	Crisis Counseling
COUN 703	3	Psychological Foundations
COUN 891	3	Case Studies/Internship
COUN 892	3	Culminating Experience

3 Year Sequence

Year 1: Fall—9 units

Course	Units	Title
COUN 833	3	Social/Cultural Foundations
COUN 720	3	Career Counseling
COUN 792	3	Seminar for Counselors in Student Personnel Services

Year 1: Spring—9 units

Course	Units	Title
COUN 700	3	Theories of Counseling
COUN 715	3	Assessment in Counseling
COUN 727	3	Advanced Career Counseling

Year 2: Fall—12 units

Course	Units	Title
Choose 1 704,716,792 or 858	3	Special expertise course
COUN 702	3	Developmental Foundations
COUN 705	3	Group Counseling Process
COUN 706	3	Practicum & Counseling Process

Year 2: Spring—12 units

Course	Units	Title
COUN 703	3	Psychological Foundations
COUN 736	3	Advanced Counseling Process/ Internship
COUN 738	3	Addictions Counseling
COUN 794	3	Seminar in Research

Year 3: Fall—9 units

Course	Units	Title
COUN 811	3	Group Counseling Process
COUN 857	3	Law/Ethics in Counseling
COUN 890	3	Integrative Counseling/Internship

Year 3: Spring—9 units

Course	Units	Title
COUN 741	3	Crisis Counseling
COUN 891	3	Case Studies/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 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. 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: **College 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	COUN 703
Research and evaluation	COUN 794
Professional orientation, ethics and law in counseling, including California law and	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, 890, 891 and 704 or 716 or 721 or 858

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 (recommend edelective)
Spousal or partner abuse assessment, intervention strategies and same-gender abusedynamics	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

Supervision: A minimum of 3,000 post-degree hours of supervised experience (see BBS for specifics of requirement)

By law, must be completed post-degree.

VI. Examination: Passing score on the National Clinical Mental Health Counselor Examination (NCMHCE) and the Californian Law and Ethics Exam

By law, must be taken after all other licensure requirements are met.

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).

Gerontological Counseling

The Gerontological Counseling Specialization Faculty and Program

FACULTY

Graciela Orozco, Ed.D. (Professor), Coordinator

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

Consistent with the general mission of the Department of Counseling, the Gerontology specialization/emphasis recognizes the need for close coordination with the field.

Gerontological Counseling Skills and Competencies

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

- Demonstrates skill in applying appropriate intervention techniques for situational and developmental crises commonly experienced by older persons, such as bereavement, isolation, divorce, relocation, sexual concerns, illness, transportation, crime, abuse, and relationships with adults, children and caregivers.
- Demonstrates skill in the use of a wide variety of specialized therapies to assist older persons in coping with both developmental and non-normative issues such as creative art therapies, pet therapy, peer counseling, and family counseling.
- Demonstrates skill in applying extensive knowledge of ethical issues in counseling older persons, their families, and care providers. Demonstrates the ability to act as a consultant to individuals and organizations on issues related to older persons and their families. Demonstrates skill in program development for the older population, including needs assessment, program planning, implementation, and evaluation.

Course Requirements

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

Gerontological Counseling as an Emphasis

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

Recommended Course Sequence: A Road Map

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

Year 1: Fall—12units

Course	Units	Title
COUN 702	3	
COUN 833	3	Social/Cultural Foundations
COUN 794	3	Seminar in Research
COUN 857	3	Law & Ethics

Year 1: Spring—9 units

Course	Units	Title
COUN 700	3	Theories of Counseling
COUN 715	3	Assessment in Counseling
COUN 766	3	Medical, Social Aspectsof Disability

Year 2: Fall—9 units

Course	Units	Title
GERO	3	Approved Course in GERO
COUN 705	3	Group Counseling Process
COUN 706	3	Practicum & CounselingProcess

Year 2: Spring—9 units

Course	Units	Title
COUN 736	3	Advanced Counseling Process/Internship
COUN 741	3	Crisis Counseling
COUN 811	3	Group Counseling

Year 3: Fall—9 units

Course	Units	Title
COUN 720	3	Career Counseling
COUN 738	3	Addiction
COUN 890	3	Integrative Counseling/Internship

Year 3: Spring—9 units

Course	Units	Title
COUN 704	3	Seminar
COUN 891	3	Case Studies/Internship
COUN 892	3	Culminating Experience

Licensed Professional Clinical Counselor (LPCC)

Legal Notification for Students

The Master of Science in Gerontological 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 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. For specific details, refer to the BBS(www.bbs.ca.gov) and/or the California Association for Licensed Professional Clinical Counselors (www.calpcc.org).

LPCC Requirement

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

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

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

II. Advanced coursework to develop knowledge of specific treatment issues or special populations. COUN 766, GERO, 890, 891

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

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

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

Supervision: A minimum of 3,000 post-degree hours of supervised experience (see BBS for specifics of requirement)

By law, must be completed post-degree.

VI. Examination: Passing score on the National Clinical Mental Health Counselor Examination (NCMHCE) and the Californian Law and Ethics Exam

By law, must be taken after all other licensure requirements are met.

Optional: If you plan to work with families 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).

School Counseling, PPS Credential

The School Counseling Specialization Faculty and Program

SCHOOL COUNSELING FACULTY

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

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

[Graciela Orozco](#), Ed.D. (Professor)

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.

Fieldwork in School Counseling

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

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

1) A minimum of eight hundred and forty (840) clock hours of field placement are required in a PK-12 school setting in direct contact with pupils:

- Fieldwork shall be provided in at least two of three settings (elementary, middle, and/or high school) with a minimum of two hundred (200) hours at each setting;
- At least 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;
- 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. Once your CAP packet with all of the above items has been reviewed, it will be forwarded by the SFSU Credential to the California Commission on Teacher Credentialing.

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

State of California – Commission on Teacher Credentialing

1900 Capitol Avenue
Sacramento, California 95811

1-888-921-2682

Course Requirements

MASTER OF SCIENCE IN COUNSELING

Specialization: School Counseling, PPS Credential

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

School Counseling as an Emphasis

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

Recommended Sequence of Courses: A Road Map

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

2 Year Sequence

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

Year 1: Fall—15 units

Course	Units	Title
COUN 702	3	Developmental Foundations
COUN 705	3	Supervision & Coaching
COUN 706	3	Practicum & Counseling Process
COUN 716	3	Professional Seminar I-Structural Elements
COUN 794	3	Seminar in Research

Year 1: Spring—15 units

Course	Units	Title
COUN 700	3	Theories of Counseling
COUN 703	3	Psychological Foundations
COUN 717	3	Professional Seminar II/Functional Elements
COUN 736	3	Advanced Counseling Process/ Internship
COUN 857	3	Law/Ethics in Counseling

Year 2: Fall—15 units

Course	Units	Title
COUN 720	3	Special expertise course
COUN 718	3	Professional Seminar III - Professional Issues
COUN 811	3	Group Counseling Process
COUN 833	3	Social and Cultural Foundations in Counseling
COUN 890	3	Integrative Counseling/Internship

Year 2: Spring—15 units

Course	Units	Title
COUN 738 or 858	3	Elective
COUN 741	3	Crisis Counseling
COUN 715	3	Assessment in Counseling
COUN 891	3	Case Studies/Internship
COUN 892	3	Culminating Experience

3 Year Sequence

Year 1: Fall—9 units

Course	Units	Title
COUN 833	3	Social/Cultural Foundations
COUN 794	3	Seminar in Research
COUN 702	3	Developmental Foundations

Year 1: Spring—9 units

Course	Units	Title
COUN 700	3	Theories of Counseling
COUN 703	3	Psychological Foundations
COUN 857	3	Law/Ethics in Counseling

Year 2: Fall—12 units

Course	Units	Title
COUN 716	3	Professional Seminar I Structural Elements
COUN 720	3	Career Counseling
COUN 705	3	Group Counseling Process
COUN 706	3	Practicum & Counseling Process

Year 2: Spring—12 units

Course	Units	Title
COUN 715	3	Assessment in Counseling
COUN 736	3	Advanced Counseling Process/ Internship
COUN 738	3	Addictions Counseling
COUN 717	3	Professional Seminar II Functional Elements

Year 3: Fall—9 units

Course	Units	Title
COUN 811	3	Group Counseling Process
COUN 718	3	Professional Seminar III Prof. Issue
COUN 890	3	Integrative Counseling/Internship

Year 3: Spring—9 units

Course	Units	Title
COUN 741	3	Crisis Counseling
COUN 891	3	Case Studies/Internship
COUN 892	3	Culminating Experience

Internship Credential for School Counseling

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

Licensed Professional Clinical Counselor (LPCC)

Legal Notification for Students

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

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

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

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

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

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

PPSC Only (Post Masters)

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

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

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

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

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

Upon admission, 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.

Fieldwork Requirement

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:
 - Fieldwork shall be provided in at least two of three settings (elementary, middle, and/or high school) with a minimum of two hundred (200) hours at each setting;
 - At least 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
 - 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).

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 and Child Counseling (MFT)

The Marriage, Family and Child Counseling Concentration Faculty and Program

FACULTY

[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 inspecific 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 Businessand 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 couplere relationships, including marital and nonmarital arrangements.
2. Family Dynamics and Therapy: Knowledge and understanding of family dynamics, communication patterns, role system, and implications forfamily 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.
3. At least 1,700 hours must be accrued on a post-master's basis. Please refer to the *Practicum and Internship Handbook* for details.
4. Successful completion of California Law and Ethics Examination and California Clinical Examination.

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

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

Clinical Practice Hours (Fieldwork)

In addition to course instructors' supervision and coaching, all students must be concurrently placed at a clinical training site and be enrolled in a practicum and internship course (COUN 706, 736, 890, 891).

Field supervisors (licensed staff at the clinical training site) must verify that (a) the student's clinical hours qualify under BBS regulations; and (b) the supervision hours qualify under BBS regulations. The Department of Counseling must approve all clinical training sites before you can be placed, and also monitor hours accumulated for program and graduation requirements.

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

Students who elect to meet the professional requirements in Marriage, Family, and Child Counseling specialization must document 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 Associate Registration Number

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

BBS Program Certification Form

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

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

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

This form is for use by the following applicants:

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

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

Type or print clearly in ink

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

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

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

Please do not start this process until you are ready to fill out your information and attach your unofficial transcript as it will not let you back in to make edits. After you have filled out your portion, select “Submit” and it will be forwarded to the department for review. Once the department has received your form submission via the link above, it will be reviewed by the

Department Chair. Upon receipt, it will take around one week to turn around the paperwork. The signed program certification form will then be uploaded to a secure Box folder at the BBS. You will not receive a confirmation from the BBS that this process has been completed. If you would like to confirm whether the process has been completed by the department office, you can send an email to counsel@sfsu.edu one week after you have submitted the form.

