

**PRACTICUM AND TRAINEE HANDBOOK
FOR MASTER OF SCIENCE IN COUNSELING
ACADEMIC YEAR 2011-2012**



**DEPARTMENT OF COUNSELING
COLLEGE OF HEALTH AND HUMAN SERVICES**

**SAN FRANCISCO STATE UNIVERSITY
1600 HOLLOWAY AVENUE, BH 524
SAN FRANCISCO, CALIFORNIA 94132
OFFICE: 415-338-2005
FAX: 415-338-0594**

**DEPT WEB ADDRESS: WWW.COUNSELING.SFSU.EDU
FIELDWORK WEB ADDRESS : [HTTP://USERWWW.SFSU.EDU/~COUNFLD](http://USERWWW.SFSU.EDU/~COUNFLD)
EMAIL: COUNSEL@SFSU.EDU**

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I N T R O D U C T I O N

Counseling proficiency, professional values, and knowledge of the social service system cannot be learned in a classroom alone.

It is because we are deeply committed to a partnership of field and coursework that our program emphasizes field work as an essential element in the student's two-year long education. The agency supervisor is central to learning, serving as teacher, role model and mentor. We welcome supervisors to this task, stand ready to offer assistance and hope that you will undertake this process with interest and pleasure. Your contribution to the mutual work of developing new and competent colleagues is greatly appreciated and valued.

In line with our mission to facilitate a training culture that is inclusive of, but not limited to, ethnicity, race, gender, sexual identity, sexual orientation, religion, socioeconomic status, national origin, disability, age, and indigenous status, we work in partnership with our agencies and field supervisors to insure students from all cultural backgrounds have access to our training sites and opportunities to continually develop their multicultural competencies. Students with disabilities who are require accommodations at their field site should register with SFSU Disability Programs and Resources Center and work with DPRC, their liaison and their site supervisor to insure necessary accommodations are facilitated.

This handbook represents policies and procedures relating to trainee (student) placement in the field. It is given to students, agency supervisors, faculty liaison members, and practicum instructors so that all individuals involved in the traineeship will be aware of the policies and procedures of the Department of Counseling. It is assumed that it will be read carefully and that students will be responsible for the information included herein.

Since the traineeship (placement in a field setting) is an integral part of the student's graduate training, the curriculum is built around the skills and experiences which are developed in the placement. The department acknowledges that a successful traineeship is a mutual arrangement, whereby the training setting receives services and input from students and where students gain experience. It is, therefore, vital that all parties are knowledgeable about the procedures and expectations of the traineeship, and have clear and open channels of communication.

The agency supervisor, student and Department of Counseling field placement coordinator will sign a contract at the beginning of the year agreeing to work together, within the parameters of these policies and procedures.

This handbook, Department of Counseling forms and traineeship information is available at <http://userwww.sfsu.edu/~counfld> or through a link from the Department of Counseling web site at www.counseling.sfsu.edu.

Organization and Focus of Traineeships

Each traineeship should be set up for a full academic year with the exception of some school counseling settings that can accommodate students for one semester. Students in their first year of practicum/traineeship must spend 12 hours per week in the field on at least 2 different days. Second year students are required to spend 16 hours per week in the field. Some agencies ask for more than the minimum number of hours required by this program. In these cases, students and placement sites must negotiate the number of hours.

I. TRAINEE PLACEMENT PROCESS

Trainee placement is the responsibility of the student, working with the Department of Counseling field placement coordinator. The final decision regarding a traineeship is a matter of negotiation between the student and the coordinator and must be approved by the coordinator. It is possible that a placement may be considered appropriate for one student but not appropriate for another. The expectations and responsibilities of the student, practicum instructor, coordinator, and agency supervisor are defined in this handbook. Students are not encouraged to contact agencies before consulting with the coordinator, particularly where they do not have some basis of prior knowledge. It is often frustrating for both students and agencies when this occurs.

II. SAFETY AND LIABILITY

The California State University System has purchased liability insurance coverage for students placed in the field while enrolled in coursework that requires work in community agencies and schools.

The Department of Counseling refers students to a variety of agencies situated in all geographic locations in the Bay Area and serving a wide variety of client populations. Students must be aware that some agencies are located in areas where substance abuse, psychotic illness, and other social circumstances may lead to violent behavior and potentially dangerous situations. It is department policy that no student should ever be alone in any agency at any time and that weekend and evening work should occur only if the location and facility are considered to be safe. If a student has any concern about personal safety in an agency setting, he/she must leave the agency and contact his/her Faculty liaison or the field placement coordinator immediately.

III. DISTINCTION BETWEEN PRACTICUM, INTERNSHIP, AND TRAINEESHIP

The department places students in trainee settings for four semesters. During the first two semesters, the student is required to work a minimum of 12 hours per week as a trainee. During the second two semesters, a minimum of 16 hours per week is required. Over the four semesters students are required to work a minimum of 840 hours. A minimum of 280 of these hours must be direct client contact hours and 40 of these must be completed before the end of the first semester in the field (counseling 705). These 40 hours are part of the practicum.

The department distinguishes between the practicum, internship, and traineeship as follows:

1. Practicum

- A. Represents 100 hours in the clinical seminar setting with the trainee having the opportunity to develop basic counseling skills. Usually, students complete 180 hours overall, rather than the minimum of 100. Forty hours of direct client contact in the field during the first semester are required in the practicum.
- B. Students receive a total of 5 hours of individual supervision from faculty when enrolled in COUN 705, as part of practicum.
- C. Students are required to meet weekly in small counseling seminars (COUN 706) with faculty supervisors while enrolled in each traineeship.

2. Internship

- A. For all counseling students, internship represents all counseling work completed after the completion of the first semester practicum. For MFCC students, the term “internship” is only used to mean pre-degree trainee work. MFCC cannot treat these “internship” hours the same as post-Master’s internship hours.

COUN 735 & 736, 890, and 891 are the courses in which counseling instruction in support of the internship is performed.

- B. Students are required to complete 5 hours of supervision in COUN 735, and a total of 5 hours of supervision in COUN 890 and 891.
- C. Students are required to meet weekly in small counseling seminars (COUN 736, 890, & 891) with faculty supervisors while engaged in fieldwork.

3. Traineeship

- A. Represents 840 hours in an approved trainee setting with the trainee having the opportunity to perform as many as possible of the activities that a regularly employed staff member in the setting would be expected to perform. These 840 include 180 from the practicum semester (COUN 705), and the 660 hours from the post-practicum (internship) semesters completed in COUN 735 and 892.
- B. Students receive a minimum of 1 hour per week of individual supervision from a qualified agency or school supervisor (referred to above and below as agency supervisor or supervisor). This is credited in COUN 892.

Practicum and fieldwork must be taken concurrently. Practicum classes cannot be taken without a field placement.

Documentation of Traineeship

Forms that must be used to document your field placement are to be downloaded and printed from the heading "Forms" on this website: <http://userwww.sfsu.edu/~counfld>. The following forms must be printed immediately and given to practicum instructors:

| Type of Form | # of copies | Due Date |
|--|--------------------|---|
| Traineeship Placement Cards | 2 | 1st week of the semester |
| *Trainee Placement Agreement (Rehab, College, Career, Gerontology, School) | 3 | 1st week of the semester |
| *Supervised Fieldwork Agreement (MFT) | 3 | 1st week of the semester |
| Trainee Log for COUN 705 | 1 | Last day of <u>instruction</u> |
| Trainee Log for Specialization | 1 | Last day of <u>instruction</u> |
| Trainee Log for Emphasis | 1 | Last day of <u>instruction</u> |
| Verification of Group Counseling Requirement | 1 | When this requirement is completed, before graduation |

* Agreements are required for both specializations and emphases.

Students are responsible for knowing the contents of this handbook. A copy will be given to field supervisors and they can be referred to the web site.

Marriage Family Therapy students must consult the website for the Board of Behavioral Sciences at www.bbs.ca.gov for forms, which are available on that site for students to use during the course of their field placements while completing this program. It is essential that MFT students start a personal file with copies of all BBS forms. SFSU does not keep documents for use for BBS Licensure. This is the responsibility of each individual student. The Following forms must be printed out, completed and kept by students for use when applying for licensure:

- Responsibility Statement for Supervisors of a MFT Trainee or Intern
- Weekly summary of hours of experience
- Marriage and Family Therapist Experience Verification

IV. DEPARTMENTAL REQUIREMENTS FOR TRAINEESHIP SETTINGS (AGENCIES/SCHOOLS)

1. Students may be placed in agency/school settings only if a qualified agency supervisor (one who has a Master's Degree in Counseling or an appropriate equivalent and at least two years experience in the field) is provided on site.

For students seeking Rehabilitation Counseling Certification, every effort is made to ensure that the agency supervisor is a Certified Rehabilitation Counselor (CRC). In those cases where a CRC is not available, a rehabilitation faculty member who is a CRC will provide oversight in addition to the ongoing field site supervision. Practicum instructors for all rehabilitation counseling students are certified rehabilitation counselors.

School trainee settings require that the agency supervisor hold a California State Pupil Personnel Services Credential.

For students seeking marriage and family therapy licensing, the department makes every effort to refer students to agencies with supervisors who are licensed and can sign-off hours for licensing. In order for hours to count toward licensure the Department of Counseling must approve and monitor the site in accordance with BBS regulations. Students may begin accruing hours toward licensure only after completing 12 units in the program.

2. Agency supervisors must be employed by the agency or must have a volunteer contract with the agency, and must be on site for at least 5 hours per week. Furthermore, students must receive 1 hour of individual supervision per week during the entire semester. Although group supervision can be used to satisfy some of the Board of Behavioral Science requirements, this does not obviate departmental expectations for individual supervision. Group supervision, in addition to individual supervision, is recommended and encouraged.
3. Traineeships beyond a reasonable geographic distance from San Francisco State University (approximately 30 miles) will be considered on an individual basis, and are subject to agreement by the assigned faculty liaison before a trainee placement can be finalized.
4. The setting must provide an appropriate variety of clients and professional activities and involve the student in moving into relevant functions, taking into account the student's readiness and interests.
5. The department will not approve any traineeship where students must pay a fee for supervision, training, or client contact.
6. There should be an opportunity for student participation in staff meetings, in-service training, and relevant interpersonal and inter-professional contacts.
7. The agency must have a professional staff that is available and representative of high levels of training and background.
8. There needs to be an opportunity **for audio tape recording of some individual client contacts. It is mandatory that tapes of individual client contacts be reviewed by practicum instructors. Some of the student's tape recordings must be done using English as the medium of communication so that the recordings can be reviewed by practicum instructors.** If this is not possible the student will be required to give translated transcriptions of interviews to the instructor.
9. All placements must be deemed appropriate for each individual student based on learning needs as determined by Department of Counseling faculty. It is possible that a placement may be appropriate for one student but not appropriate for another.
10. We encourage placement sites to provide stipends, reimbursement for expenses or payment as an employee when possible. Please be aware that students accumulating hours toward the MFT license may not be paid as independent contractors (IRS form 1099).

V. DEPARTMENTAL REQUIREMENTS FOR STUDENTS

1. Hours in the Field required for all Specializations (MFT, Career, College, Rehabilitation, Gerontology, School)

During the first year of traineeship, a minimum of 12 hours per week on two separate days during the academic semester is required to gain credit for the traineeship. A minimum of 40 direct client contact hours must be recorded during the first semester (counseling 705/part of practicum requirement). During the second year a minimum of 16 hours per week is required. Credit for each semester

will be given only if the student has recorded the required number of hours, has a satisfactory evaluation from the field supervisor and from the liaison faculty (Couns 705, 735 -- 180 hours each including at least 40 direct client contact hours in 705 and approximately 60 direct client contact hours in 735; Couns 892 -- 240 hours including approximately 90 direct client contact hours per semester).