FAQs from the BBS about this Process:

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

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

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

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

regular basis, particularly those where you work with children. Furthermore, some field placements require your consent to body liquid analysis to ascertain your drug-free status.

Course Requirements

MARRIAGE, FAMILY, CHILD COUNSELING

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

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

Recommended Sequence: A Road Map

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

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

2-Year Sequence

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

COUN 705 and 706 must be taken concurrently

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

COUN 827 & 859 must be taken concurrently

COUN 891 & 892 must be taken concurrently

[Click Here for the 2-Year Sequence Advising Form for Tracking Progress](#)

Three-year recommended sequence:

If you are considering a “three-year plan,” we strongly recommend that you seek some type of volunteer or paid counseling-related field experience (e.g., crisis hotline, women’s shelter, family service agency, etc.) during your first year. 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	COUN 700	3	Theories of Counseling
COUN 833	3	Social/Cultural Foundations	COUN 703	3	Psychological Foundations
COUN 857	3	Laws and Ethics	COUN 715	3	Assessment in Counseling
			COUN738	3	Addiction
Year 2: Fall—12 units			Year 2: Spring—9 units		
Course	Units	Title	Course	Units	Title
COUN 705	3	Group Counseling Process	COUN 736	3	Advanced CounselingProcess/ Internship
COUN 706	3	Practicum & CounselingProcess	COUN 827	1	Consultation
COUN 720	3	Career Counseling	COUN 859	2	Counseling Aspects of Sexuality
COUN 794	3	Seminar in Research	COUN 861	3	Child Treatment
Year 3: Fall—9 units			Year 3: Spring—9 units		
Course	Units	Title	Course	Units	Title
COUN 811	3	Group Counseling Process	COUN 860	3	Couple & Family Counseling II
COUN 858	3	Couple & Family Counseling I	COUN 891	3	Case Studies/Internship
COUN 890	3	Integrative Counseling/Internship	COUN 892	3	Culminating Experience

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

Licensed Professional Clinical Counselor (LPCC)

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

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

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

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

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

LPCC Requirement

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

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

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

II. 15 semester units of advanced coursework to develop knowledge of specific treatment issues or special populations. COUN 858, 860, 861, 890, 891

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

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

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

Supervision: A minimum of 3,000 post-degree hours of supervised experience (see BBS for specifics of requirement)

By law, must be completed post-degree.

VI. Examination: Passing score on the National Clinical Mental Health Counselor Examination (NCMHCE) and the Californian Law and Ethics Exam

By law, must be taken after all other licensure requirements are met.

Optional: If you plan to work with families you must meet an additional LPCC requirement of 6 hours of coursework in family therapy

Optional: 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).

Clinical Mental Health Counseling (CMHC)

Clinical Mental Health Counseling Program and Faculty

CLINICAL MENTAL HEALTH COUNSELING FACULTY

[Sandra Fitzgerald](mailto:sfitz@sfsu.edu), PhD (Coordinator): sfitz@sfsu.edu

[Julie Chronister](mailto:jchronis@sfsu.edu), PhD: jchronis@sfsu.edu

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

Course Requirements

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

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

Specialization Courses (included above)

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

Additional Coursework for Family and Couple Counseling (Students who plan to work with couples and families as an LPCC will need to take the following courses in addition to the graduation requirements above [not required for graduation])

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

Recommended Sequence: A Road Map

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

3 Year Course Sequence

Year 1: Fall—12 units			Year 1: Spring—12 units		
Course	Units	Title	Course	Units	Title
COUN 833	3	Social/Cultural Foundations	COUN 700	3	Theories of Counseling
*COUN 794	3	Seminar in Research	COUN 703	3	Psychological Foundations
COUN 702	3	Developmental Foundations	*COUN 715	3	Assessment in Counseling
COUN 857	2	Law/Ethics in Counseling	COUN 870	3	Professional Issues, Clinical Case Management, Systems of Care

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

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

Year 3: Fall—12 units			Year 3: Spring—9 units		
Course	Units	Title	Course	Units	Title
COUN 737	3	Psychopharmacology	COUN 860*	3	Family and Couples II
COUN 811	3	Group Counseling Process			
COUN 858*	3	Family & Couples I	COUN 891	3	Case Studies/Internship
COUN 890	3	Integrative Counseling/Internship	COUN 892	3	Culminating Experience

* (if you want to work with families and couples for LPCC)

2 Year Course Sequence (not recommended)

Year 1: Fall—15 units			Year 1: Spring—15 units		
Course	Units	Title	Course	Units	Title
COUN 702	3	Developmental Foundations	COUN 700	3	Theories of Counseling
COUN 705	3	Supervision & Coaching	COUN 703	3	Psychological Foundations
COUN 706	3	Practicum & Counseling Process	COUN 736	3	Advanced Counseling Process/ Internship
COUN 833	3	Social & Cultural Foundation	COUN 794	3	Seminar in Research
COUN 857	3	Seminar in Research	COUN 870	3	Professional Issues, Clinical Case Management

COUN 705 and 706 must be taken concurrently

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

COUN 891 & 891 must be taken concurrently

**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 COURSES #	CMHC COURSE TITLE	UNITS
A	COUN 700	Theories of Counseling & Psychotherapy	3
B	COUN 703	Developmental Foundations for Counselors	3
C	COUN 720	Career Counseling	3
D	COUN 811	Group Counseling	3
E	COUN 715	Assessment in Counseling	3
F	COUN 833	Social and Cultural Foundations	3
G	COUN 703	Psychological Foundations in Counseling	3
H	COUN 794	Seminar in Research	3
I	COUN 857	Law and Ethics	3
J	COUN 737	Psychopharmacology	3
K	COUN 738	Addictions	3
L	COUN 741	Crisis Counseling	3
M	COUN 736	Advanced Counseling Process	3
	COUN 858	Couples and Family I	3
	COUN 860	Couples and Family II	3

For students who want to work with families, couples and supervise MFTs/LPCCs who work with families, couples & children

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 (Fieldwork Requirement)

CMHC students take 15 units of supervised practicum and internship in a clinical setting that provides a range of clinical counseling experience as identified in the LPCC Section 4999.33(c)(2)(3)(A-K): (A) Applied psychotherapeutic techniques; (B) assessment; (C) diagnosis; (D) prognosis; (E) treatment; (F) issues of development, adjustment, and maladjustment; (G) health and wellness promotion; (H) professional writing including documentation of services, treatment plans, and progress notes; (I) how to find and use resources; (J) other recognized counseling interventions; and

(K) achieve a minimum of 280 hours of face-to-face supervised clinical experience counseling individuals, families, or groups. CMHC specialization students must complete 600 of their 840 total fieldwork hours in a setting that meets CMHC/LPCC field work requirements, of which 280 must be direct contact hours.

COURSE #	COURSE NAME	UNITS
COUN 7045/706	Counseling Practicum and Basic Counseling Process	6
COUN 736	Advanced Counseling Process & Internship	3
COUN 890	Integrative Counseling and Internship	3
COUN 891	Case Studies and Internship	3
Total Units		15

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

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

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

Additional Licensed Professional Clinical Counselor (LPCC) Information:

1. For students who want to become a California Licensed Professional Clinical Counselor (LPCC), you must be in the CMHC program (specialization or emphasis). If a student is not in the CMHC program as either a specialization or emphasis at the start of their program, the student will need to apply for an emphasis in CMHC using the, “[Application for Addition or Deletion of Emphasis](#)” form located on the Department of Counseling Website under Current Students. The application must be submitted in October or February of the academic year. 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.crc certification.com/eligibility-requirements>.

Endorsement for Specialization and Emphasis

Every student graduating from the program will receive an endorsement of the specialization and/or emphasis that they have successfully completed. Transcripts will show your degree and specialization. In the few months following posting of your degree, the Department of Counseling will send you a congratulatory document endorsing your completion of your Specialization and Emphasis. The endorsement will be distributed once the department has certified that the students have fulfilled all program requirements. **Make sure the department has your current address on file.** We strongly suggest that you keep copies of this endorsement in several locations. Replacement endorsements will require considerable research and department resources; therefore, replacements will be provided at a cost of \$25.00 each.

As You Enter the Program

Entering the program, some students have questions about what they bring with them and how that will be applied in the program.

What We Bring Personally and Professionally

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

In addition to the more personal aspects students bring, there are technical questions and competencies as well as questions about how to balance life responsibilities with the work in the program. The relationship and guidance from advisors, instructors and peers can help with this. In addition, there are some policies that are important to know as you start the program.

A Few Policies Related to Entering the Program

Graduate Level Writing Proficiency

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

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

- The HSS 700 writing course is designed to help students prepare for the rigorous writing requirements in the Department and to be successful in the program. The content and assignments in the course are specifically shaped to reflect the kind of writing that is required such as literature reviews, process notes, etc.
- Except under extraordinary circumstances, students who have not met this criterion will not be permitted to take counseling courses. Exceptions include students who have completed masters or doctoral degrees and submit their thesis, dissertation or other published work for review (see explanation below).

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

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

International Students and Writing

All graduate, credential and certificate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English must demonstrate competence in English. According to Title 5 of the *California Code of Regulations* (Section 41040), to be admitted to a campus as a post-baccalaureate or graduate student, applicants whose native language is not English must receive a minimum score of 550 on the paper-based Test of English as a Foreign Language (TOEFL) or 80 on the internet-based test – iBT. Students who have taken the International English Language Testing System (IELTS) as an alternative must obtain a score of 7.0 overall band score. Students taking the Pierson Test of English (PTE) must post a minimum score of 65. Note that many graduate departments have higher English language proficiency requirements. Applicants who have earned degrees outside of the U.S., even if they have completed course work in English, should contact Graduate Studies to determine if they are required to take TOEFL, IELTS, or PTE. TOEFL score reports should be sent to SF State Division of Graduate Studies, Institution Code: 4683.

Applicants who do not meet SF State TOEFL, IELTS, or PTE standards are encouraged to apply to the American Language Institute at SF State to prepare for full admission to SF State graduate programs. Contact the American Language Institute for information, <http://www.sfsu.edu/~ali>.

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.

Advising Process and Selecting Courses: Mapping Out Your Plan

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

Advising Process

Whereas incoming students receive advising during orientation and an advisor affirms their choices and signs their COAF, continuing students participate in advising during Advising Week.

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

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

Preparing for Advising Week

The Department Office will post an announcement on the Coun-L listserv with the dates of the upcoming Advising weeks usually about 2 weeks in advance. At that time, we will also send the link for the required Pre-Advising Survey and a “Course Schedule” showing the times and days of each class along with notations reminding students whether the course is offered fall only, spring only, or both fall and spring. Around that time, advisors will send an email to all of their students with guidance about how to schedule an advising appointment.