Students must accumulate at least 840 hours during the course of the 4 semesters of traineeship. At least 600 of these hours must be accumulated after completing COUN 705. Two hundred and eighty (280) of the 840 hours must be direct contact with clients.

Students wishing to have two areas of **specialization** must complete all requirements for two specializations including at least 840 hours (280 direct client contact) in the first area of specialization and at least 600 hours including 280 direct client contact hours in the second area of specialization. None of the hours may count for both specializations.

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

2. School Counseling Traineeship Requirements

Students seeking a School Counseling (Pupil Personnel Services) Credential must demonstrate knowledge and skill in areas of educational assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, legal aspects and professional ethics.

The California Commission on Teacher Credentialing mandates that a minimum of six hundred (600) clock hours of field practice is required in a K-12 school setting in direct contact with pupils. Only 200 of those hours may be in a private school. Please note: Those students with a specialization in School Counseling are required to have 840 hours of field placement. Those with an emphasis are required to have 600 hours.

- (a) The assignment shall be provided in at least two of three settings (elementary, middle, high school) with a minimum of two hundred (200) clock hours at each setting.
- (b) At least one hundred and fifty (150) clock hours shall be devoted to issues of diversity and work must be with at least ten (10) pupils (individually and/or in a group) of a racial/ethnic background different from that of the candidate.
- (c) A minimum of twenty-five (25) clock hours will involve group counseling and guidance activities in a school setting.

Up to 200 clock hours may be in a setting other than a school working with school age (K-12) youth, provided that the candidate is supervised by a practitioner who holds the P.P.S.Credential.

These requirements must be met along with the requirements stipulated in this handbook applicable to all students in the Master of Science in Counseling degree program. Students specializing in school counseling must meet the department requirement of 840 hours and 280 direct client contact hours. Students with an emphasis in school counseling can meet the PPS requirements by completing the 600 hours as described above.

3. Hours/experience in the Field required for Emphases:
All student have on area of specialization (MFT, Career, College, Rehabilitation, Gerontology, School). In addition to specializations, the department offers the opportunity for students to gain additional expertise in other areas of counseling by adding emphases to their course of study. An emphasis is a recognition by the Department of Counseling that the student has taken additional coursework and has completed an appropriate field placement in an area other than that of their specialization. An emphasis should not be confused with a specialization which is a program of study accredited by CACREP (Marriage Family Therapy, Career, College, School and Gerontological Counseling) or CORE (Rehabilitation Counseling).

The emphasis is designed to allow students specializing in one field to gain additional expertise in another field but it is not equivalent to a specialization. Students specializing in Marriage and Family Therapy and graduating with a Concentration in Marriage, Family and Child Counseling may decide to add an emphasis, for example, in School Counseling. While the student would not have a specialization in school counseling, he/she would have an emphasis recognized by the Department of Counseling and would be eligible for the Pupil Personnel Services Credential.

Emphasis – Career Counseling:

Students who choose an emphasis in career counseling are required to take an additional three courses and must have one year of field placement in a setting where career counseling is the emphasis.

Emphasis – College Student Personnel Counseling:

Students who choose an emphasis in college counseling are required to take an additional three courses and must have one year of field placement in a college setting where substantive individual college counseling sessions take place.

Emphasis – Gerontological Counseling:

Students who choose an emphasis in gerontological counseling are required to take an additional three courses and must have at least one year of field placement in a setting where gerontological counseling is the focus.

Emphasis – School Counseling:

Students who choose an emphasis in school counseling are required to take an additional three courses and must have 600 hours of field placement in appropriate school counseling field sites under supervision of a PPS credentialed supervisor.

Specialization and Emphasis:

Students who desire trainee placements that meet the requirements of a specialization and an emphasis in the same semester must have the approval of the field placement coordinator. These traineeships are very difficult to arrange and the department does not guarantee that they will be available. Students may be required to spend more than the required two (2) years in traineeships due to their selection of concurrent emphases.

Rehabilitation Counseling and Marriage Family Therapy

Students wishing to become Certified Rehabilitation Counselors or Licensed Marriage Family Therapists must complete specialization requirements in those areas. Rehabilitation Counseling students who wish to be eligible for MFT licensure will be able to graduate with a specialization in MFT and a certificate in Rehabilitation Counseling. This will allow students to be eligible for both licensure and certification.

Counseling 850:

If fewer than the 840 total hours or 280 direct client contact hours have been accumulated, or if requirements for an emphasis have not been met, students may take further semesters of traineeship by enrolling in Counseling 850.

This will not be necessary if a student is specializing in one field and does not have another field of emphasis. If, however, a student specializing, for example, in MFT wishes to have an emphasis in career counseling he/she should expect to take at least one additional year of field work in order to accumulate the required field experience in the career emphasis. It is suggested that students take only one specialization. However, students may elect to have an additional area of emphasis.

4. Recording of Hours

All hours must be recorded on the appropriate log forms included in the rear pocket of this manual. The Practicum Log must be completed during the first semester of field placement. Separate logs are required for each area of specialization and for each area of emphasis. Students will receive credit only if hours are properly documented. **Since the department is unable to meet the demand for copies of these logs, students are required to make and keep copies of all logs before submitting them to the field placement coordinator.**

Students must turn in separate logs for specializations and emphases even if the same agency supervisor is supervising both. Agency supervisors in consultation with faculty liaison will determine when it is appropriate for specialization hours to count for an emphasis. Work done must fall within the scope of practice of the specialization and/or emphasis for which the hours are recorded.

Logs must be completed, signed and turned in to the **practicum instructors on or before the last day of instruction of each semester.** **Students will not receive credit for the traineeship if logs are not turned in on time or if the appropriate number of hours have not been completed** (i.e., 180 hours for first year students and 240 hours for second year students).

Log forms are contained in the back pocket of this manual. **Please note that there is one form specifically for the first semester of field placement (Counseling 705), one for the next three semesters and Empasis log forms for emphases. Note that 40 direct client contact hours are required in Counseling 705.**

Students may count all of the hours spent in the placement toward the 840 required hours. If a client does not show for a counseling session that may count toward 'other hours', but not toward 'direct client contact hours'. Direct client contact hours are hours spent in face to face counseling with clients.

MFT students will find that that the BBS logs and Department of Counseling logs do not reflect the same number of hours. Examples of where differences might occur are the following:

- Clients who do not show for appointments will not count for BBS.
- Consultation with other professionals will not count for BBS.
- These hours may count as 'other hours' for Department of Counseling.

5. Winter Semester Break:
There is a university established semester break of more than one month's duration, during which time the university is not in session. While students are not required by the school to attend field work during this time, we recognize that this is an unusually long period to be away from clients. Students are required to work out an arrangement with the agency so that service to clients is not compromised during this time. Most often students continue to attend field placements during part of the semester break.

6. Expected Start Date for Traineeships:
Students are expected to begin traineeships on the first day of instruction of the fall semester. Students must begin traineeships no later than September 16th 2011 in order to remain in their practicum class and trainee placement. All students must complete a minimum of 180 hours per semester in the setting during the first year and a minimum of 240 in the second year; therefore, a student who starts a placement after the beginning of the semester may need to spend more than the minimum hours each week in the setting. These hours must be documented on the forms provided by the Department.

7. Credit for Traineeship:
Grades for traineeships are CR/NC. In order to receive CR students must also pass their practicum course (Couns 706, 736, 890, 891) with the minimum grade of B.

If a student does not receive a B or better for practicum, both traineeship and practicum must be repeated since practicum cannot be taken without a field placement. If a student passes practicum with a B or better but does not receive CR for the traineeship, auditing the practicum may be required by the department when the student repeats the traineeship course.

If logs are not received or if too few hours are reported, CR will not be given. Please also refer to Criteria for Faculty Review of Graduate Trainees in the appendix.

8. Number of Ongoing Individual Clients Per Week:

| | Minimum | Maximum |
|--|----------------|----------------|
| First Year Traineeship | 2 | 8 |
| Second Year Traineeship | 5 | 12 |
| Based upon first year traineeship at 12 hours per week. | | |
| Based upon second year traineeship at 16 hours per week. | | |

MFT students must have at least 2 clients who are older than 12 years of age during a first year traineeship. A full caseload of clients older than 12 is preferable in the first year.

9. Audio Tape Recording
Students are required to make audio tape recordings of some interviews with clients with client consent to do so. These tapes will be reviewed by practicum instructors. Students must be aware of this requirement and plan for this with site supervisors.

In settings where the student and most of the client population speaks a language other than English, the student must be able to work with some clients who are able to engage in counseling using English, and the student must be able to tape record some of those sessions. In situations where this is not possible the student

will be required to provide translated transcripts of entire interviews or parts of interviews as deemed appropriate by the practicum instructor.

10. Group Counseling Requirement

Each student is required to lead or co-lead a group during the course of their work in field placements. This may be done any time during the field placements (1st or 2nd year) and must be supervised by agency supervisors. A verification form must be completed and turned in to the field placement coordinator. In order to meet requirements the group must have a minimum of 3 participants and 10 group sessions are required. It is possible to lead 2 different groups of 5 sessions each. Students must fulfill this requirement in order to graduate.

11. Professional Conduct

Students are present in a trainee setting at the invitation of the agency/school, and represent a considerable investment of time and energy on the part of that setting. As such, students must represent the highest standards of professional behavior consistent with the values of the setting and personal and professional ethics. This relates to standards of dress, punctuality, client, staff and professional contacts and all other interpersonal relationships. Failure to maintain these standards will result in negative evaluations, reflects poorly on the Department of Counseling, and may--in extreme cases--result in termination of placement and a grade of No Credit. Please refer to Criteria for Faculty Review of Graduate Trainees in the appendix.

12. Different Trainee Settings For First and Second Year

The department strongly recommends that students have a different trainee placement for the second year in the program. If a student believes that it is in his/her interest to remain in the same setting for the second year, the following procedure must be followed.

- A. Secure a form "Waiver of Trainee Placement Policy" from the department office to be completed and signed by:
 - i. Agency supervisor
 - ii. Field placement coordinator
 - iii. Specialization coordinator
- B. Indicate clearly on the form the changes in agency supervisor and client population and activities which will make the second year a differentiated experience. A second year with the same supervisor and/or the same client population will not be approved.
- C. Prior to submitting the form to the department, the student is to consult with the field placement coordinator who verifies the information and agrees with the content of the form.
- D. The completed and signed form will be reviewed by the specialization coordinator.
- E. The form must be received by the faculty involved before the last Friday in April.

13. Traineeship in Setting Where Employed

Traineeship is for the purpose of the acquisition and development of skills in relation to the training curriculum. The department is willing to consider trainee placements in settings where students are employed, providing the setting meets all other criteria as described above. In addition, the student may not be supervised for the traineeship by his/her work supervisor and the student must have a client caseload selected specifically for purposes of the traineeship. If a student uses an employment position for traineeship, at least one academic year of traineeship must be done in a place other than a place of employment. Stipends for traineeships are occasionally offered by agencies. A stipend is funding specifically for training purposes and is therefore acceptable.

IT IS AGAINST BBS REGULATIONS TO BE PAID AS AN INDEPENDENT CONTRACTOR IF YOU ARE ACCRUING HOURS TOWARD BBS LICENSURE (YOU CANNOT AND MUST NOT BE ISSUED AN IRS FORM 1099).

14. Termination of Traineeship Before End of Semester

Students wanting to terminate a traineeship, for any reason, must consult with faculty liaison, field placement coordinator and site supervisor. A placement may be terminated only with the approval of those parties and with consideration of ethical and professional responsibility to clients and to agencies/schools. Termination by a student without consultation will result in a grade of No Credit for the semester. If a student feels unsafe the student must leave the site and must consult with the faculty liaison and field placement coordinator.