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

- **Course Planning Guide** (available 2 weeks before Advising Week)- This contains the schedule of classes with notations including courses offered fall only*, spring only**, and both fall and spring***. In addition, notations for each specialization are listed. If a course is not listed on the spring schedule, that means it will not be offered in the spring. The last two pages of this document show how the schedule is laid out for each specialization if you are following a two year plan. This will also be posted on iLearn.
- **[2 Year or 3-Year Course Sequence Guide for your Specialization](#)**- If you plan to take more than a 3

- year plan, be sure to talk with your advisor for help modifying your advisor can also help you with this.
- [Advising Form](#) outlining which courses you have completed and which courses you still need to take.

When you meet with your advisor during advising week, you will submit an “Approval Form” through MS Teams and this becomes your COAF (Consent of Advising form). You create the approval form listing your advisor and “Department of Counseling”. This becomes your COAF and your proof that you have been advised into specific classes. It does not guarantee a spot in a class, rather it signals your priority for a class. We will do our best to ensure that students get the classes they need but sometimes we all need to be flexible. When you arrange your advising appointment with your advisor, make sure to attach your unofficial transcript and your Advising Form (the list of all the requirements you have met).

Advising Week

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

Dates for Advising Week are mid-semester and the dates are announced via the Department's listserv (Coun-L@sfsu.edu). The advising holds are removed after the Department receives the signed Consent of Advisor form (COAF) created through MS Teams and approved by your advisor. The holds are released in order based on the *Seating Priority* policy (described in this Handbook) and after you have met with your advisor during Advising Week.

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

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

In your Advising Week meeting, you will plan with your advisor the sequence of courses, your educational plan, and discuss other issues pertinent to your progress in the program. You and your advisor will agree on the courses that are appropriate for you to take during the next academic term. You will keep one copy of the form for guidance when you register for courses through *Student Center* (go to *My SFSU* website at www.sfsu.edu/student) during your specific registration time slot assigned by the university. 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. **If you enroll in courses that are not approved by your advisor formally in the COAF form, you may be dropped from the course.** The COAF form provides permission to register for the course, however you must formally register through the university registration system at your designated time and date of registration (you can get this information from www.sfsu.edu/student).

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

Late Advising

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

Seat Priority and the Tier System

When students meet with their advisor during the specified Advising Week dates, they will receive Tier 1 (or Tier 1G) priority on their COAF. This system helps us to ensure that students who received advising during advising week have preference for seats in their desired courses before those students who do not fulfill the Advising Week requirement. Tier 1G are students who received advising during Advising week this semester for students graduating during that academic year to ensure they can get the necessary classes to graduate. Your advisor will send information out regarding the process for scheduling an advising appointment with them.

The following is the Tier system which will be used in order of priority:

- Tier 1G status is given to students who are graduating in Spring of that academic year and attend advising during Advising Week. Tier 1 status students who are not graduating by Spring of that academic year and attend advising during Advising Week.
- Tier 2 status is given to students who have their initial advising after Advising Week but before the beginning of the semester.
- Tier 3 status is given to students who attend advising on late advising day on the first day of the upcoming semester.
- Changes to the students' COAF made after Advising Week may change the Tier status.

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

Recommended Course Sequence Summary Tables *Department of Counseling (DoC) at SF State (Revised Fall 2021)*

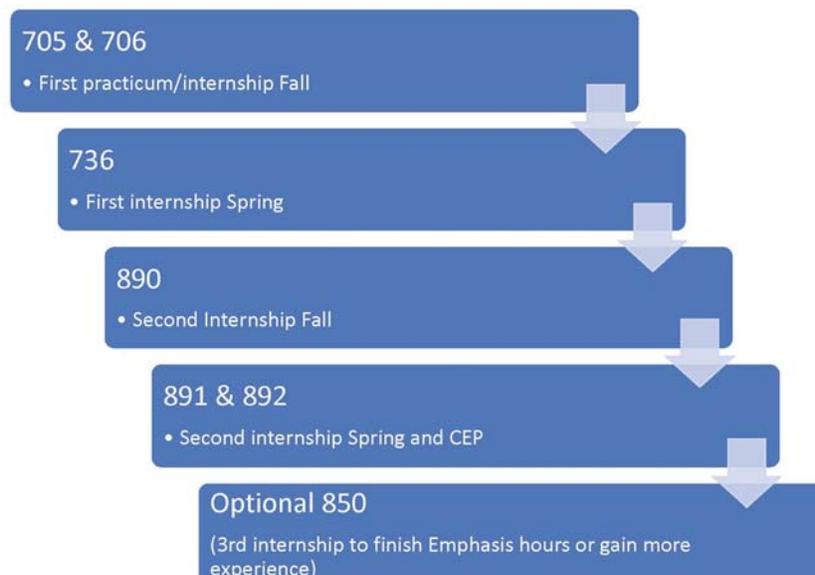
The program is carefully structured to follow specific curricular, pedagogical logic. The following curricular outline for each specialization is the recommended sequence of classes. Please note that some courses are offered only once each year (fall or spring), and many courses have prerequisites (see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

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

First, it may be helpful to understand the sequence of your internship courses. Second, we map out the recommended sequence of courses for a two year plan (no emphasis, no HSS 700). Third, we map out the recommended sequence for a three year plan. If you choose to do the program in more than three years, please work with your advisor to create an educational plan that fits your needs. For more details, please see your Specialization section of the DoC Student Handbook.

Internship/Practicum Courses

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



<u>SEMESTER</u>	<u>CAREER</u>	<u>COLLEGE</u>	<u>GERON</u>	<u>SCHOOL</u>	<u>MFCC</u>	<u>CMHC</u>
SPRING	(3)703***	(3) 703***	(3) 703**	(3) 715**	(3)736** _p	(3) 736** _p
	(3)736** _p	(3) 736** _p	(3)736*** _p	(3)717** _p	(1) 827** & (2)859 _p	(3) 738***
	(3)738***	(3) 738***	(3)741** _p	(3) 736* _p	(3) 861 _p	(3) 741** _p
	(3)794***	(3)794***		(3) 738*** _{or} (3) 858***		
Total Units	12	12	9	12	9	9

YEAR 3

<u>SEMESTER</u>	<u>CAREER</u>	<u>COLLEGE</u>	<u>GERON</u>	<u>SCHOOL</u>	<u>MFCC</u>	<u>CMHC</u>
FALL	(3) 811* _p	(3) 811* _p	(3) 720*	(3) 718*	(3)811* _p	(3) 737* _p
	(3) 857***	(3) 857***	(3) 811* _p	(3) 811* _p	(3)858***	(3) 811* _p
	(3) 890* _p	(3) 890* _p	(3) 890* _p	(3) 890* _p	(3) 890 _p	(3) 890* _p
						(3) 858*** (only for LPCC families & couples)
Total Units	9	9	9	9	9	9 (or 12)

<u>SEMESTER</u>	<u>CAREER</u>	<u>COLLEGE</u>	<u>GERON</u>	<u>SCHOOL</u>	<u>MFCC</u>	<u>CMHC</u>
SPRING	(3) 741** _p	(3) 741** _p	(3) 738***	(3)741** _p	(3)860** _p	(3)860** _p (only for LPCC families & couples)
	(3) 891** & (3)892** _p	(3) 891** &(3) 892** _p	(3) 891** &(3) 892** _p	(3) 891** & (3)892** _p	(3)891** & (3)892** _p	(3)891** &(3) 892** _p
Total Units	9	9	9	9	9	6 (or 9)

Offered only in the Fall Semester

** Offered only in the Spring Semester

*** May be offered both Fall and Spring semesters

p Check prerequisites in Student Handbook

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

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

Guidelines for Deciding on the Number of Units and the Number of Years

The Recommended Course Sequence provides guidance about what courses to take and in what order. Yet, each student needs to make decisions about what their load should be which is influenced by factors in their life. It is essential to consult with your advisor in making these decisions as well as taking into account guidelines and policies below.

Full-time or Part-time

Full-time students usually carry 12-16 units per semester. To complete the program within two years, not counting summer school, a 15-unit load will be necessary (for Specialization only, carrying an Emphasis typically requires a 3 year plan. If the student is required improve their writing skills and take HSS 700 [writing class] this will also require additional time).

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. However, the university's summer offerings vary each year and thus, summer offerings can not be predicted.

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. Please keep your schedule sufficiently flexible to accommodate fieldwork requirements and department course schedules. One consideration for students who choose a part-time load is the importance of beginning fieldwork (practicum/internship) by the time they complete 24 units in the program. Students who are receiving financial aid should consult with the Financial Aid Office regarding unit requirements.

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 18 units in any semester. Students enrolling in more than the approved number of units will be administratively dis-enrolled from their excess units. Further, students who enroll in classes that are not approved through the advising and COAF process may be dis-enrolled from the unauthorized class(s).

Seven Year Limit

Title 5 of the California Code of Regulations for higher education requires that a master's degree be completed within a seven- year period. No more than seven years may elapse from the first semester of enrollment after admission and completion of your degree requirements. If, for any reason, a student's program will not be completed within 7 years, they must submit a request an [Extension of the Seven Year](#)

[Limit](#) which may require documentation and course recertification. This applies to all students who go beyond 7 years including those who have taken a leave from the program.

Course Planning and Internships

Practicum Course Selection

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

Unit Fieldwork Policy

Students MUST begin their fieldwork (practicum/internship) by the time they reach 24 units (HSS 700 is not included) so they have the proper context for their coursework and so the faculty have the opportunity to facilitate their development as a clinician prior to advancing too far in the program. This policy is rarely waived but students can appeal to the Department Chair using the [Exceptions to Department Policy](#) form.

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

Registering for Classes

A COAF represents affirmation from your advisor that your choices of courses are appropriate for your path forward. Registering for the class is a separate process. Both incoming students and continuing students take the necessary step of registering through the university registration portal. The university will assign a registration time slot some time before registration begins and after fees are paid. The registration time slot (priority position) is based upon the total number of units completed. To take advantage of your priority status, you must access *Student Center* during your assigned time—do not miss this opportunity. You only have priority course registration during your time slot and if you miss that, you will need to wait until open registration. Remember, it is your responsibility to register for the courses you have been advised into. If you enroll in courses that have not been approved through the advising and COAF process, you may be dropped from the unauthorized course(s).

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

Fees

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

Waitlist

If you are not able to get into a class, you may be able to register for the waitlist. Prior to the start of the semester, as students drop, waitlisted students are added in the order they appear on the waitlist. If you are not added to the class prior to the first day of the semester, you will need to contact the instructor to see if there will be space, it is important that you attend the first day of class. If there is space in the class, the instructor will give you a permission code that you will use to register through the university. As of the first day of class, the waitlist disappears.

Adding Classes

Students who are trying to add a course that they were not initially advised into during Advising Week must first meet with their advisor to obtain an updated COAF. After the first day of class, the instructor will need to give a Permission code in order for the student to add the class. The Add period is usually the first 2-3 weeks of the semester, check the current university academic calendar for specific dates.

First Day of Class

It is essential that you attend the first class meeting. Students that do not attend the first day of class will be considered a "No Show". Students with this status must drop themselves from the course through *Student Center*.