If a student's traineeship is terminated for any reason, the student shall notify the faculty liaison immediately in writing. The Faculty liaison will then initiate the process of investigation and make recommendations to the appropriate departmental faculty. Students should be aware that an unsatisfactory resolution of this issue may place their credits for that semester in jeopardy.

If a trainee placement is terminated, students must begin a new traineeship within 2 weeks in order to receive credit for the semester. If a change in trainee placement occurs at the beginning of a new semester, the same requirement applies. Students must complete the required hours of traineeship regardless of the change.

15. Supervisory Evaluation of Trainee

Evaluation is an ongoing process in any educational enterprise. In this field, learning is not simply a cognitive act; it involves changes in attitudes and feelings and an integration of complex processes which include intellectual mastery, a developing sense of the professional role, and the student's use of self. Evaluation is part of the student's field work experience and is a process in which agency supervisor, student and faculty liaison all are involved. Typically, the faculty liaison brings feedback from the supervisor to faculty meetings where student evaluations are discussed. Written evaluations must be completed, signed and returned to the faculty liaison at the end of the week prior to the last week of instruction. Students will not receive credit for the traineeship if forms are not turned in on time or if the evaluation is not satisfactory. The faculty liaison will determine if CR or NC should be given for the semester. This judgment is based upon input from the field supervisor and liaison meetings with the student.

16. Faculty Liaison

All students will be assigned a member of the faculty who will act as a liaison between the Department of Counseling, the agency and the student. For first year practicum students (705/706; 735/736) this will be your practicum instructor. For students in 890/891/892 a liaison faculty will be assigned. The faculty liaison's role is:

- To support the student in the placement.
- To maintain communication between school and field and to help the student integrate the two experiences.
- To work with the student and field supervisor in the event of any difficulty. It is important to involve the liaison early in such situations before a poor evaluation is written or a traineeship is threatened. Liaison is available for ongoing and/or crisis consultation.
- To work with the agency supervisor and the student to support and assess the student's growth and the student's process of learning.

ALL STUDENTS ARE REQUIRED TO COMPLETE AND SUBMIT A FIELD PLACEMENT PROGRESS REPORT TO THEIR LIAISON BY THE END OF THE SECOND WEEK OF NOVEMBER AND BY THE END OF THE SECOND WEEK IN MARCH.

VI. SUMMER BREAK, Coun 850:

Students who have areas of emphasis along with a specialization may need to take additional semesters of traineeship in order to accumulate the required hours and experience. These students may enroll in COUN 850. Students accumulating hours toward the marriage and family therapy license may wish to continue to accumulate hours during the summer. These students must enroll in COUN 850 so that they can be monitored by the department as required by BBS regulation.

Those students placed in a school site and contracted to complete the placement at the end of the school year do not need to register for Counseling 850 unless they remain in the agency beyond the school year. Some students contract with agencies to work through the **first 2 weeks** of June. Those students **do not need to register for Counseling 850**. However, students working beyond the first 2 weeks of June must register for Counseling 850 in order to accrue hours toward a second specialization, an emphasis or to count hours toward licensure.

It is only possible to register for 850 after completing at least one year of traineeship. Students wishing to enroll in COUN 850 need the approval of the field placement coordinator. The course is offered in the fall, spring and usually in the summer.

VII. THE COUNSELING CLINIC

The Counseling Clinic, sponsored by the Department of Counseling and Counseling and Psychological Services (C&PS), may be a second-year field placement for 4 - 8 students from this department. When seeking a second-year placement, students may have an interest in this traineeship. We want to advise all students that if ongoing counseling is received through Counseling and Psychological Services this placement will not be considered appropriate since the counselors in Counseling and Psychological Services provide supervision to the trainees in the clinic. If students think they may be interested in applying to the clinic, it is possible to be seen in C&PS for one session for the purpose of referral to off-campus resources or to other resources on campus. If students have no interest in the Counseling Clinic as a training placement, the services of C&PS may be used at any time.

VIII. ROLE AND RESPONSIBILITY OF FACULTY/LIAISON

1. Assignment to Agency/School

Faculty are assigned to a trainee setting (agency or school) to act as liaison for a particular student placed in that setting.

2. Responsibilities of the Faculty Liaison

- A. Maintain contact with students and agency supervisors as determined by the needs of individual situations. Faculty liaison will visit practicum classes once per semester, and will contact all supervisors via email. Visits to the field placement are determined by the counseling department, liaison faculty, field placement coordinator and field supervisors and are to be scheduled as needed.
- B. Collect field placement progress forms from students each semester (Nov and March) and follow up where necessary. Students must submit forms to liaison by the end of the second week in November and the end of the second week of March.
- C. Through contact with agency supervisors, be responsible for obtaining the agency supervisor's judgment regarding the adequacy of the student's performance, and recommending a Credit or No Credit grade at the end of each semester. Be responsible for receiving the evaluation from practicum instructors and following up when necessary.
- D. Work with the student and supervisor to complete the evaluation form if help is needed.
- E. Be notified of problems with traineeships by field supervisors, students and practicum instructors and be available to discuss issues with all parties, using appropriate channels of communication, including site visits where indicated.
- F. WHEN NEEDED, COMMUNICATE WITH PRACTICUM INSTRUCTORS REGARDING STUDENT'S PROGRESS IN TRAINEESHIP AND ANY AREAS OF PERFORMANCE CONCERN.

IX. ROLE AND RESPONSIBILITY OF PRACTICUM INSTRUCTOR

Each student who is in traineeship (except those enrolled in COUN 850) is also in a practicum seminar that meets weekly and is designed to support the activities of the traineeship. Such support should come from learning of basic skills, development of more advanced techniques and case management skills, and a focus on relevant professional issues. The curriculum differentiates particular instructional goals and objectives for each of four semesters of practicum experience (see Appendix 2).

In relation to traineeship, the practicum instructor has the following responsibilities:

- 1. To be available to consult with faculty liaisons regarding student's progress in placement.
- 2. To consult regarding counseling skill development for the practicum student--consistent with expectations and supervision in the setting.

X. ROLE AND RESPONSIBILITY OF AGENCY SUPERVISOR

Conscious and continuous planning is necessary. Professional and non-professional agency staff members should be prepared by the agency supervisor for the arrival of students. It will be necessary to clarify the student's role, function, title, and lines of communication. Provision of adequate work space and regular supervision creates the necessary foundation and environment for a good field experience. This can reduce staff inconvenience and extremes of student helplessness or initial anxiety.

The agency supervisor bears primary responsibility for insuring that the student's placement leads to learning and professional growth. The supervisor represents the setting and should expect that the student's presence will contribute to the welfare of the setting. The student can also expect that the supervisor will present an appropriate professional model and will provide clear and regular supervision, as well as continuing support and assistance within the setting. **A minimum of one hour per week of regularly scheduled supervision is a requirement of this department (See Appendix 3).**

Within the context described above, the agency supervisor must be aware of the objectives of the student's graduate training program and be able to work with the student's developing skills. This can be accomplished through discussions with the student and consultation with the faculty liaison assigned to the setting (See Appendix 2).

When the placement begins, agency supervisors must return the trainee placement agreement to the Department of Counseling. Approved marriage and family therapy counseling sites must review and sign the supervised field placement agreement.

Agency supervisors are responsible for evaluating the student on an ongoing basis and recording evaluations at the end of each semester. These evaluations must be submitted on the form provided. A narrative evaluation may be submitted in addition.

Logs of hours spent in the setting must also be approved and signed by agency supervisors.

XI. ROLE AND RESPONSIBILITIES OF FIELD PLACEMENT COORDINATORS

The field placement coordinators are members of the faculty who assist students and faculty in the identification and selection of trainee placements and placement of students in those settings. Given the large number of agency and school settings and the large number of students seeking placement, the coordinators work with practicum faculty and students in the placement process, but do not assume sole responsibility for placements.

Given these constraints, the functions of the field placement coordinator are as follows:

1. Maintain list of currently acceptable and appropriate agencies and schools for traineeship, including names of contact persons, kinds of activities and clients, procedures for application, requirements for placement.
2. Make information regarding traineeships for first and second year students available and assist students in selecting appropriate placements. Most information is transmitted via list serve.
3. Develop new traineeship situations; maintain ongoing relationships with approved trainee sites; consult with agencies so that they can meet department requirements and standards.

4. Facilitate faculty/supervisor meetings.
5. Facilitate supervisor trainings.
6. Facilitate Traineeship Fairs.
7. Obtain from faculty liaison final confirmation of credit/no credit status for student's trainee placement (COUN 705, 735, 892). The field placement coordinator in consultation with the liaison is responsible for assigning the grade.

Field placement coordinators for 2011-2012:

| | |
|--------------------------|----------------------------|
| Mental Health (MFT)..... | Nancy A. Bavis |
| School..... | Nancy A. Bavis |
| Career..... | Nancy A. Bavis |
| College | Alvin Alvarez/ Nancy Bavis |
| Gerontology..... | Nancy A. Bavis |
| Rehabilitation | Nancy A. Bavis |

XII. EVALUATIONS

All evaluation data are maintained in strict professional confidentiality, and used for individual advising or program evaluation consistent with due process. Written evaluations are maintained in the student's advising file, subject to the same considerations.

The following formal evaluations are required:

1. Agency Supervisory Evaluation of Trainees
To be completed at the end of each semester. Should be done in consultation with the student. The student is responsible for obtaining this completed evaluation and submitting it to his/her Faculty liaison.

Please refer to Criteria for Faculty Review of Graduate Trainees and to the Dept of Counseling Field Work Evaluation form in the appendix.

2. Evaluation of Trainee Setting
To be completed by student at the end of the academic year. This evaluation is given to the Field Placement Coordinator and is used in program evaluation.

**Summary of Student, Agency and School Responsibilities
in Relation to Field Work**

1. STUDENT RESPONSIBILITIES

- A. First-year students attend field work placement 12 hours per week (minimum), second year - 16 hours per week (minimum).
- B. Provide write-ups for agency supervisor as required, given to the supervisor sufficiently in advance for the supervisor to read, digest and prepare feedback.
- C. Make tape recordings of some interviews with clients (with client permission) for supervision/coaching with practicum instructor.
- D. Meet weekly with agency supervisor at least one hour per week.
- E. Have direct contact with individual clients in first year and second year, and group counseling experience any time during the two years of field placement.
- F. Participate in evaluation process with supervisor.
- G. Submit field placement progress reports to liaison once each semester to keep the liaison informed on what is happening in the field.
- H. Understand the agency and its policies and goals and demonstrate capacity to work within the framework of the agency.
- I. Work out with agency supervisor coverage for clients during semester break.
- J. Maintain professional conduct at all times.

2. AGENCY RESPONSIBILITIES

- A. Plan for student's arrival, space, phone, and alert the staff and telephone receptionist. Think about what to call the student and inform the staff.
- B. Familiarize the student with the structure and function of the agency and its relationship with other community agencies and resources.
- C. Provide cases for students to have direct experiences in working with clients. Approximately half the student's time should be spent in direct client contact. An individual counseling caseload of approximately four to five clients for first-year students and eight for second-year students, chosen with regard to the student's background, experiences, skills and educational needs, is suggested. This is a rough quantitative measure and depends upon the frequency of interviews and amount of work required per case.
- D. Provide agency's permission for the agency supervisor to set aside a minimum of one hour per week for supervision. This time should not be interrupted by phone calls or other work and should be arranged on a regular weekly basis, so both student and supervisor can plan for it in their schedules. If it becomes occasionally necessary to change the time, another should be arranged.
- E. Review student material. Supervision should include both case management and case process review.
- F. Provide students with opportunities to participate in diagnostic conferences, staff meetings, and in-service training, as well as consultations with professionals in other disciplines.
- G. Evaluate students at the end of each semester and send forms back to school in time for school evaluation of student. Involve student in process and provide student with a copy of the evaluation.
- H. Provide time for the agency supervisor to talk with and/or meet with Faculty liaison as necessary.

3. SCHOOL RESPONSIBILITIES

- A. Provide faculty liaison who are available to agency supervisors as needed.
- B. Provide clear expectations of students and agency supervisors in the field.
- C. Provide feedback to students, field and practicum instructor.

APPENDICES

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**Appendix 1
DUE DATES AND FORMS**

| Included in this handbook are the following forms: | Dates forms are due: | Forms returned to: |
|--|--|---|
| 1. Traineeship placement cards (4) 2 for each year | 1st week of semester | 1 to the field placement coordinator and 1 to liaison |
| 2. For Rehab, Career, College, School and Gerontology specializations: trainee placement agreement (2 -- 1 for each year) | 1st week of semester | <u>Complete the 3-copy form.</u> Return all 3 to field placement coordinator for signature. Two copies will be returned...yellow copy for field placement and pink copy for your records. |
| 3. For MFCC specialization only: supervised field placement agreement (6 -- 3 for each year) | 1st week of semester (Placement will not be considered approved until agreement is signed) | <u>Complete 3 copies</u> Return all to field placement coordinator for signature. Two copies will be returned, one for field placement, one for student. |
| 4. Field Placement Progress Report | End of 2 nd week of November and end of 2 nd week of March | To liaison faculty |
| 5. Fieldwork Evaluation (4) 2 for each year | Last day of instruction | To Practicum instructor |
| 6. Trainee logs (4) 2 for each year | Last day of instruction | To Practicum instructor |
| 7. Verification of group counseling field work | Before graduation | To Field Placement Coordinator |

Forms have been included to cover 4 semesters of field placement. These are also available at <http://userwww.sfsu.edu/~counfld>. Please duplicate individual forms if you require more. Keep the second set of forms in a safe place because you will need them when you begin a second year field placement. The Department of Counseling will not provide forms.

Keep copies of all forms turned in to the Department of Counseling!

* * *

For Marriage and Family Therapy trainees, the following additional forms can be downloaded from the BBS website:

1. Responsibility statement for supervisors
2. Weekly summary of hours of experience
3. Marriage Family Child Counselor experience verification (2 Forms – 1 for each field placement)
4. Verification of workshops, seminars etc.
5. Suggested voluntary employment agreement
6. Information sheet about requirements for intern registration.

All additional MFT forms are available from the BBS website at www.bbs.ca.gov.

These must be completed, maintained and kept for your own records and to produce for the Department or the Board of Behavioral Science when requested.

APPENDIX 2

Explanation of Four-Semester Practica Sequence

FIRST YEAR

Counseling 706, Beginning Practicum, is taken in the fall semester along with fieldwork, Counseling 705. Counseling 706 meets once a week for 3 hours. Fieldwork is to be a minimum of 12 hours per week in the field. Students are encouraged to take a section that corresponds to their primary specialization. Emphasis in this class is on basic attending and intervention skills (such as active listening, using open questions, paraphrasing, reflection of feeling, and summary). Students work in dyads or triads, role playing, to learn and practice these skills. Each student is to meet with the instructor 5 times for the purpose of evaluating his/her skills and receiving feedback. Some taping of clients in the field may be required. Other topics, such as crisis intervention, may be covered.

Counseling 736, Advanced Practicum, is taken in the spring semester along with the fieldwork, Counseling 735. Counseling 736 meets once a week for 3 hours. Students are expected to be in the field a minimum of 12 hours per week and to have a caseload of at least 2 and not more than 8 ongoing clients. Students stay in the same section as they were in during the fall, with the instructor changing. Emphasis in this class is on the process of the counseling interview. Topics covered may be transference, countertransference, resistance, termination, diagnosis and assessment, setting goals, and evaluating treatment success. Students are required to present a minimum of 5 tapes of clients from the field, along with process notes, and to meet individually 5 times with the instructor for the purpose of evaluating their work and receiving feedback. Students are encouraged to tape their sessions with clients as much as possible for their own edification.

SECOND YEAR

After successful completion of the first year of practicum, students take a year-long sequence of Counseling 890: Integrative Counseling (in the fall) and Counseling 891: Case Studies and Trainee Seminar (in the spring). These are taken both semesters with the fieldwork, Counseling 892. Students are required to take a section that is consistent with their primary specialization and to stay with the same section and the same instructor for the 2-semester sequence. **Students must be in their fieldwork setting a minimum of 16 hours per week, and work up to and maintain a caseload between 5 to 12

**COUN 890 and 891 meet every other week for 3 hours.

ongoing clients per week. During the course of the academic year, students must meet with their instructor 5 times with tapes and process notes for the purpose of evaluating their work and receiving feedback. Students are encouraged to tape as much as possible.

Emphasis in the fall is on integrating what the students are learning in the field with what they are learning in the classroom: how do theory and practice fit together. Students are encouraged to develop a primary theoretical orientation. Specific specialization techniques, interventions, and strategies are introduced.

Toward the end of the fall semester and into the spring semester, each student must present a major case to the class using a client from the field. In the spring, the students must do a major writing assignment that meets the system-wide mandated requirement of a second-level writing requirement.

Beginning in the fall, but especially emphasized in the spring, additional emphasis is placed upon preparing the students for the transition into their profession. This may include issues of case management, socialization into the profession, specific job-obtaining and job-related skills, and trends in the field. Looking at specific, specialization-based techniques, interventions, and strategies continues throughout the spring semester.

Throughout this 4 semester sequence, emphasis is placed not only on skill acquisition, but also on personal development and increased self-awareness. The department encourages but does not require that students participate in their own counseling/therapy. Although there are no standard textbooks in use, each instructor selects texts from among those on a recommended list that support the primary learning objectives of each class.

Appendix 3 Course Requirements

I. MASTER OF SCIENCE IN COUNSELING

A. SPECIALIZATION: CAREER COUNSELING

B. CURRICULUM SEQUENCE. THE RECOMMENDED SEQUENCE OF CLASSES FOR THE SPECIALIZATION IN CAREER COUNSELING IS:

PREREQUISITE TO THE PROGRAM: COUN 690 FIELD OF COUNSELING

| FALL – 17 UNITS | | | SPRING – 14 UNITS | | |
|-----------------|-------|---|-------------------|-------|-----------------------------|
| COURSE | UNITS | TITLE | COURSE | UNITS | TITLE |
| COUN 702 | 3 | DEVELO. FNDS/ COUNSELORS | COUN 700 | 3 | THEORIES/ COUNSELING |
| COUN 703 | 3 | PSYCH. FNDS./COUNSELORS | COUN 715 | 3 | ASSESSMENT IN COUNSELING |
| COUN 705 | 2 | PRACTICUM/INTERNSHIP | COUN 735 | 2 | PRACTICUM/FIELDWORK |
| COUN 706 | 3 | INTERVIEWING PROCESS | COUN 736 | 3 | ADVANCED COUNSELING PROCESS |
| COUN 720 | 3 | CAREER COUNSELING | COUN 811 | 3 | GROUP COUNSELING PROCESS |
| COUN 833 | 3 | SOCIAL/CULTURAL FOUNDATIONS IN COUNSELING | | | |

| FALL – 15 UNITS | | | SPRING – 14 UNITS | | |
|-----------------|-------|----------------------------------|-------------------|-------|----------------------------|
| COURSE | UNITS | TITLE | COURSE | UNITS | TITLE |
| COUN 721 | 3 | COMPUTER APPLICATIONS/COUNSELING | COUN 727 | 3 | ADVANCED CAREER COUNSELING |
| COUN 738 | 2 | ALCOHOL/SUBSTANCE ABUSE | COUN 794 | 3 | SEMINAR IN RESEARCH |
| COUN 858 | 3 | COUPLES/FAMILY COUNSELING | COUN 857 | 3 | LAW/ETHICS IN COUNSELING |
| COUN 859 | 2 | COUNSELING ASPECTS/SEX. | COUN 891 | 3 | CASE STUDIES/INTERNSHIP |
| COUN 890 | 3 | INTEGRATIVE COUNSELING | COUN 892 | 2 | INTERNSHIP |
| COUN 892 | 2 | INTERNSHIP | | | |

I. MASTER OF SCIENCE IN COUNSELING

A. SPECIALIZATION: COLLEGE STUDENT PERSONNEL SERVICES COUNSELING

B. CURRICULUM SEQUENCE. THE RECOMMENDED SEQUENCE OF CLASSES FOR SPECIALIZATION IN COLLEGE COUNSELING IS:

Prerequisite to Program: COUN 690 Field of Counseling

| FALL – 14 UNITS | | | SPRING – 14 UNITS | | |
|-----------------|-------|---|-------------------|-------|---|
| COURSE | UNITS | TITLE | COURSE | UNITS | TITLE |
| COUN 702 | 3 | DEVELOP. FNDS/ COUNSELORS | COUN 700 | 3 | THEORIES/ COUNSELING |
| COUN 703 | 3 | PSYCH. FNDS./COUNSELORS | COUN 715 | 3 | ASSESSMENT IN COUNSELING |
| COUN 705 | 2 | PRACTICUM/INTERNSHIP | COUN 735 | 2 | PRACTICUM/FIELDWORK |
| COUN 706 | 3 | INTERVIEWING PROCESS | COUN 736 | 3 | ADVANCED COUNSELING PROCESS |
| COUN 792 | 3 | SEMINAR FOR COUNSELORS IN STUDENT PERSONNEL SVCS. | COUN 793 | 3 | ORGANIZATION/ADMINIS. OF STUDENT SVCS. IN HIGHER ED |

| FALL – 16 UNITS | | | SPRING – 16 UNITS | | |
|-----------------|-------|---|-------------------|-------|---------------------------------|
| COURSE | UNITS | TITLE | COURSE | UNITS | TITLE |
| COUN 720 | 3 | CAREER COUNSELING | COUN 794 | 3 | SEMINAR IN RESEARCH |
| COUN 738 | 2 | ALCOHOL/SUBSTANCE ABUSE | COUN 857 | 3 | LAW/ETHICS IN COUNSELING |
| COUN 811 | 3 | GROUP COUNSELING | COUN 858 | 3 | COUPLE/FAMILY COUN. I |
| COUN 833 | 3 | SOCIAL/CULTURAL FOUNDATIONS IN COUNSELING | COUN 859 | 2 | COUNSELING ASPECTS OF SEXUALITY |
| COUN 890 | 3 | INTEGRATIVE COUNSELING | COUN 891 | 3 | CASE STUDIES/INTERNSHIP |
| COUN 892 | 2 | INTERNSHIP | COUN 892 | 2 | INTERNSHIP |