Dropping a Class

If you need to drop a class, be sure to do it within the add/drop deadline (usually the first 2-3 weeks of the semester, see the University Academic Calendar for the semester for specific dates). If, you need to drop a class due to "serious and compelling reasons" after the drop deadline, you **MUST** see your advisor and follow the procedures outlined by the university.

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.

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

Communicating and Building Relationships with Faculty

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

Independent Study

Independent study credit is available for students who wish to explore various research projects. This is only possible by working with a faculty member who agrees to serve as the instructor of record for independent study. In all cases, planning for special studies must be discussed with the advisor to 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 requirement.

Procedure for Initiating an 899 Enrollment

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

Practicum and Fieldwork

Field Placement: Traineeships

Trainee placements (internships or fieldwork) are an integral part of the graduate program—the student's opportunity to gain direct experience with clients and to develop skills. The department has prepared a separate handbook detailing all policies, procedures, and expectations relating to trainees. The Practicum and Trainee Handbook is available online on the [Fieldwork website](#) and the iLearn page "*Department of Counseling Internship Site Information*". Upon entering the program, students must review the Fieldwork policies and make sure to ask questions of their advisor or the fieldwork coordinator to ensure they understand, and plan for, the requirements. Field supervisors can also be referred to the [Fieldwork website](#). All forms required to be completed during the two years of field placement are also available for download from the [Fieldwork website](#).

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

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 CMHC Coordinator 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 the year you enter the program for a full description of all the policies and practices):

1. Placements are for the full academic year (Fall through Spring semester);
2. 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. The only internships that fulfill Departmental requirements are those that are pre-approved by the Department.

Internship and Practicum Hours Requirements

The total number of hours required for internship include 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. *Note: These hours requirements were adjusted for the Spring 2020, Fall 2020, Spring 2021 and Fall 2021 due to COVID-19 response and internship sites shifts to telehealth modalities. Please refer to the Fieldwork iLearn site for specific information on minimum adjusted internship hours requirements due to COVID-19 accommodations.*

Hours Logs. The student must submit a completed log of hours to their instructor at the end of the course with Supervisor signatures. A log must be completed specific to their Specialization. If the student is also accruing hours for their Emphasis, they must submit a separate log form for the Emphasis.

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

Groups Requirement

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 lead or co-lead a group or groups for ten sessions or more, please fill out a verification form available from the department and turned in to the Field Placement Coordinator. You will not be able to graduate if this requirement is not fulfilled.

Attendance in Practicum and Internship Classes

You may not miss more than one class meeting in COUN 736, 890 and 891. 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) resulting in having to repeat the internship extending your time in the program. In addition to providing instruction on counseling skills, building community, and facilitating the development of culturally relevant interventions, practicum and internship courses provide necessary group supervision in accordance with accreditation requirements.

School Counseling Internship Requirements

Students completing a school counseling credential must complete their trainee placements in two of three settings: elementary, middle, and secondary school levels.

Approved Internship Sites

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

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

Trainee placements are developed by the 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.

- We discourage students from attempting to use their place of employment to satisfy internship requirements for several reasons including facilitating broadening students' professional experience, conflict of interest, and adhering to professional training at a master's level. If you request to use your place of employment as a traineeship setting for one year of internship, you must get prior approval from the Department and Field Placement Coordinator. Approval is not guaranteed and there are several conditions that must be met by the field site. This setting must conform to Department of Counseling requirements and must be approved by the Field Placement Coordinator in the spring prior to the beginning of internship.

Field Placements for Emphases

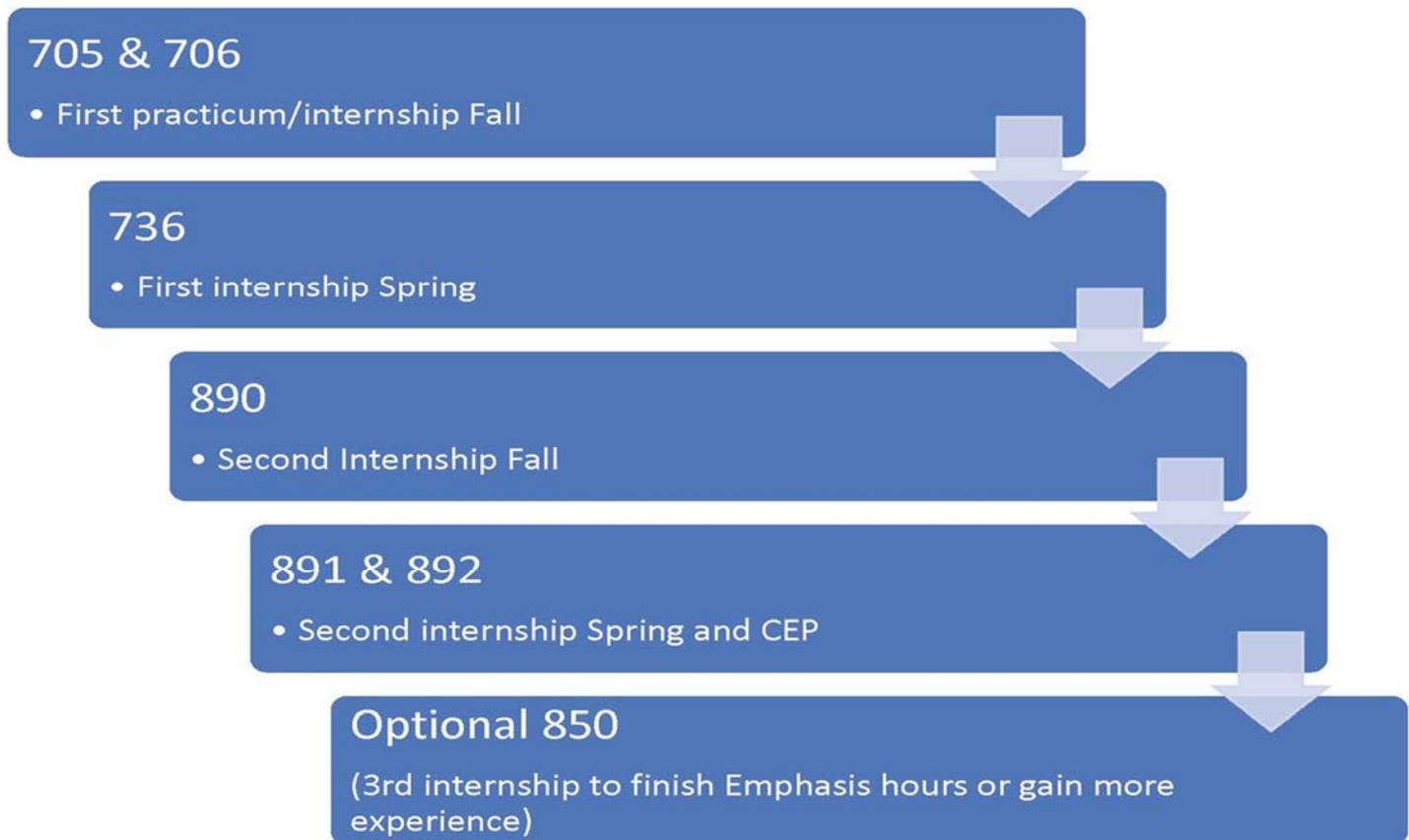
Hours needed to satisfy Emphasis requirements may complement Specialization hours (sometimes overlapping) or they may need to be in addition to Specialization hours if different setting, population, or focus of work is necessary. If a student requires more than two years of internship to fulfill Specialization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

Practicum/Internship Sequence

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

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

*Optional 3rd internship- COUN 850



- **First Semester (Fall) of First Internship.** In the first semester, students who are in internship will enroll in both COUN 706 and 705 (same section and instructor for each) to accompany and support their experience in their internship. COUN 706 is a weekly practicum seminar that focuses on developing basic listening, interviewing and counseling skills as well as professional identity of the counselor. In the same semester, students engage in mock counseling to practice these counseling skills and receive coaching and supervision (COUN 705). In addition to the student's onsite supervisor at their internship, the instructor for COUN 705/706 provides guidance and coaching. The student will have the same instructor for both 705 and 706 and the same cohort of students will be in both classes.
- **Second Semester (Spring) of First Internship.** The same cohort from the fall (and in most cases, the same instructor) will continue to work together in the spring in COUN 736, to continue advancing their counseling skills. During the spring semester of their first year, COUN 736 will focus on the students' work in their field placement, provide coaching regarding their work and facilitate in depth analysis of the student's counseling sessions.
- **First Semester (Fall) of Second Internship.** In the second year of internship, students will enroll in COUN 890 (fall) and continue into COUN 891 (spring) with the same section and instructor both semesters. In the Spring, students will also enroll in 892 (same section as 891) to focus and complete their Culminating Experience Project.

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

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

*Based upon 12 hours per week in the field

**Based upon 16 hours per week in the field

Supervision

Internship supervision is provided by a qualified supervisor onsite. Qualifications include a minimum of 2 years post graduate experience as a counselor or related mental health professional and appropriate licensure or credentialing for MFT, LPCC, or PPS. Trainees received a minimum of 1 hour individual supervision per week. At some sites, there is additional training or group supervision provided. A minimum of 1.5 hours (average) per week of group supervision is provided in the practicum and internship classes.

Fieldwork Liaison

The student's practicum/internship course instructor is the liaison contact between the fieldwork site and the university. The instructor 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 in which you share your experience at your field site. This provides the Department with feedback from students regarding the quality of fieldwork sites.

Fieldwork Evaluations

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

[Supervisor Evaluation](#)

Liability for Professional Practice

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

[American Counseling Association](#)

American Rehabilitation Counseling Association (ARCA)

California Association for Licensed Professional Clinical Counselors (CALPCC)

California Association of Marriage & Family Therapist (CAMFT)

California Career Development Association (CCDA)

24 Unit Requirement

You must begin fieldwork by the time you reach 24 units. If you wish to petition that policy you will need to submit a [Request for Exceptions to Department of Counseling Requirement or Policy](#) that will be reviewed by the Department Chair, your advisor, and other relevant faculty.

Academic Success in Class: Grades, Syllabi, Policies, and Resources

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

Course Syllabi

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

Class Attendance

A crucial part of graduate education, especially counseling training, involves collaborative learning as well as engaging with colleagues and the material. The participation and presence of each student is important for creating a positive and stimulating learning environment, thus, attendance for courses in the program is mandatory and necessary. In many cases, experiences that are conducted within each course are interactive and cannot be replicated. Thus, in class discussions and activities are often a part of the course requirements. While some events are unavoidable, you are expected to be 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 a fewer number of absences are allowed. Each instructor will specify their policy in the syllabi.

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

Accommodating Students with Disabilities in Courses

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

Credit/NO Credit Course Policy

The **ONLY** courses approved for credit/no credit that 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 (exceptions were made to this policy for courses taken in Spring 2020 due to the rapid transition to online instruction due COVID-19 conditions).