I. MASTER OF SCIENCE IN COUNSELING

A. SPECIALIZATION: GERONTOLOGY COUNSELING

B. CURRICULUM SEQUENCE. THE RECOMMENDED SEQUENCE OF CLASSES FOR SPECIALIZATION IN GERONTOLOGY COUNSELING IS:

Prerequisite to Program: COUN 690 Field of Counseling

| FALL - 17 UNITS | | | SPRING - 15 UNITS | | |
|-----------------|-------|--|-------------------|-------|---------------------------------|
| COURSE | UNITS | TITLE | COURSE | UNITS | TITLE |
| COUN 702 | 3 | DEVELOP. FNDS/ COUNSELORS | COUN 700 | 3 | THEORIES/ COUNSELING |
| COUN 703 | 3 | PSYCH. FNDS./ COUNSELORS | COUN 715 | 3 | ASSESSMENT IN COUNSELING |
| COUN 705 | 2 | PRACTICUM/ INTERNSHIP | COUN 735 | 2 | PRACTICUM/ FIELDWORK |
| GERON 705 | 3 | GERONTOLOGY: AN INTER-DISCIPLINARY SYNTHESIS | COUN 736 | 3 | ADVANCED COUNSELING PROCESS |
| COUN 706 | 3 | INTERVIEWING PROCESS | COUN 820 | 2 | COUNSELING THE OLDER ADULT |
| COUN 833 | 3 | SOCIAL/ CULTURAL FOUNDATIONS IN COUN | COUN 859 | 2 | COUNSELING ASPECTS OF SEXUALITY |

| FALL - 14 UNITS | | | SPRING - 14 UNITS | | |
|-----------------|-------|----------------------------|-------------------|-------|---|
| COURSE | UNITS | TITLE | COURSE | UNITS | TITLE |
| GERON 710 | 3 | AGING PROCESS | COUN 738 | 2 | ALCOHOL/ SUBSTANCE ABUSE |
| COUN 811 | 3 | GROUP COUN PROCESS | COUN 794 | 3 | SEMINAR IN RESEARCH |
| COUN 858 | 3 | COUPLES/ FAMILY COUNSELING | COUN 821 | 1 | MENTAL HEALTH ASSESSMENT WITH OLDER ADULT |
| COUN 890 | 3 | INTEGRATIVE COUNSELING | COUN 857 | 3 | LAW/ ETHICS IN COUNSELING |
| COUN 892 | 2 | INTERNSHIP | COUN 891 | 3 | CASE STUDIES/ INTERNSHIP |
| | | | COUN 892 | 2 | INTERNSHIP |

I. MASTER OF SCIENCE IN COUNSELING

A. SPECIALIZATION: SCHOOL, PPS CREDENTIAL

B. CURRICULUM SEQUENCE. THE RECOMMENDED SEQUENCE OF CLASSES FOR SPECIALIZATION IN SCHOOL COUNSELING IS:

Prerequisite to Program: COUN 690 Field of Counseling

| FALL - 14 UNITS | | | SPRING - 16 UNITS | | |
|-----------------|-------|----------------------------|-------------------|-------|---|
| COURSE | UNITS | TITLE | COURSE | UNITS | TITLE |
| COUN 702 | 3 | DEVELOP. FNDS/ COUNSELORS | COUN 700 | 3 | THEORIES/ COUNSELING |
| COUN 703 | 3 | PSYCH. FNDS./ COUNSELORS | COUN 717 | 3 | PROFESSIONAL SEMINAR II-FUNCTIONAL ELEMENTS |
| COUN 705 | 2 | PRACTICUM/ INTERNSHIP | COUN 735 | 2 | PRACTICUM/ FIELDWORK |
| COUN 706 | 3 | INTERVIEWING PROCESS | COUN 736 | 3 | ADVANCED COUN PROCESS |
| COUN 716 | 3 | PRO SEM I-STRUCT. ELEMENTS | COUN 738 | 2 | ALCOHOL/ SUBSTANCE ABUSE |
| | | | COUN 811 | 3 | GROUP COUNSELING PROCESS |

| FALL - 16 UNITS | | | SPRING - 14 UNITS | | |
|-----------------|-------|---------------------------------------|-------------------|-------|---------------------------|
| COURSE | UNITS | TITLE | COURSE | UNITS | TITLE |
| COUN 718 | 3 | PROFESSIONAL SEMINAR III PROF. ISSUES | COUN 715 | 3 | ASSESSMENT IN COUNSELING |
| COUN 833 | 3 | SOCIAL/ CULTURAL FOUNDATIONS IN COUN | COUN 794 | 3 | SEMINAR IN RESEARCH |
| COUN 858 | 3 | COUPLES/ FAMILY COUNSELING | COUN 857 | 3 | LAW/ ETHICS IN COUNSELING |
| COUN 859 | 2 | COUNSELING ASPECTS OF SEXUALITY | COUN 891 | 3 | CASE STUDIES/ INTERNSHIP |
| COUN 890 | 3 | INTEGRATIVE COUNSELING | COUN 892 | 2 | INTERNSHIP |
| COUN 892 | 2 | INTERNSHIP | | | |

II. MASTER OF SCIENCE IN COUNSELING- CONCENTRATION IN MARRIAGE, FAMILY, AND CHILD COUNSELING

CURRICULUM SEQUENCE. THE RECOMMENDED SEQUENCE OF CLASSES FOR SPECIALIZATION IN MFT COUNSELING IS:

Prerequisite to Program: COUN 690 Field of Counseling

| FALL - 14 UNITS | | | SPRING - 15 UNITS | | |
|-----------------|-------|-------------------------------------|-------------------|-------|--------------------------|
| COURSE | UNITS | TITLE | COURSE | UNITS | TITLE |
| COUN 702 | 3 | DEVELOP. FNDS/ COUNSELORS | COUN 700 | 3 | THEORIES/COUNSELING |
| COUN 703 | 3 | PSYCH. FNDS./COUNSELORS | COUN 715 | 3 | ASSESSMENT IN COUNSELING |
| COUN 705 | 2 | PRACTICUM/INTERMSHIP | COUN 735 | 2 | PRACTICUM/FIELDWORK |
| COUN 706 | 3 | INTERVIEWING PROCESS | COUN 736 | 3 | ADVANCED COUN PROCESS |
| COUN 833 | 3 | SOCIAL/CULTURAL FOUNDATIONS IN COUN | COUN 857 | 3 | LAW/ETHICS IN COUNSELING |
| | | | | 1 | ELECTIVE |

| FALL - 16 UNITS | | | SPRING - 15 UNITS | | |
|-----------------|-------|---------------------------|-------------------|-------|--------------------------|
| COURSE | UNITS | TITLE | COURSE | UNITS | TITLE |
| COUN 738 | 2 | ALCOHOL/SUBSTANCE ABUSE | COUN 720 | 1 | CAREER COUNSELING |
| COUN 811 | 3 | GROUP COUNSELING PROCESS | COUN 794 | 3 | SEMINAR IN RESEARCH |
| COUN 827 | 1 | THE CONSULTATION PROCESS | COUN 860 | 3 | COUPLES/FAM. COUNSEL. II |
| COUN 858 | 3 | COUPLES/FAMILY COUNSEL.I | COUN 861 | 3 | SEMINAR ON CHILD TREAT. |
| COUN 859 | 2 | COUN ASPECTS OF SEXUALITY | COUN 891 | 3 | CASE STUDIES/INTERNSHIP |
| COUN 890 | 3 | INTEGRATIVE COUNSELING | COUN 892 | 2 | INTERNSHIP |
| COUN 892 | 2 | INTERNSHIP | | | |

III. MASTER OF SCIENCE IN REHABILITATION COUNSELING

CURRICULUM SEQUENCE: THE RECOMMENDED SEQUENCE OF CLASSES FOR SPECIALIZATION IN REHABILITATION COUNSELING IS:

| FALL - 15UNITS | | | SPRING - 15 UNITS | | |
|----------------|-------|-----------------------------|-------------------|-------|-------------------------------------|
| COURSE | UNITS | TITLE | COURSE | UNITS | TITLE |
| COUN 700 | 3 | THEORIES OFCOUNSELING | COUN 703 | 3 | PSYCH. FNDS./COUNSELORS |
| COUN 702 | 3 | DEVELOP. FNDS/ COUNSELORS | COUN 735 | 2 | PRACTICUM/FIELDWORK |
| COUN 705 | 3 | PRACTICUM/INTERMSHIP | COUN 736* | 3 | ADVANCED COUNSELING PROCESS |
| COUN 706* | 3 | INTERVIEWING PROCESS | COUN 766 | 3 | MED/SOCIAL ASPECTS REHAB COUNSELING |
| COUN 762 | 3 | SEMINAR/FIELD OF REHAB COUN | COUN 715 | 3 | ASSESSMENT IN COUNSELING |

| FALL - 16 UNITS | | | SPRING - 14 UNITS | | |
|-----------------|-------|---|-------------------|-------|---|
| COURSE | UNITS | TITLE | COURSE | UNITS | TITLE |
| COUN 704 | 3 | PSYCH. ASPECTS/DISABILITY | COUN 748 | 3 | REHAB ENGINEERING TECH. |
| COUN 833 | 3 | SOCIAL/CULTURAL FOUNDATIONS IN COUNSELING | COUN 794 | 3 | SEMINAR IN RESEARCH |
| COUN 738 | 2 | ALCOHOL/SUB. ABUSE | COUN 778 | 33 | OCCUPATIONAL INFO, DYNAMICS/PLACEMENT IN REHAB COUNSELING |
| COUN 811 | 3 | GROUP COUNSELING | | | |
| COUN 890* | 2 | INTEGRATIVE COUNSELING | COUN 891* | 2 | INTEGRATIVE COUNSELING |
| COUN 892* | 3 | INTERNSHIP | COUN 892* | 3 | INTERNSHIP |

*STUDENTS MUST ENROLL IN A SECTION TAUGHT BY A CERTIFIED REHABILITATION COUNSELOR.

Appendix 4

Rationale for One Hour of Supervision Per Week

The form of supervision and the modes used in supervision will vary from one setting and supervisor to another. The Department of Counseling at SFSU is committed to placing our students in fieldwork settings where the site and the supervisor are willing to invest time and resources in the training of emerging professionals. We hope that our students will contribute to the agency/school/college as the year progresses and that it will be a mutually satisfying experience. It is in the service of a well structured training experience that we require a minimum of one hour of individual supervision per week for our students. We hope that most settings will provide two hours of groups supervision in addition to this, or that some additional contact with supervisory personnel will be available as might be appropriate in specific settings.

The rationale for one regularly scheduled hour of individual supervision per week is based on a number of factors:

1. We have noticed that one of the leading causes of frustration and anxiety for students is the lack of a predictable and reliable framework for supervision. It is also a leading cause of a supervisor's perception that the student is unable to contain anxiety and work independently. A reliable framework of an hour of supervision at a regularly scheduled time and location each week allows the student to contain anxiety and questions with the knowledge that there will be a safe place to obtain help, information, support and feedback.
2. Supervision is a relationship that is parallel to that of the counselor/client relationship. It is a process whereby students learn about receiving help through a relationship that is professional and consistent. It is a forum where they can learn to differentiate between a crisis that needs immediate help from a supervisor and one that doesn't. It is where they can learn to deal with their own difficulties and anxieties that may have caused them to seek immediate help.
3. It is our experience that one hour per week of concentrated time is essential in order to develop a relationship with a student that will allow for an open and honest exploration of how the student is managing the relationship process along with the case management and educative elements of the work.
4. It is a place where students will develop a model for supervision that they will use when it is their turn to supervise students later on in their own professional lives.

Appendix 5

POLICY REGARDING TAPING OF CLIENT SESSIONS

All Department of Counseling students receive 15 sessions of coaching/supervision from faculty practicum instructors.

During the first year of practicum instruction, in COUN 706 and 736, there are 10 individual sessions. Students are required to make voice tape recordings or video tape recordings of sessions with clients in their field placements. These taped sessions must be transported to San Francisco State University and used for coaching/supervision by practicum instructors.

Some practicum instructors require 2-3 audio taped sessions from the field during the fall semester of the first year practicum. Some of the 5 sessions during the first semester do not require tapes from the field.

All instructors require up to 5 audio taped sessions from the field during the spring semester of the first year practicum.

All instructors require up to 5 audio taped sessions from the field during the second year practicum sequence, COUN 890 and 891.