Additional Fees

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

Grading Policy Statement

Our programs are academically demanding and must meet the 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. 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. Refer to the College of Health and Social Science website for Grade Appeal process information.

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

Grade Requirements and Probation

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

- 1) The student meets with their 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 timeline for each step to be accomplished, and a statement that failure to fulfill the contract will result in being deselected from the department;
- 3) The probation plan should be signed by the student and their advisor, and then submitted to the Department Chair for review. If approved, the probation plan will be signed by the Chair and placed in the student's file. If not approved, it will be returned to the advisor for revision and resubmission to the Chair.
- 4) Probation that lasts for three semesters may lead to deselection. Factors such as GPA, student efforts to seek help/advising, and evidence of improvement (rising GPA) contribute to the decision.

Academic standards require that students must achieve a grade of "B" or better in each of the practicum seminars: COUN 706, COUN 736, COUN 890, and COUN 891. Students who receive a B- or below in these courses will be required to re-take the course and repeat the internship. Students may only repeat COUN 705, 706, 736, 890, and 891 **one** time. Failure to obtain a grade of *B* or better on the second attempt will result in declassification. For 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.

Beyond Grades: Assessment of Clinical Performance and Professionalism

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

Evaluation of Counselor-in-training Competencies in the DoC

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)* is a written form used to assess these behavioral competencies. The form assesses behavioral criteria considered essential to graduating from a counselor training program aligned with CACREP Accreditation Standards and the ACA Code of Ethics. This form (PRBR) is completed by professors in all classes every semester. Please discuss this form with your professors and advisors as needed to have clarity on the competencies that are being assessed. If a professor notes concerns about your behavior or performance, they will discuss this with you and will also address that in the PRBR. In situations of significant concern, you may also be asked to meet with the Student Evaluation Committee, consisting of professors from the department 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. Very problematic behaviors or concerns may result in action beyond a remediation plan and result in recommendation for dismissal, student conduct report, or other actions.

Supervisor Evaluation of Trainee

Students receive an evaluation by their on-site training supervisor at the end of each practicum/internship semester (2 times during each internship). The online evaluation tool is located on iLearn (*"Department of Counseling Internship Site Information"*) and students should review the tool prior to starting their practicum/internship to be familiar with the areas to which they will be assessed. Students who receive a "not passing" on the overall rating items may not pass the course. The ultimate decision is made by the course instructor with consideration of the internship supervisors' recommendations as well as the instructor's professional judgment and observations. Passing the internship course is determined by factors including, but not limited to supervisor evaluations. Grades in practicum and internship courses are based on instructors' assessment of student skills and knowledge in practicum/internship courses through a course assignment rubric and the Professional Readiness and Behavior Rubric in addition to the supervisor evaluation. It is possible, in rare cases, that students who receive a strong positive supervisor evaluation

with consistent "exceeding expectations" on scale items, may not pass the internship course due to other factors such as academic performance, substandard demonstration of counseling skills, and conduct issues. The course instructor has the final decision on the final grade.

Students who do not pass their practicum/internship courses must re-take the course the following year along with a new internship year (minimum of a grade of B is passing). If the students' performance falls far below a B- (C-, D, F), the student may be suspended or declassified from the program. If the student is suspended, a plan of action will be developed by the Student Evaluation Committee of the Department outlining the specific conditions that must be met in order to return to the program. If deselected, a student must reapply to the program and be accepted to resume classes

What You Can Expect From Us and What We Expect From You

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

What You Can Expect From Us

Teaching and Learning

We will do our best to:

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

Program/Department Level

We will do our best to:

- Seek to continually reflect on our program, our pedagogy, and the experience of students and toward improvement where necessary
- Take a collaborative approach to building the class schedule
- Provide opportunities for feedback regarding classes as well as the program
- Hire and retain faculty who are committed to cultural relevance, professional expertise, and continual improvement
- Uphold nondiscrimination policies and practices as outlined by CSU, State and Federal legislation as well as our guiding principles and values as a counselor education program including:
 - ◊ Nondiscrimination on the basis of gender (or sex), gender (including transgender) identity, gender expression or sexual orientation (Federal and state laws, including Title IX of the Education Amendments of 1972)
 - ◊ Nondiscrimination on the basis of disability (CSU Executive Order 1097; Federal and state laws [504 & 508 of the Rehabilitation Act of 1973 and the Americans with

Disabilities Act])

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

Community Relations

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

Professional Engagement

We will do our best to:

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

What We Expect From You

That you will do your best to:

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

- Complete assignments and course expectations in a timely manner, come prepared to class in accordance with attendance policies, and communicate with your instructor if any concerns or barriers
- Remember that faculty are lifelong learners and committed to their development with constructive feedback
- Communicate your disability related access needs as soon as possible to faculty as well as engage with Disability Programs and Resource Center
- Check your SFSU email regularly for announcements regarding important deadlines and requirements from the department as well as events
- Review this Student Handbook and adhere to the policies outlined here. If there are departmental policies that you believe need to be revisited or change
- Become familiar with, and adhere to, department and university policies around academic integrity, professionalism and professional readiness behavior expectations, scope of practice as a student, and the ACA Code of Ethics that applies to counseling students as well as faculty (described below); when clarity is needed around any of the above, seek out guidance from your faculty advisor
- Maintain a 3.0 GPA (per university requirement for graduate students; see section on Grade Requirements and Probation) and receive a B grade or higher in practicum and internship classes. Reach out to your faculty advisor and/or instructors if you have concerns about this.
- Review the self-care, community-care and other wellness resources that are provided in syllabi, virtual course spaces, and other resources (e.g., student handbook) to monitor the impact of graduate study work and other work on your overall well being. Seek help when you need support

Academic Integrity and Professionalism

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

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

These principles are relevant in your practice as a counselor as well as a counseling student. The principle of autonomy is easiest to think about in terms of our practice with clients and conducting our practice in ways that facilitate clients' rights to determine the path. All of the above principles are relevant within counseling

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

Professional Readiness Behavior Expectations

As a professional counselor education program, we must ensure that students are able to demonstrate professional readiness behavior that reflects the expectations of the profession, the field, the university and the department. This is our responsibility as counselors and as educators because we are entrusted with the well-being of vulnerable populations and these expectations provide guidance about what that means. Further, our accrediting body, CACREP, requires that we assess these professional readiness behaviors each semester to identify concerns as well as any needs for remediation. To do this, we have created a rubric that instructors complete each semester for each student (see “Student Evaluation Process & Professional Readiness Behavior Rubric (PRBR)” at the end of this Handbook). These assessments are forwarded to the Student Evaluation Committee (SEC) in the Department who reviews those and identifies if there are any concerns. If an instructor has a concern about a student’s professional readiness based on their behavior, our expectation is that the instructor will talk directly to the student about the concern and ways to address the concern. They may still identify the concern on the PRBR and convey that to the SEC, especially if it is a significant concern. For the majority of students, there are few if any concerns that arise that warrant intervention. However, in rare cases, a student may be contacted by the Student Evaluation Committee and/or their advisor to discuss concerns and develop an intervention plan.

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 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) 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.

Student Conduct

Students must abide by the Standards for student conduct @ 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.

Academic Dishonesty and Plagiarism

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 field site 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.

Plagiarism and Cheating. Plagiarism and cheating are unacceptable practices in graduate school. Plagiarism Means, “to steal or purloin and pass off as one’s own ideas, words, writings, etc., of another.” See also the San Francisco State University’s Bulletin and web site on this topic (<http://www.sfsu.edu/~bulletin/current/supp-reg.htm#ppg339>, scroll to Standards for Student Conduct). Cheating means “to deceive by trickery; to mislead; the fraudulent acquisition of another’s property” (The American Heritage Dictionary). In compliance with Title Of the California Administrative Code (Section 41301), the Department of Counseling has the following policies regarding plagiarism and cheating and the following actions may occur:

1. The instructor may give the student an automatic F for the assignment. This could result in failing the course if the assignment’s points account for a significant portion of the overall grade.
2. The instructor is also required to refer the student to a special faculty committee (SEC) 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 (PRBR) and the Student Evaluation Committee (SEC) process is described in this Handbook to provide you with more specific information about Student Conduct expectations and interventions.

Scope of Practice as a Student: Practicing without a License

No student may advertise, perform, or appear to be engaged in marriage, family, child counseling & 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.

Evaluation and Deselection Procedures

Student evaluation in the Department of Counseling is both informal and formal. Informal feedback regarding your development as a counselor and counseling student comes from multiple sources including your instructors, advisor, and field site supervisor and, on rare occasions, the Department Chair. Formal evaluation is based on a) course grades, b) field placement supervisor and instructor evaluations, and c) indicators of counselor-in-training competencies identified on the *Professional Readiness and Behavior*

Rubric (PRBR). These evaluation tools provide both formative (used during the learning process to help shape, affirm, correct, or enhance, an example might be coaching meetings) and summative assessment (at the end of a learning experience, how well are you able to demonstrate the necessary knowledge, skills, or behaviors, an example might be a final exam). These formative and summative assessment processes are used within classes and internships as well as more general reflection on your demonstration of behavior that is consistent with professional standards and expectations of a student in a professional counselor education program.

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 fieldplacement, and during on-line related course/department platforms (outlined below).

Have a Conflict, Concern or Complaint? Avenues for Students

Our intention is that students have the best experience possible and develop into ethic and culturally effective scholar/advocate/counselors. One of the important skills for developing as a counselor is navigating conflict and difficult situations. In relationships with peers, faculty, staff, supervisors, clients and others, we know there are dimensions of privilege, sociopolitical and institutional power as well as the current and historic context that shape our interactions. Given this, becoming a counselor means growing your understanding of what it means to navigate concerns that arise as well as developing skills to have your professionally authentic voice heard. We also understand that there may be times when students have concerns or experience negative events along their path in the graduate program and want to be sure the process for addressing those issues is clear. If the concern is about another person, the first step is almost always to communicate directly with the person involved. Depending on this situation, there are a range of different additional avenues students may pursue. The faculty advisor is typically the best resource to consult with if you need guidance or support around the issue. If the concern is about:

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

Once you have followed these avenues, if you feel additional action is needed, or that it is important for the department chair to be alerted to your concern, email the department chair directly and share your concern as well as what actions you have taken thus far. If you feel that your rights have been violated or that you have been the target of discrimination, it is important that you follow the bullet points above and contact the department chair. It is important to us that students who have concerns about discrimination bring this to our attention as quickly as possible so that we have the opportunity to address those.

The actions we take, as advisors, instructors, or department chair, depends on the concern and who is involved. Anonymous complaints are handled differently than complaints where the student has shared their name in that we are better able to follow up when the complainant has shared their name. Our first step is to understand your concern and the incident(s) you are reporting. Next, we want to make sure you are provided with information if relevant as well as resources and/or an opportunity to identify desired resolutions. When complaints are brought to the department chair, the chair will make notes of the concern, talk with the student about what they would like to see happen, then contact anyone who is involved in the situation to share the concern and hear their perspective. Based on these conversations, the chair will determine the next steps preferably in collaboration with the student who has brought the concern as well as other parties involved. Complaints about specific faculty or staff can only be entered into personnel files if they are signed. All formal evaluations (i.e. Student Evaluation of Teaching Effectiveness [SETE]) are submitted to personnel files and reviewed by the faculty member, the department chair, and in the case of tenured and tenure track faculty, by a Retention, Tenure and Promotion Committee. We take this feedback seriously.

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

We encourage you to review the [ACA Code of Ethics](#) as well as the University's suggested procedure for student concerns and complaints located at: <https://vpsaem.sfsu.edu/content/student-concerns-and-complaints>. Formal grievances/complaints procedures are outlined at the University website above (<https://vpsaem.sfsu.edu/content/student-concerns-and-complaints>) and in the SFSU Bulletin (<http://bulletin.sfsu.edu/policies-procedures/regulations-procedures/concerns-complaints/>). The Department of Counseling will seek to respond to your concerns or grievance within one week from learning of the situation.

Resources for Success, Wellness and Resilience

In addition to reaching out to your advisor for support in your success, there are also important resources on and off campus that can be beneficial.

We recognize that academic success is directly connected to students' access to wellness, healthy food, shelter and housing, as well as health care and other resources.

Counseling and Psychological Services (<https://caps.sfsu.edu>)

The mission of Counseling & Psychological Services (CAPS) is to enhance the psychological well-being of the entire campus community and thereby facilitate the retention and successful educational experience of students, faculty, and staff. Counseling and Psychological Services provides outreach, short term counseling and referral for the student community.

Basic Needs (<https://basicneeds.sfsu.edu>)

Food+Shelter+Success, SF State's Basic Needs Initiative, supports student's ability to reach their full potential at SFSU by providing food, housing and financial crisis support programs, services, and referrals.

Food+Shelter+Success stands in solidarity with everyone fighting for equality. Equitable access to housing, food, medical care, and education are critical, undeniable, and foundational elements of racial and social justice.

Financial Aid (<https://financialaid.sfsu.edu>)

The Office of Student Financial Aid (OSFA) strives to support students throughout the financial aid process. OSFA has the overall responsibility of administering federal and state financial aid and scholarships for San Francisco State University. We determine the eligibility, awarding, and the conditions in which federal and state aid may be disbursed.

Office of Equity and Community Inclusion (<https://equity.sfsu.edu>)

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

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

Student Organizations

There are two primary student organizations affiliated with the Department of Counseling graduate programs:

Counseling Student Association (CSA)

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

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

Chi Sigma Iota (CSI)

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 and provide community service. Students who meet the minimum GPA requirement will receive a letter outlining additional criteria for membership. CSI members must also hold a leadership position in a student counseling organization (e.g., CSA, CSI) and actively participate in community service related to counseling.

Gator Connect: DoC Networking and Mentoring

Gator Connect is a new, easy-to-use platform for networking and professional mentorship- designed exclusively for San Francisco State University students, alumni, staff, faculty and friends. The Department of Counseling (DOC) has created a special group for current graduate students, faculty and alumni of the SFSU Department of Counseling Graduate Program to connect, network, and share resources. To join, see <https://gatorconnect.sfsu.edu/page/about-gator-connect>. For specific instructions about joining Gator Connect: https://docs.google.com/presentation/d/1gg7tV2yi7PZNe0SXfZssEOAX_G-a_AwXrstP5SSLqpo/edit

Once you have joined, please identify the Counseling Group. You can follow these instructions: <https://docs.google.com/presentation/d/11FI1V5IWky9KLn8tnbL7H6PbSQRtYPkgV-lt9NP3W8Q/edit?usp=sharing>

Professional Development Resources

Professional Development Resources

Associations for Counseling

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.

Counseling-General Associations

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

Counseling-Specialization Specific Associations

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

National Professional Awards

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

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

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

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.

To apply to department or university scholarships, use Academic Works

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

- Once you fill out the Academic Works general application, your application will be matched to any “match” scholarships that fit your profile, and you also have the opportunity to apply to other scholarships that have “apply to” supplemental materials. Academic Works has a database of thousands of scholarships you can search with different deadlines.
- Department of Counseling Scholarships: There are 5 DoC scholarships and the deadline is October 20 of each year. Two are “match” scholarships (no additional supplementary materials needed), and 3 are “apply to” scholarships meaning that you need to submit supplementary material for each of those scholarships.
- **Sign into Academic Works and get more information here: <https://sfsu.academicworks.com>**

Research or Professional Development 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. 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.

Student Professional Development Award-Virtual Conference Registration (“Student Fund Request”). Students can request funds to cover registration for a virtual conference/workshop (virtual only; in person conferences require a different process and only when a student is accepted as a presenter). Limit \$100/academic year. Conferences/workshops should be related to developing one’s skill, knowledge, awareness contributing to being a culturally responsive and socially justice oriented counselor. To apply complete the [Student Fund Request](#)

Research Assistantships. Limited Research Assistantships may 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-I 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

Finding a Cultural Community Beyond the Program

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

The Office of Equity and Community Inclusion

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

[Asian American & Pacific Islander Student Services](#)

[Black Unity Center \(click here to access the proposal for this Center\)](#)[Dream Resource Center](#)

[Office of Diversity & Student Equity](#)

Please stay tuned for additional updates in the following areas:

Interfaith & Intercultural Programs
Latinx Student Services Workgroup
Pride Center Workgroup

Visit their website at <https://equity.sfsu.edu>

Associated Students

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

Staying in Touch - Avenues for Communication, Essential Digital Platforms and Technology Resources

Communication

The Department of Counseling makes every attempt to keep students fully informed through announcements in class, through Teams, email and listserv messages. Be sure to check your SF State email regularly as that is the primary way we will communicate with you individually and as a member of the Department of Counseling community.

Note: The Department of Counseling campus office can be reached at MS Teams, by email at counsel@sfsu.edu, or by phone at 415-338-2005. We will make every effort to respond to your emails and voicemails in a timely manner.

Keeping your Contact Information Current

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

Your Current Address and Phone Number

Your phone number and address must be kept current with the department office. This is essential for students in the program as well as graduates so that you will receive department communications. Neither your phone number nor address will be released to anyone other than faculty members without your permission. If you have a change of contact information (address, phone number) please complete the [Change of Contact Information form](#) online for the Department and the university (changing contact information for the university is done by logging into My SFSU). Please note that changing your information via My SFSU 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.

For the department, use the [Change of Contact Information](#).

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

Preferred or chosen names and pronouns

Students are able to indicate a preferred or chosen name by going to *My Student Center*. Please use these [instructions](#). Preferred/chosen name will show on the Student Center, the Advisor Center, the Faculty Center including Class and Grade rosters, iLearn, Student Health Services, and Housing offices. Preferred/chosen name can also be used on the OneCard Gator Pass. Changing your preferred name does not change your legal name in the university system. For more information see <https://registrar.sfsu.edu/preferredchosen-name>.

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. Faculty will post their office hours on their syllabi and will be conducted by Zoom or phone.

Phone and Email

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

Email and Coun-L Listserv

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 email with the department so that we may correct your email address on the listserv.

Contact Information: Department Office

Office Hours

During Fall 2021, the main Department of Counseling office staff will be available and communicating via email (counsel@sfsu.edu) and voicemail (415-338- 2005) and will attempt to respond in a timely manner. Although the main office (Burk Hall 524) will be staffed, we encourage students to use the virtual office rather than in person due to health and safety issues.

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

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

Department Inbox

We encourage students to submit paperwork digitally rather than in person. 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

We encourage students to submit paperwork digitally rather than in person. If you need to leave something for the office or faculty after hours, 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. Do not leave client recordings or process notes in the After Hours Drop Box. 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.

Student Pickup

Please use email or phone calls to communicate with instructors or the office staff if there are papers or documents you need to receive. Almost all department forms can be found on the [Department of Counseling website](#).

Department Announcements

The Department of Counseling and its faculty will communicate with students via email, the Counseling listserv, MS Teams, and iLearn. During semesters when we are on campus, 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.

Emergencies

If you are on campus 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 on the Department of Counseling website.](#) You can download university forms either at the [Division of Graduate Studies](#) or at the [Office of the Registrar's website](#).

iLearn

iLearn is SFSU's learning management system, where instructors can organize their courses and materials and students can efficiently interact with resources and participate in classes.

- All of your classes will be using iLearn for assignments, communication and other activities. Check it daily for updates
- The Department has an iLearn page called “Counseling Master of Science Programs” under the “Collaborative Sites” section of iLearn that contains information for new students, advising processes, culminating experience project, graduation processes, about the Department’s ongoing anti-racism self-study and plan for transformation, and more.
- Submit anonymous feedback for the Department Chair about your experience in the program
- **Tutorial** - ILearn Quick start for Students: <https://athelp.sfsu.edu/hc/en-us/articles/360052464074-iLearn-Quickstart-for-students>

Zoom

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

- All Department of Counseling graduate classes in Fall 2021 will meet using Zoom. You should have received the Zoom link from your instructor prior to class. Please make sure you are in a space where you can attend and engage with your class and instructor. You will need stable internet and some privacy.
- Most faculty will hold office hours through Zoom
- You can set up meetings through Zoom (e.g., group projects, etc.)
- **Tutorial** - <https://athelp.sfsu.edu/hc/en-us/articles/217643657-Getting-started-with-Zoom>

Teams

Teams is the communication platform the university has started using and the Department of Counseling. Microsoft Teams offers a campus-wide collaboration service available to all students, faculty, and staff. MS Teams contains a wide range of features to promote collaboration across users and groups through audio, video, and instant messaging (IM).

- Use Teams to contact Department of Counseling Office staff. Email works too but they prefer Teams and may be able to get back to you more quickly.
- Forms and other useful items are found here
- Contact information for all faculty teaching in the current term
- Advising Week in early November will require you to use Teams to create your advising paperwork and meet with your advisor
- **Tutorial**- 3 minute interactive demo of Teams: <https://teamsdemo.office.com/>

Coun-I Listserve and email

Your SFSU email will be the main avenue of communication from the university and the Department posts updates, important deadlines, and opportunities. It is important to check your SFSU email regularly. Consider it like your workplace email address. I just received word from the university that by mid-Fall, SFSU email will not be forwarded to any third party email service (e.g., Gmail, Yahoo mail, etc.) so be sure you know how to access it and do so regularly.