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

1. Students are required to discuss the issue of taping with their field supervisor.
2. Students are required to have consent from clients before recording.
3. Students are required to eliminate all identifying information from the tape.
4. Students are required to bring the recording to their practicum instructor who will listen to portions of, or all of, the recording.
5. The instructor will focus primarily on the student's interaction with the client. Coaching/supervision is designed to address the learning process of the student.
6. The instructor and student understand that the practicum instructor is not responsible for treatment of the client. Students must discuss any suggestion regarding client treatment with the field supervisor.
7. The instructor is responsible for maintaining confidentiality under the provisions of ethical responsibility in the relevant professional codes of ethics.
8. The instructor will return the tape to the student after coaching/supervision.
9. The student must erase or destroy the tape or give the tape to the client, whichever is consistent with policies at the field placement. Tapes may not be kept after the end of the semester and must at all times be kept in a safe, secure place.

Appendix 6

Tips for Making Supervision Count

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

- You are ultimately responsible for the effectiveness of your supervision. Come prepared. Be focused. Arrive with tapes and process notes. Know what you want to discuss: cases, techniques, questions, doubts, successes.
- You and your supervisor are mutually involved in the process of improving your skills and your sense of professional self. Adopt a problem-solving stance. You are the experiment here. Where are you in your skill development? What needs to happen next for your continued development? Be both willing to listen to the supervisory feedback and be willing to lead the discussion into new areas.
- Be clear about what you want and need in supervision. Be assertive (not aggressive) in asking for what you want/need. Your supervisor gives you feedback, but you must lead the way. And remember that no asking is not getting!
- You are doing SOMETHING right, but don't obsess on your mistakes or bash yourself ceaselessly. You need to point out what you are doing well and there is no better way to do this than to bring in tapes and process notes that demonstrate not only what you need to learn, but also your ability to discern your strengths.
- What you don't get now, you can seek out in later training. Everyone has something to teach. Discover with your supervisor what has to be taught and learn that. Don't expect to learn everything from any one person, but do learn something from each supervisor. Your later professional life will be full of opportunities for further supervision.
- Each of us formulates our own style. You will not be like anyone else; neither will your supervisor be like anyone else. Be as respectful of your supervisor's style and biases as you hope s/he is of yours.
- Avoid playing games. We refer you to the excellent article, "Games Counselor Trainees Play: Dealing with Trainee Resistance," *Counselor Education and Supervision*, June 1972, pp. 251-256. Some personal favorites are "turning the tables" by diverting attention from your work with the question, "what do you think I should do?"; "I'm no good," where you jump in with such heavy self-criticism that the supervisor is unable to point out any errors (which quite possibly are not the ones you see); and "projection," where the trainee insists that it is the presence of the supervisor or the supervision that is causing his/her anxiety and therefore leading to inferior performance. Any good supervisor is aware of these games.
- Be in touch with your own resistances and be willing to discuss them. Are you late? Procrastinating? Avoiding something? What you find most difficult to acknowledge about yourself is most likely the thing that will negatively affect your work and your learning.
- Use good judgment in self-disclosure. Honest self-evaluation is much to be treasured but as a practical matter, remember that we are evaluating you as a potential colleague in the profession.

- Avoid hostility. Do not attack your supervisor or your setting, either directly (to your supervisor) or indirectly (as when discussing your setting with us) unless you are positively wishing to be self-destructive. Be constructive in your criticisms. You may think it is okay to belittle your fieldwork supervisor to whomever is supervising you, but your supervisor will wonder what you are saying about him or her. Our mental health community is indeed a small world. Word gets around. Remember: You will be looking for a job soon.
- Realize that neither you nor your supervisor is perfect. It is a common mistake among us that we are more willing to forgive our clients for their imperfections than we are to forgive ourselves.
- Develop your sense of humor. In addition to stamina and courage, a well-developed sense of humor is one of the necessary assets in this profession.
- Remember that this is both a training and socializing process; that it is both a heuristic and evaluative experience.

Appendix 7 Tips for Supervisors

At the request of supervisors, we are including some tips to use in preparing for a student and in the supervision hour. It is our position that good supervision includes some of each these activities at different times in the supervision process.

Before the student arrives, it is helpful to orient the agency personnel to the role and function that the student will play in the agency. They need to know who will be supervising the student and where the student will be using office space and telephones. The receptionist needs to know the student's name.

The following might help in the process of supervision:

- Orient the student to the placement. What are the policies at this placement? Review all forms used and reporting required. Who are the people in various positions in the agency? What are the informal and formal aspects of the culture at the placement including dress code, parking, eating and drinking on the job?
- Orient the student to the broader social service community within which the agency operates. Where will you refer clients when necessary? What other agencies work with the same client population? With whom will the student consult in the community? In the case of agencies operating within the school setting, orientation to the school is important.
- Discuss the ethics of your professional group. Offer information on relevant laws that will affect work in this agency.
- Discuss with the student what you will expect during the course of the field placement and particularly during the supervision hour. What material should the student bring to sessions; e.g., tapes, process notes, verbal case presentation, etc.
- Encourage the student to have an agenda for each supervision meeting. You might begin the meeting by agreeing on an agenda. You, the supervisor, may always add items.
- Allow the student to shadow your work and discuss what you are doing. It can be very helpful for students to sit in on a session or review tapes of your work.
- Do some role play of specific work with clients.
- Discuss specific techniques, strategies, and interventions you have used.
- Share with the student some of your own mistakes. Discuss the value of learning through failure.
- Review the student's caseload with special attention to: number of clients, length of time student has been working with the clients, types of issues, and plans for each client.
- Have students tape sessions and/or write process notes. Listen to tapes. You may either review the tapes before or during the supervision hour. Process notes may stand alone or accompany the tapes.
- Be very clear with the student about your expectations. Give clear feedback on what the student is doing well and where you see the need for improvement. Remember that you play both an educative and evaluative role.
- Refer the student to good books or articles, conferences and workshops.
- Take a deep breath and remember that you can't do all of this all of the time.

Appendix 8

SAMPLES OF CONFIDENTIALITY STATEMENTS

COUNSELING CLINIC COUNSELING INFORMATION AND CONSENT FORM

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

CLINIC INFORMATION

THE COUNSELING CLINIC IS A TRAINING CLINIC SPONSORED BY THE DEPARTMENT OF COUNSELING & COUNSELING AND PSYCHOLOGICAL SERVICES. THE COUNSELING CLINIC IS STAFFED BY SECOND YEAR GRADUATE STUDENTS FROM THE DEPARTMENT OF COUNSELING ALL OF WHO HAVE PREVIOUS COUNSELING EXPERIENCE. THE COUNSELING CLINIC IS A FREE SERVICE OFFERED TO SFSU STUDENTS AND IS OPEN DURING THE FALL AND SPRING SEMESTERS OF THE ACADEMIC YEAR. COUNSELORS ARE NOT AVAILABLE WHEN SCHOOL IS NOT IN SESSION AND THE CLINIC IS CLOSED IN THE EVENINGS AND OVER THE WEEKENDS AS WELL AS DURING THE WINTER AND SUMMER BREAKS AND SCHOOL HOLIDAYS.

CONFIDENTIALITY

ALL INFORMATION DISCLOSED WITHIN SESSIONS INCLUDING THE FACT THAT YOU ARE IN COUNSELING IS CONFIDENTIAL AND MAY NOT BE DISCUSSED WITH ANYONE OUTSIDE THE COUNSELING CLINIC STAFF AND COUNSELING AND PSYCHOLOGICAL SERVICES WITHOUT YOUR WRITTEN PERMISSION EXCEPT IN THE FOLLOWING SITUATIONS WHERE DISCLOSURE IS REQUIRED BY LAW:

1. WHEN THERE IS REASONABLE SUSPICION OF ABUSE TO CHILDREN OR ELDERLY PERSONS.
2. WHEN THE CLIENT PRESENTS A SERIOUS DANGER OF VIOLENCE TO ANOTHER.
3. WHEN THE CLIENT IS LIKELY TO HARM HIMSELF OR HERSELF UNLESS PROTECTIVE MEASURES ARE TAKEN.
4. IF THE CLINIC IS DIRECTED TO TURN OVER RECORDS BY A COURT ORDERED SUBPOENA.

COUNSELOR SUPERVISION

EACH COUNSELOR IN THE CLINIC RECEIVES WEEKLY INDIVIDUAL AND GROUP SUPERVISION FROM LICENSED PROFESSIONALS ON THE COUNSELING CLINIC STAFF WHICH INCLUDES SOME COUNSELORS FROM COUNSELING AND PSYCHOLOGICAL SERVICES IN STUDENT SERVICES BUILDING 208. AS A TRAINING FACILITY FOR MASTER LEVEL STUDENTS IT IS NECESSARY FOR ALL COUNSELING SESSIONS TO BE AUDIO-TAPED AND SOME SESSIONS TO BE VIDEO-TAPED.

AUDIO AND VIDEO TAPES ARE USED ONLY FOR SUPERVISION PURPOSES AND ARE REVIEWED IN ORDER TO ASSIST YOUR COUNSELOR IN THE DEVELOPMENT OF THEIR COUNSELING SKILLS. AUDIO AND VIDEO TAPES ARE REVIEWED BY YOUR COUNSELOR AND THEIR CLINIC SUPERVISOR. ADDITIONALLY, AN AUDIO TAPE MAY BE REVIEWED BY YOUR COUNSELOR'S DESIGNATED INSTRUCTOR OF CLINICAL TRAINING WITHIN THE DEPARTMENT OF COUNSELING.

INTAKE PROCESS

AFTER THE INITIAL SESSIONS WITH A COUNSELOR, SHE OR HE WILL MEET WITH THEIR SUPERVISOR TO DETERMINE IF THE CLINIC IS THE APPROPRIATE AGENCY TO MEET YOUR COUNSELING NEEDS. THIS DECISION WILL BE BASED ON THE ISSUES YOU ARE PRESENTING AND THE LIMITATIONS OF THE CLINIC STRUCTURE. IF THIS IS NOT THE APPROPRIATE AGENCY YOU WILL BE GIVEN REFERRALS TO RESOURCES MORE APPROPRIATE TO YOUR THERAPEUTIC NEEDS AND GOALS. IF YOU HAVE PREVIOUSLY SEEN A COUNSELOR AT SFSU COUNSELING & PSYCHOLOGICAL SERVICES IT IS THE CLINIC POLICY THAT THE CLINIC COUNSELOR SPEAK WITH YOUR PREVIOUS COUNSELOR OR REVIEW THEIR CLINICAL NOTES SO THAT THE CLINIC COUNSELOR IS AWARE OF THE PREVIOUS COUNSELING YOU HAVE RECEIVED FROM OUR JOINT SERVICES. DURING THE FIRST OR SECOND INTAKE INTERVIEW WITH A COUNSELOR HE OR SHE WILL ASK YOU TO FILL OUT SOME BRIEF ASSESSMENT INVENTORIES.

AGENCY/LETTERHEAD

Confidentiality and Consent for Counseling

YOUR CHILD HAS BEEN INVITED TO PARTICIPATE IN COUNSELING IN ORDER TO SUPPORT HIS OR HER SUCCESS IN SCHOOL. COUNSELING SERVICES ARE PERFORMED BY TRAINEES FROM THE COUNSELING PROGRAM AT SAN FRANCISCO STATE UNIVERSITY. THESE COUNSELORS TRAINEES ARE CAREFULLY SCREENED BY BOTH THE UNIVERSITY AND THIS SCHOOL AND WORK UNDER THE SUPERVISION OF APPROPRIATELY CREDENTIALLED OR LICENSED PROFESSIONALS ACCORDING TO THE LAWS OF THE STATE OF CALIFORNIA AND CODE OF ETHICS OF THE PROFESSION TO INSURE THAT QUALITY CARE IS PROVIDED TO CHILDREN AND THEIR FAMILIES.