- Opportunities for professional development, scholarships, jobs, internships
- Important deadlines from the Department and university

- Other happenings at the university as well as other university requirements
- If you are not receiving email through Coun-1, please contact the office to make sure you are on the list. Only SFSU email addresses are on the list.
- **Tutorial:** https://sfsu.service-now.com/sp?id=kb_article_view&sysparm_article=KB0010070&sys_kb_id=539b7d5c1bd09818a09ab997cc4bcb8a&spa=1

DocuSign

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

- You may receive forms from the university, department or faculty through DocuSign
- **Tutorial:** 'Getting Started guide, How to Guides, Log in: <https://docusign.sfsu.edu/home>

Box

- File storage for documents, video files, etc. (sort of like Drop Box)
- **Tutorial:** https://sfsu.service-now.com/sp?id=kb_article_view&sysparm_article=KB0010073&sys_kb_id=bc7fc29c1b949818a09ab997cc4bcb84&spa=1

SFSU Overview of all the Technical Resources available: <https://its.sfsu.edu/getstarted/students>

- Includes information about email, Gateway (find My SFSU), learning platforms, security information.

Free Software

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

Graduating

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

Advancement to Candidacy (ATC)

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

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

- 1) The form is due first to the Department and requires signatures from your advisor and the Department Chair. The department deadline will be posted in the department listserv and will be announced in class. No student can enter the final trainee semester without an approved ATC on file. Students may follow the format as outlined in the appendices for their particular degree. You must **MEET** with your advisor, and obtain their signature. **You must also attach a copy of your unofficial transcript.**
- 2) After submitting the ATC to the Department, and the form is signed, your ATC will be forwarded to Graduate Studies. The ATC is then submitted to the department chair for signature. Once the ATC is approved and on file your status changes from conditionally classified to classified graduate student.
- 3) Substitutions in your program (e.g., courses to be considered for transfer credit, course substitutions, etc.) need to be documented. If you wish to have the university consider courses that you took from another university, you must follow the university procedure outlined in the
- 4) 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). Practicum and Internship courses require a grade of B or higher.

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.

Culminating Experience Project

The Culminating Experience Project (CEP), similar to a thesis, is the opportunity for you to bring together the knowledge you have gained throughout the program and apply that knowledge and skill to an issue, community, or client that you are passionate about. The CEP is You will begin your Culminating Experience

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:

Grad One Stop-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 they have successfully completed. Transcripts will show your degree and specialization. In the few months following posting of your degree, the Department of Counseling will send you a congratulatory document endorsing your completion of your Specialization and Emphasis. The endorsement will be distributed once the department has certified that the students have fulfilled all program requirements. **Make sure the department has your current address on file.** We strongly suggest

that you keep copies of this endorsement in several locations. Replacement endorsements will require considerable research and department resources; therefore, replacements will be provided at a cost of \$25.00 each.

Graduation Celebration

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

Job Opportunities and Placement

The Department of Counseling posts the notices it receives 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.

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.

Given these constraints and resources, we attempt to use a collaborative process 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-I 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])

Hiring. There is a separate procedure for hiring full time tenure track faculty and adjunct faculty (lecturers). Full time faculty positions have to be requested from the university approximately 18 months in advance and are rarely approved, even in the face of losses due to retirements and faculty leaving the university. If we are lucky enough to have a position approved, we begin the recruitment process during the summer by reaching out to as many professional associations and listserve as possible.

The Department of Counseling recruits lecturers on a rolling basis to try to maintain a strong pool of instructors who can bring a wide range of expertise to the department. The Chair and faculty recruit by reaching out to alumni, professional contacts, and professional list serves. As much as possible, the Department tries to maintain a strong relationship and provide support and community with our existing lecturers as they are a valuable part of the Counseling community and often bring important experience as clinicians, educators, administrators and practitioners. The contract between the university and the faculty union (CFA) also specifies the process and practice of who is eligible for "entitlement", similar to seniority, in re-hiring.

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

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

self-assessment reports due to the university through their tenure and promotion process. In addition, unsolicited student feedback is also considered by the Department Chair informally and is used in a formative guidance process with faculty.

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).

The following terms and processes may help you to understand how the program functions:

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

- **CFA and CSEA:** The faculty are represented by a union, the California Faculty Association. Our contract also contains policies and procedures that faculty and administration must follow. Department staff are represented by California State University Employees Union (CSUEU).
- **Practicum or Internship 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 field site ensure that the student is getting the training they need to develop effectively as a counselor as well as meet the requirements of internship. The liaison is the same instructor for the student's internship class (706, 736, 890, or 891). The functions of the liaison, briefly, are to provide support for the student and the supervisor, assist when concerns or conflicts arise, and act as a link for information between the department and the fieldwork placement. These functions are explained quite thoroughly in the *Practicum and Trainee Handbook*, which you should review at the beginning of each internship.
- **Fieldwork/Internship Coordinator and Office Support Staff:** 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 facilitate developing new internship sites in collaboration with Specialization Coordinators, maintain lists of agencies and schools, maintain ongoing site relationships, consults with agencies, and ensure that legal and professional processes are followed. An office staff member also plays a critical role in maintaining up to date information about field sites, communicating with field sites and students, receiving and recording hours logs, and answering questions. Both work to plan, coordinate and ensure success of 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. The Department website lists the names and contact information of each Specialization Coordinator.
- **Advisor:** Each student in the program has an assigned advisor whose role is to assist you in developing and progressing in your educational plan, provide guidance and mentoring in your professional development, assist you with resolving challenges you encounter during the program, and various other supportive functions. Your advisor is a full time faculty member in the Department of Counseling and we strive to keep the same advisor for you throughout your program. If you wish to change advisors, you can 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, consult and sign your "Consent of Advisor Form (COAF)" each semester, to sign your Advancement to Candidacy form (ATC) and any other official documents (such as a request for a change of specialization), and to meet with you at other times as needed. Your 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, 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 ever semester, but these times are posted on the instructor’s syllabus or you can email them directly to schedule an appointment. These hours are handled differently by different faculty members (some ask you to sign up for an appointment, others have a “first come, first-served” policy) but, in general, these are good times to meet with your advisors and with faculty who are your instructors in courses. *Please note that faculty members, not the Department’s office, schedule their own appointments. **During the Fall 2021 Semester, meetings with faculty will be held by Zoom, email or phone call.***
- **Department Office Hours:** The main office is functioning remotely 5 days/week and in person in BH 524 for limited hours during the Fall 2021 semester. Remote Department Office hours are: Monday through Friday, 10-12 p.m. and 1-4:30 p.m. It is best to reach them by Teams or by email at counsel@sfsu.edu. Although less efficient, you can also leave a voicemail at the main office phone number: 415-338-2005. In the Spring semester, if we return to campus, the office staff will be located in BH 524. During the spring, if we are on campus, you may visit the office in person, drop off materials there, or use 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. Email or Teams is always preferred unless your instructor or advisor has directed you to do otherwise.

Faculty and Staff

Please see our Department Website for photos and bios of our faculty (<https://counseling.sfsu.edu/people>)

Full-time Faculty

Alvin Alvarez, Ph.D., Dean, College of Health & Social Sciences
Elif Balin, Ph.D., Assistant Professor
Derrick Bines, 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
Graciela Orozco, Ed.D., Professor
Tiffany O'Shaughnessy, Ph.D., Associate Professor
Molly Strear, Ph.D., Associate Professor
Rebecca Toporek, Ph.D., Professor & Chair
Patricia Van Velsor, Ph.D., Professor
Yolanda Gamboa, Ph.D., Clinical Coordinator, Peggy H. Smith Counseling Clinic

Part-Time Faculty

Hilary Anand, Ph.D., Lecturer Faculty
Melissa Bowman, MS, LMFT, Lecturer Faculty, Fieldwork Coordinator
Benjamin Bryman, MS, LMFT
Andrea Crapanzano, PhD, Lecturer Faculty
Kristin Dempsey, Ed.D., LMFT, Lecturer Faculty
Francesca Dolor, MS, Lecturer Faculty Elliott Endre, MS, Lecturer Faculty
Rachel Fusco, MS, LMFT, LPCC Lecturer Faculty
Alex Oliver-Gans, MS, LMFT, Lecturer Faculty
America Islas, MS, LMFT, Lecturer Faculty
Emily Jackson, MS, Lecturer Faculty
Francie Jones, LMFT, Lecturer Faculty
Bradley Jong, MS, Lecturer Faculty
Randeep Kullar, MS, Lecturer Faculty
David Khahili, LMFT, Lecturer Faculty
Ashley McLaughlin, LMFT, Lecturer Faculty
Liliana Campos Ramales, Ph.D., Lecturer Faculty
Hilary Romanoff, MS, Lecturer Faculty
Ammar Saheli, Ed.D., LMFT, Lecturer Faculty
Julie Salzman, MS, LPCC, Lecturer Faculty
Lauren Sneed, MS, PPS, Lecturer Faculty
Jesus Solorio, LMFT, Lecturer Faculty
Francesca Teixeira, MS, Lecturer Faculty
Emerald Templeton, Ed.D., Lecturer Faculty

Leslye Tinson, LMFT, Lecturer Faculty
Ulash Thakore-Dunlap, LMFT, Lecturer Faculty

Staff

Katsufumi Araki, Office Coordinator
Gary Straub, Support Coordinator

FAQ

Degree Objectives, Specializations and Emphases

What is a degree objective?

The Department of Counseling offers three master's degrees:

- **Master of Science in Counseling.** (Specializations: Career, College, Gerontology, or School
- **Master of Science in Counseling, concentration in Marriage, Family & Child Counseling**
- **Master of Science in Clinical Mental Health Counseling**
- Your choice of **one** of the three degrees constitutes your degree objective.

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.

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.

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; however, you may also indicate additional content area (emphasis) in addition to your degree objective. You must declare this second content area in the space provided for an “emphasis” on the first page of the department application.

If you choose 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.

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.

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.

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 would be in CMHC. You will receive a university-approved certificate for your completion of the CMHC coursework.

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.

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.

What is the difference between an MFT and an MFCC?

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

Deferring Enrollment and Taking a Leave

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

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

Can I take a leave of absence from the program?

Continuing students may take a one semester leave from the program by sending an email to the Chair of the Department expressing their desire to take the leave. If a student is absent for two consecutive semesters, they will need to contact Graduate Studies and initiate a readmission process. Depending on the length of your absence and your status at the time you left the program, you may need to take several steps in order to be considered for readmission. Please work with your advisor and the Department Chair to ensure that your leave and your return go as smoothly as possible.

Post Graduation

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

Toward the end of the spring semester, the MFCC Coordinator and/or the CMHC Coordinator will reach out and provide instructions and a link to the form that will begin the process for certifying the MFCC degree and/or the CMHC degree and registering for the BBS.

What is a CRC?

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

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

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

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.

Does my SFSU email expire after I graduate?