IN ORDER TO MONITOR THEIR PROGRESS AND INSURE QUALITY SERVICE, IT IS NECESSARY FOR THE TRAINEES TO DISCUSS WITH THEIR SUPERVISOR THE WORK THEY ARE DOING WITH THEIR CLIENTS. AT TIMES THEY MAY TAPE RECORD SESSIONS FOR REVIEW WITH THEIR SUPERVISOR AND WITH THEIR PRACTICUM INSTRUCTOR AT THE UNIVERSITY. ALL DISCUSSIONS ARE KEPT STRICTLY CONFIDENTIAL.

THERE ARE CERTAIN SPECIFIED SITUATIONS WHERE THE COUNSELOR AND COUNSELOR TRAINEE ARE REQUIRED BY CALIFORNIA LAW TO BREAK THIS CONFIDENTIALITY. IF THERE IS A FORESEEABLE RISK OF HARM TO SELF OR OTHERS, OR OF SUSPECTED CHILD ABUSE OR NEGLECT OR ELDER ABUSE, THE TRAINEE IS MANDATED BY LAW TO REPORT THESE MATTERS TO THE PROPER AUTHORITIES, TO TAKE STEPS TO PROTECT THE INDIVIDUAL AND NOTIFY POTENTIAL VICTIMS.

IN ALL OTHER CIRCUMSTANCES INFORMATION DISCLOSED WITHIN SESSIONS IS CONFIDENTIAL.

I HEREBY GIVE PERMISSION FOR MY CHILD _____ TO RECEIVE COUNSELING.

PARENT/GUARDIAN SIGNATURE

DATE

SCHOOL LETTERHEAD

DEAR PARENT AND/OR GUARDIAN OF:

NAME OF STUDENT

WE ARE VERY PLEASED THAT OUR SCHOOL HAS BEEN CHOSEN TO RECEIVE THE SERVICES OF A COUNSELOR TRAINEE FROM SAN FRANCISCO STATE UNIVERSITY. YOUR CHILD HAS BEEN SELECTED TO MEET WITH THIS TRAINEE DURING THE SCHOOL YEAR. THIS COUNSELOR IN TRAINING IS AN ADULT WHO WILL RECEIVE A MASTER’S DEGREE AT GRADUATION AND CAN PROVIDE YOUR CHILD WITH SPECIAL ATTENTION TO HELP HIM/HER SUCCEED IN SCHOOL.

IN ORDER TO INSURE QUALITY SERVICE TO YOUR CHILD THIS COUNSELOR WILL WORK UNDER THE SUPERVISION OF A CREDENTIALLED PERSON ACCORDING TO THE LAWS OF THE STATE OF CALIFORNIA AND THE ETHICS OF THE PROFESSION. SOMETIMES SESSIONS WILL BE TAPE RECORDED FOR REVIEW WITH THE SUPERVISOR AND THE UNIVERSITY PRACTICUM INSTRUCTOR.

ALL DISCUSSIONS ARE KEPT STRICTLY CONFIDENTIAL. IT IS ONLY IF THERE IS A RISK OF HARM TO SELF OR OTHERS, OR IF THERE IS SUSPECTED CHILD ABUSE OR NEGLECT OR SUSPECTED ELDER ABUSE, THAT THE TRAINEE IS MANDATED BY LAW TO REPORT THESE MATTERS, TO TAKE STEPS TO PROTECT THE INDIVIDUAL AND TO NOTIFY POTENTIAL VICTIMS. IN ALL OTHER CIRCUMSTANCES INFORMATION DISCLOSED WITHIN SESSIONS IS CONFIDENTIAL.

WE ARE REQUESTING YOUR PERMISSION FOR YOUR CHILD TO MEET REGULARLY WITH A COUNSELOR TRAINEE. PLEASE RETURN THIS FORM AS SOON AS POSSIBLE.

YES. I GIVE MY SON AND / OR DAUGHTER PERMISSION TO MEET WITH THE COUNSELOR TRAINEE.

PARENT/GUARDIAN SIGNATURE

DATE

SINCERELY,

HEAD COUNSELOR
_____ SCHOOL

Appendix 10

EVALUATION OF FIELD PLACEMENT

NAME OF PLACEMENT SETTING _____ DATE _____

NAME OF STUDENT _____ 1ST YEAR 2ND YEAR

CAREER COLLEGE GERON MFCC REHAB SCHOOL

YOU ARE ASKED TO EVALUATE THE FIELD SETTING IN WHICH YOU ARE PLACED AND THE NATURE AND QUALITY OF YOUR EXPERIENCES DURING YOUR PLACEMENT. PLEASE MARK THE APPROPRIATE NUMBER ON THE FIVE-POINT SCALE -- RESERVING THE BEST CATEGORIES FOR UNUSUALLY POSITIVE OR STRONG CHARACTERISTICS.

| | STRONGLY AGREE/ CONSISTENTLY AVAILABLE | AGREE/USUALLY AVAILABLE | NEUTRAL/ VARIABLE | DISAGREE/SELDOM AVAILABLE | STRONGLY DISAGREE/ NEVER AVAILABLE |
|--|---|-------------------------|----------------------|---------------------------|------------------------------------|
| 1. THE PLACEMENT PROVIDES AN ADEQUATE NUMBER OF COUNSELEES: | 1 | 2 | 3 | 4 | 5 |
| 2. THE PLACEMENT ENCOURAGES TAPE RECORDING OF COUNSELING SESSIONS: | 1 | 2 | 3 | 4 | 5 |
| 3. THE PLACEMENT OFFERS APPROPRIATE RANGE AND TYPE OF PROFESSIONAL ACTIVITIES: | 1 | 2 | 3 | 4 | 5 |
| EMERGENCY HELP WHEN NEEDED: | 1 | 2 | 3 | 4 | 5 |
| CASE CONFERENCES: | 1 | 2 | 3 | 4 | 5 |
| IN-SERVICE TRAINING: | 1 | 2 | 3 | 4 | 5 |
| 4. CASE LOADS ARE ASSIGNED APPROPRIATELY REFLECTIVE OF STUDENT'S STATE OF READINESS AND INCREASING COMPETENCY: | 1 | 2 | 3 | 4 | 5 |
| 5. PROFESSIONAL STAFF IS SUPPORTIVE OF STUDENTS; MORALE IS POSITIVE; STAFF IS AVAILABLE TO STUDENTS. | 1 | 2 | 3 | 4 | 5 |
| 6. SUPERVISION IS CONSISTENT, SUPPORTIVE, DIRECTED TO SKILL ENHANCEMENT AND PROFESSIONAL TRAINING: | 1 | 2 | 3 | 4 | 5 |
| INDIVIDUAL SUPERVISION IS REGULARLY PROVIDED: | 1 | 2 | 3 | 4 | 5 |
| GROUP SUPERVISION IS REGULARLY PROVIDED: | 1 | 2 | 3 | 4 | 5 |
| 7. EVALUATION OF PERFORMANCE IS COMMUNICATED TO STUDENT, BASED ON CLEAR AND CONSISTENT CRITERIA, AND IS UNDERTAKEN AS PART OF THE PROCESS OF TRAINING: | 1 | 2 | 3 | 4 | 5 |

ETHNICITY OF YOUR CLIENT LOAD:

| <u>RACE/ETHNICITY</u> | <u>#OF CLIENTS</u> |
|--|--------------------|
| ASIAN/ ASIAN AMERICAN..... | |
| BLACK (NON HISPANIC); AFRICAN AMERICAN/ AFRICAN CARIBBEAN..... | |
| LATINO/HISPANIC..... | |
| NATIVE AMERICAN/ ALASKAN NATIVE/ ALEUT..... | |
| WHITE (NON HISPANIC)..... | |

ADDITIONAL COMMENTS REGARDING ANY ASPECT OF YOUR FIELD PLACEMENT: (USE BACK SIDE OF THIS PAGE IF NECESSARY)

Appendix 11

SFSU DEPARTMENT OF COUNSELING FIELD WORK EVALUATION FORM 2011-2012

STUDENT'S NAME _____ **SIGNATURE** _____
SUPERVISOR'S NAME/TITLE _____ **SIGNATURE** _____
AGENCY/SCHOOL _____ **NO. OF FIELDWORK HOURS** _____
FACULTY LIAISON _____ **COURSE INSTRUCTOR:** _____
SEMESTER/COURSE: FALL (706) SPR(736) FALL (890) SPR (891) FALL/SPR (850) SUM (850)
DEGREE OBJECTIVE (CHECK ONE): M.S. MFCC (MFT) M.S. REHABILITATION M.S. COUNSELING
SPECIALIZATION: CAREER COLLEGE GERONTOLOGY SCHOOL REHAB MFT
EMPHASIS: CAREER COLLEGE GERONTOLOGY SCHOOL REHAB/DEAFNESS MFT
DATE OF EVALUATION _____

| STUDENT BEHAVIORS | FREQUENCY OF BEHAVIOR DISPLAYED | | | | | |
|---|---------------------------------|---------|----------|--------|--------------|----------------|
| | ALMOST ALWAYS | USUALLY | SOMEWHAT | SELDOM | ALMOST NEVER | NOT APPLICABLE |
| 1. ATTENDANCE: IS REGULARLY PUNCTUAL | | | | | | |
| 2. MEETS DEADLINES | | | | | | |
| 3. RESPONSIBLE/DEPENDABLE | | | | | | |
| 4. COOPERATIVE/CONSIDERATE | | | | | | |
| 5. RELATES WELL TO OTHERS | | | | | | |
| 6. EMPATHIC TO CLIENT'S NEEDS/FEELINGS | | | | | | |
| 7. SHOWS ETHNIC/ CULTURAL/ DISABILITY SENSITIVITY | | | | | | |
| 8. KNOWS ETHICAL/LEGAL PRINCIPLES | | | | | | |
| 9. USES KNOWLEDGE APPROPRIATELY | | | | | | |
| 10. OPEN TO SUPERVISION/FEEDBACK | | | | | | |
| 11. FLEXIBLE | | | | | | |
| 12. TOLERANT OF IMPERFECTION | | | | | | |
| 13. SELF-AWARE | | | | | | |
| 14. APPROPRIATELY SELF-ASSERTIVE | | | | | | |
| 15. WILLING TO TAKE RISKS | | | | | | |
| 16. SHOWS POTENTIAL FOR GROWTH/CHANGE | | | | | | |
| 17. DEMONSTRATES APPROPRIATE BEHAVIORS OVERALL | | | | | | |

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 (BUBBLE FORM), FILL IN =
 COMMENT ON STUDENT'S BEHAVIOR AND COUNSELING SKILLS (USE BACK OF FORM OR ATTACH ADDITIONAL SHEETS IF NEEDED).