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

Course Descriptions

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 Graduate Courses

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

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

COUN 700 Theories of Counseling and Psychotherapy (3)

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

COUN 702 Developmental Foundations for Counselors (3)

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

COUN 703 Psychological Foundations for Counselor (3)

Prerequisites: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling; undergraduate course in psychopathology or abnormal behavior. Theories and models of mental health, wellness, and health promotion including the mental health recovery model; diagnostic processes including differential

diagnosis and the use of DSM and ICD. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders; principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning; identifying and promoting resilience and optimum development and wellness; mentalhealth service delivery modalities.

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

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, 833, or 857. 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)

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

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

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

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

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

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

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

COUN 720 Career Counseling (3)

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

COUN 721 Applied Career Counseling (3)

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

COUN 727 Advanced Career Counseling (3)

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

COUN 736 Advanced Counseling Process and Internship (3)

Prerequisites: Graduate standing in Counseling; [COUN 700](#) (may be taken concurrently), [COUN 705](#), [COUN 706](#). Must be contracted with an approved field training site. Advanced development of counseling skills and process; risk assessment, crisis, trauma, and emergency management within the counseling process; mental status screening, biopsychosocial history and case conceptualization, treatment planning and counseling outcomes; caseload management, and record keeping; strategies for interfacing with integrated behavioral health care, legal systems and court referred clients; personal self-evaluation and self-care strategies, advocacy, accessibility and accommodations related issues; developing personal model of

counseling; self-evaluation and self-care strategies; child, spouse/partner, older adult abuse reporting and intervention; cultural competency. Receives agency and faculty supervision and evaluation of counselor-in-training skills and professional behavior. Minimum of 16 hours per week at fieldwork site. Minimum of 12 hours per week at a fieldwork site. [Career Counseling, College & CMHC Counseling students may take COUN 736 prior to completing 703].

COUN 737 Psychopharmacology (3)

Prerequisite: Restricted to graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling students; [COUN 703](#).* Introduction to the psychophysiology of mental disorders and to psychiatric medications; major classes of psychiatric medications and their side effects.

COUN 738 Addictions Counseling (3)

Prerequisite: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling. Dynamics, behaviors, biochemical processes, and treatment interventions related to addictions, including chemical, behavioral, and psychological. Recovery models emphasized. Legal and cultural factors incorporated.

COUN 741 Crisis Counseling (3)

Prerequisites: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling; [COUN 736](#). Current theories and practice related to trauma counseling, trauma-informed care, psychological and neurological effects of trauma; crisis theory, response, and effects; emergency and disaster response and management; community based interventions such as Psychological First Aid and long term approaches, and effects of crisis, disasters and trauma on diverse individuals across the lifespan, suicide prevention models and strategies.

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

Prerequisite: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling. Theory and practice of college student personnel services; program management, planning implementation, evaluation, and various roles of a counselor in college settings.

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

Prerequisite: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling; COUN 792. Seminar in organization and management of college student services, organizational theory, development, structures; management strategies and styles, decision making, management by objective, administrative models; staff development; evaluation; accountability; budget planning, management; program development, evaluation; legal issues.

COUN 794 Seminar in Research (3)

Prerequisite: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling. Research design and statistical methods for conducting research and evaluating programs; identification of evidence-based counseling practices; conducting needs assessments; evaluating research and counseling interventions and programs; understanding outcomes measures in research and program evaluation/design; analysis and use of data in counseling; ethically and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

COUN 811 Group Counseling Process (3)

Prerequisites: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling; COUN 706. Theoretical foundations of group counseling and group work; dynamics associated with group processes and development; therapeutic factors and how they contribute to group effectiveness, characteristics and functions of effective group leaders; approaches to group formation, including recruitment, screening, and selecting members; types of groups; ethical and culturally relevant strategies for designing and facilitating groups; and direct experience in which students participate as group members in a small group activity.

COUN 827 The Consultation Process (1)

Prerequisite: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, Clinical Mental Health Counseling, and psychology. Seminar exploring dynamics of the consultation process; implications for various specialists in developing effective working relationships with other professionals and family members.

COUN 833 Social and Cultural Foundations in Counseling (3)

Prerequisite: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally; theories and models of multicultural counseling, cultural identity development, social justice and advocacy; cultural competency; effect of power and privilege for clients and counselors; help-seeking behaviors of diverse clients; impact of spiritual beliefs on client and counselor worldviews; strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

COUN 850 Professional Emphasis^[1] and Post-Master's Internship (1-3 per semester)

Prerequisite: Restricted to graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Mental Health Counseling students; consent of the Field Placement Coordinator. COUN 891. Internship for individuals who are not in a practicum seminar and need university monitoring to accrue fieldwork hours. CR/NCR grading only.

COUN 857 Law and Ethics for Counselors (3)

Prerequisite: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling. Seminar covering legal and ethical responsibilities of counselors, including confidentiality, privilege, reporting; legal obligations regarding professional practice and liability; legal obligations in reporting spousal or partner abuse, child abuse reporting; laws specific to California, federal laws including the ADA, professional codes of ethics; laws relating to minors, marriage and family; legal procedures of separation, divorce, and mediation.

COUN 858 Couple and Family Counseling I (3)

Prerequisites: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling; [COUN 700](#), [COUN 706](#). Overview of major theoretical approaches: analytic, behavioral, systems, intergenerational and existential. Focus on theories and concepts. Reading, demonstrations, activities will emphasize working with couples.

COUN 859 Counseling Aspects of Sexuality (2)

Prerequisite: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling. The major sexual problems encountered in counseling; causes; counseling approaches techniques and treatments; traditional clinical implications including feminine orientations; satisfies MFCC requirements for child sexual abuse and human sexuality (7 hours of child abuse assessment and reporting plus 10 hours on human sexuality).

COUN 860 Couple and Family Counseling II (3)

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

COUN 861 Seminar on Child Treatment (3)

Prerequisites: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling; [COUN 736](#). Seminar exploring concepts, processes, techniques of child and adolescent treatment. Specialization on techniques of crises intervention, supportive counseling and psychotherapeutic treatment.

COUN 870 Professional Issues, Clinical Case Management and Systems of Care (3): *Prerequisites: Graduate standing; priority enrollment for graduate students in Counseling. 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)

Prerequisites: Restricted to classified graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Clinical Mental Health Counseling; [COUN 736](#). Integration of counseling skills and process; assessment, biopsychosocial case conceptualization, diagnosis, treatment planning and outcomes; record keeping and case-load management, evidence-based techniques and interventions for prevention and treatment of a broad range of mental health issues including at-risk, vulnerable populations and persons from marginalized groups; technology and counseling, models of supervision and consultation; modalities of service delivery and mental health care, crisis intervention, trauma-informed care, community-based strategies and resources; developing personal model of counseling; self-evaluation and self-care strategies; child, spouse/partner, older adult abuse reporting and intervention; cultural competency. Must attain a grade of B or better. Receives agency and faculty supervision, evaluation of counselor-in-training skills and professional behavior. Minimum of 16 hours per week at fieldwork site. Placement lasts for the academic year.

COUN 891 Case Studies and Internship Seminar (3)

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

COUN 892 Culminating Experience (3)

Prerequisites: Restricted to graduate students in Counseling, Counseling: Concentration in Marriage, Family, and Child Counseling, and Mental Health Counseling students; [COUN 890](#); concurrent enrollment in [COUN 891](#); contract with an approved field training site; consent of the instructor; approval of Advancement to Candidacy (ATC) and Culminating Experience (CE) forms by Graduate Studies. Culminating experience paper demonstrating competent ability to apply knowledge of counseling theory to the field. Paper synthesizes knowledge, skills, and abilities learned during the course of the counseling program. Emphasizes writing a scholarly, professional paper integrating field placement experience and academic knowledge.

COUN 899 Independent Study (1-3)

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

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

APPENDICES

The department has posted all forms on Teams in the DoC

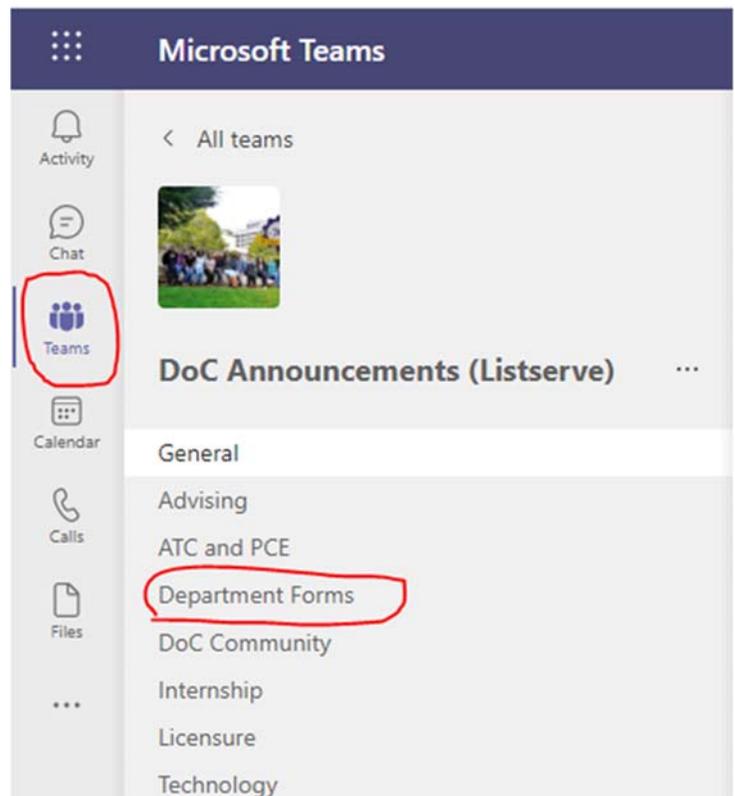
To obtain university forms, you must download it from the corresponding department.

Department of Counseling Forms (Must log in to access all department forms: <https://www.microsoft.com/en-us/microsoft-teams/log-in>)

- 1) Advising Form (downloadable from the website)
- 2) Change of Advisor Form (please login to MS Teams)
- 3) Change of Contact Info (please login to MS Teams)
- 4) COAF (please login to MS Teams for more information)
- 5) Application for Specialization Change (please log in to MS Teams)
- 6) Application for Change, Addition, or Deletion of Emphasis (please login to MS Teams)
- 7) Student Evaluation of Instructors (Student Evaluation of Teaching Effectiveness) This form will be sent directly to students in about the 10th week of the semester. Information about the process can be found at <https://sete.sfsu.edu>.
- 8) Supervisor Evaluation of Trainee
- 9) Request for Exceptions to Department of Counseling Requirement or Policy. This form can be used to request to waive department policies or requirements (please login to MS Teams)
- 10) Professional Readiness Behavior Rubric

University Forms

Visit <https://grad.sfsu.edu/content/grad-forms>



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 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.

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:

- 1) 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.
- 2) 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.
- 3) 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:
 1. 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.
 2. 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)	
<p>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.</p> <p>The final score is based on Frequency of the behavior multiplied by the Severity of Impact (Frequency X Impact)</p>	
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.	