| COUNSELING SKILLS | ABILITY TO USE COUNSELING SKILLS | | | |
|---|---|----------------|----------------------|-----------------------|
| | EXCELLENT | AVERAGE | BELOW AVERAGE | NOT APPLICABLE |
| OVERALL SKILLS | | | | |
| 18. ATTENDING SKILLS-NONVERBAL (UNDERSTANDING/RESPONDING TO CLIENT'S NONVERBAL SIGNALS) | | | | |
| 19. LISTENING SKILLS (LEADS, FOLLOW-UPS, PARAPHRASE, CLARIFICATION, REFLECTION, SUMMARY) | | | | |
| 20. PROBLEM DEFINITION (EXPLORING AND DEFINING THE PROBLEM) | | | | |
| 21. GOAL SETTING (HELPING THE CLIENT DEFINE GOALS) | | | | |
| 22. ASSESSMENT INTERPRETATION (INTERPRETING THE MEANING OF TESTS AND ASSESSMENTS) | | | | |
| 23. IMMEDIACY (DEALING WITH THE HERE-AND-NOW IN COUNSELING) | | | | |
| 24. INTERPRETATION (GIVING THE CLIENT A HYPOTHESIS ABOUT HIS/HER BEHAVIOR) | | | | |
| 25. CONFRONTATION (DESCRIBING THE CLIENT'S INCONGRUENCES) | | | | |
| 26. HANDLING/UNDERSTANDING COUNTER-TRANSFERENCE (BEING AWARE OF AND/OR DEALING WITH COUNTERTRANSFERENCE ISSUES) | | | | |
| 27. SELF-DISCLOSURE (APPROPRIATE USE OF SELF-DISCLOSURE) | | | | |
| 28. SELECTING APPROPRIATE INTERVENTIONS | | | | |
| 29. PLANNING ACTION PROGRAMS (HELPING CLIENTS PLAN ACTION PROGRAMS TO REACH GOALS) | | | | |
| 30. PROVIDING RELEVANT INFORMATION | | | | |
| 31. DECISION MAKING (HELPING CLIENTS MAKE WISE CHOICES) | | | | |
| 32. PROBLEM-SOLVING (HELPING CLIENTS SOLVE PROBLEMS) | | | | |
| 33. REFERRAL (MAKING APPROPRIATE REFERRALS WHEN NEEDED) | | | | |
| 34. TERMINATION (TERMINATING CLIENTS IN AN EFFECTIVE WAY) | | | | |
| 35. LEADING GROUPS (LEADING OR CO-LEADING COUNSELING GROUPS) | | | | |
| 36. ESTABLISH APPROPRIATE BOUNDARIES WITH CLIENT | | | | |
| SPECIALITY SPECIFIC SKILLS | | | | |
| 37. MFCC/CAREER/GERONTOLOGICAL/REHABILITATION: DIAGNOSIS (DSM-IV) (DETERMINING THE DSM-IV DIAGNOSIS) | | | | |
| 38. REHABILITATION: KNOWLEDGE OF DISABILITY CATEGORIES (WHERE APPLICABLE) AND SPECIFIC CONDITIONS RELATIVE TO THE CHARACTERISTICS AND ANY PSYCHOLOGICAL OR VOCATIONAL IMPLICATIONS THE CONDITION(S) MAY SUGGEST | | | | |
| 39. COLLEGE/CAREER/SCHOOL/REHABILITATION: TEACHING WORKSHOPS/COURSES | | | | |
| 40. COLLEGE/CAREER/SCHOOL/REHABILITATION: ADVISING ABOUT COURSES/MAJORS (HELPING CLIENTS SELECT APPROPRIATE COURSES AND MAJOR) | | | | |
| 41. COLLEGE/CAREER/SCHOOL/REHABILITATION: KNOWLEDGE OF SCHOOL/COLLEGE POLICIES AND REGULATIONS | | | | |
| 42. COLLEGE/CAREER/SCHOOL/REHABILITATION: EVALUATING RESUMES/COVER LETTERS (HELPING A CLIENT WRITE RESUMES AND COVER LETTERS) | | | | |
| OVERALL RATING | | | | |
| 43. PLEASE RATE THE STUDENT'S CURRENT COUNSELING SKILLS BASED UPON YOUR EXPECTATIONS FOR A STUDENT <u>AT THIS POINT</u> IN THE COUNSELING PROGRAM. | | | | |
| DEVELOPMENTAL RATING | | | | |
| 44. PLEASE RATE THE STUDENT'S CURRENT COUNSELING SKILLS RELATIVE TO YOUR EXPECTATIONS FOR A <u>GRADUATING</u> STUDENT. | | | | |

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APPENDIX 12
CRITERIA FOR FACULTY REVIEW OF GRAD TRAINEES

| READINESS FOR PROFESSIONAL ROLE | ADEQUATE | NEEDS ATTENTION | INADEQUATE |
|--|-----------------|----------------------------|-------------------|
| 1. DEMONSTRATES PERSONAL READINESS FOR AND COMMITMENT TO PROFESSIONAL RESPONSIBILITIES AND ROLE. | | | |
| 2. SHOW SIGNS OF PERSONAL IMPAIRMENT THAT IS INTERFERING WITH PROFESSIONAL RESPONSIBILITIES AND ROLE. | | | |
| ACADEMIC PERFORMANCE | | | |
| 1. MEETS ACADEMIC EXPECTATIONS ACCORDING TO SYLLABUS IN EACH CLASS. | | | |
| 2. ATTENDS REQUIRED LIAISON AND ADVISING MEETINGS AND IS PREPARED W/NECESSARY PAPERWORK. | | | |
| 3. TAKES RESPONSIBILITY TO FOLLOW DEPARTMENT REQUIREMENTS REGARDING PRE-REQUISITES FOR COURSEWORK AS OUTLINED IN DOC STUDENT HANDBOOK. | | | |
| 4. MEETS WRITING STANDARDS FOR GRADUATE PROGRAM. | | | |
| PROFESSIONAL & PERSONAL CHARACTERISTICS FOR GRADUATE TRAINEE | | | |
| 1. ADHERES TO ETHICAL GUIDELINES OF ACA AND OF RELEVANT LICENSING OR ACCREDITING ORGANIZATION FOR SPECIALIZATIONS. | | | |
| 2. DISPLAYS GOOD LISTENING SKILLS. | | | |
| 3. RESPECTS DIVERGENT POINTS OF VIEW. | | | |
| 4. EXPRESSES THOUGHTS/KNOWLEDGE EFFECTIVELY. | | | |
| 5. DEMONSTRATES REALISTIC EXPECTATIONS OF SELF AS COUNSELOR-IN-TRAINING. | | | |
| 6. DEMONSTRATES SELF-AWARENESS REGARDING SKILLS AND TALENTS AS COUNSELOR. | | | |
| 7. DEMONSTRATES ABILITY TO DEVELOP & SUSTAIN RAPPORT WITH DIVERSE CLIENTS. | | | |
| 8. WORKS COLLABORATIVELY WITH OTHERS. | | | |
| 9. USES PERSONAL POWER AND AUTHORITY APPROPRIATELY WITH CLIENTS. | | | |
| 10. DEMONSTRATES AN ABILITY TO ARTICULATE NEEDS APPROPRIATELY. | | | |
| 11. DEMONSTRATES AWARENESS & RESPECT REGARDING ISSUES OF DIVERSITY INCLUDING RACE, CULTURAL, GENDER, DISABILITIES, AGE, AND RELIGION | | | |
| 12. DEMONSTRATES THE ABILITY TO RECEIVE, GIVE, AND INTEGRATE FEEDBACK. | | | |
| 13. DEMONSTRATES APPROPRIATE BOUNDARIES:PROFESSIONAL, ETHICAL, INTERPERSONAL | | | |
| 14. EXHIBITS ABILITY TO TAKE RESPONSIBILITY FOR ONE’S ACTIONS. | | | |
| 15. INTERACTS RESPECTFULLY WITH INSTRUCTORS AND PEERS. | | | |
| 16. DEMONSTRATES THE ABILITY TO CONTRIBUTE TO A POSITIVE CLASS ENVIRONMENT. | | | |
| 17. TAKES INITIATIVE TO DISCUSS DIFFICULTIES WITH INSTRUCTOR AND LIAISON. | | | |

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|--|--|--|--|
| 18. ADHERES TO ALL POLICIES INCLUDING DRESS, PUNCTUALITY & PROFESSIONAL ROLE. | | | |
| 19. UNDERSTANDS AGENCY MISSION AND PURPOSE OF CLINICAL WORK IN THAT SETTING. | | | |
| 20. PERFORMS PROFESSIONAL RESPONSIBILITIES IN AGENCY SETTING IN A CONSISTENT AND DEPENDABLE MANNER. | | | |
| 21. DEMONSTRATES ABILITY TO MAINTAIN RESPECTFUL AND PROFESSIONAL COLLEGIAL AND SUPERVISORY RELATIONSHIPS AND PEER RELATIONSHIPS. | | | |
| 22. CONSISTENT AND THOROUGH DOCUMENTATION OF CLINICAL RECORDS. | | | |
| 23. TAKES INITIATIVE TO DISCUSS PROBLEMS/DIFFICULTIES WITH FIELD SUPERVISOR. | | | |
| 24. DEMONSTRATES ABILITY TO RECOGNIZE & MONITOR PERSONAL STRESS & EMOTIONAL REACTIONS TO PROFESSIONAL RESPONSIBILITIES. | | | |
| 25. DEMONSTRATES ABILITY TO USE INTERVIEWING SKILLS APPROPRIATELY TO BUILD WORKING ALLIANCE. | | | |
| 26. DEMONSTRATES ABILITY TO EVALUATE AND ASSESS CLIENTS' NEEDS AND PRESENTING ISSUES INCLUDING SENSITIVITY TO CULTURAL AND CROSS-CULTURAL ISSUES. | | | |
| 27. DEMONSTRATES ABILITY TO EVALUATE AND ASSESS CLIENTS' NEEDS AND PRESENTING ISSUES INCLUDING SENSITIVITY TO CULTURAL AND CROSS-CULTURAL ISSUES. | | | |
| 28. DEMONSTRATES ABILITY TO USE SUPERVISION TO EVALUATE CLIENT'S RESPONSE TO COUNSELING PROCESS AND TO MONITOR COUNSELOR'S AWARENESS OF SELF IN THE COUNSELING ROLE. | | | |

Appendix 13

Outline for Narrative Evaluation

- I. Brief description of student's activities and role:
May include numbers and types of clients the student has worked with during period being evaluated.
- II. Motivation and general work habits:
Attendance, punctuality, appearance, and ability to work independently and to organize effectively.
- III. Knowledge base:
Student's understanding of ethic, medical, vocational, psychological and environmental/social issues. Ability to synthesize the above data in order to conceptualize a case and plan realistic and appropriate goals?
- IV. Communication:
The student's ability to express him/herself verbally and in writing, including case reporting and report writing.
- V. Counseling skills:
Ability to listen, to hear, to respond appropriately, to set goals, to set limits. Understanding of counseling role, of self as a part of the process. Understanding latent and manifest content. Ability to include client in process, goal settings. Techniques; e.g. ability to use variety, be conversational find own style; intuitive abilities.
- VI. Professional growth:
Ability to use supervision; ability to recognize own strengths and weaknesses; formulation of the professional role; ability to form effective relationships with other professionals.
- VII. Overall assessment:
Student's potential as counselor and additional comments.
- VIII. RECOMMENDATIONS: May include recommendation for remediation, special individual, field work assignments, etc.

Appendix 14

GUIDELINES FOR PROCESS WRITE-UP

BACKGROUND

1. Setting.
2. Describe the client, reporting the non-verbal clues that you noticed at the start of the session.
3. Indicate the client's presenting problem.
4. Note the number of this session, as well as any previous contacts and attendant events that are relevant to this section.
5. State your goals for this session. As appropriate, state your overall goals with this client.

INTERVIEW

CONTENT

Describe in sequence the content of the session, including what the client says and does (manifest content) and what you say and do. Provide some bits of verbatim that give a sample of interaction.

PROCESS

Indicate what you think is going on (latent content). Why do you think the client is behaving thus at this point in the session? What observations, intentions and reactions are influencing your reactions at this point?

ANALYSIS

Provide as best as you can an analysis of the client's situation and concerns (i.e. your assessment). Include answers to these questions:

- What does the client understand his/her problem(s) to be?
- What do you understand the problem(s) to be?
- What themes were discernible in the session?
- What resources and deficits does the person bring to dealing with the problem(s) (e.g. ego resources/coping mechanisms, intellectual and emotional functioning, work and/or academic history, environmental supports/obstacles, motivation for change, attitudes towards self)?
- What further information would be helpful to you to make a more complete Assessment?

Do not feel limited to these questions.

EVALUATION

The evaluation section represents your experience and understanding of your participation in the session. Include answers to the following questions:

- In what way(s) did/didn't you accomplish your goal(s) for this session and toward your overall goals?
- Have your goals changed? If so, why? What are they now?
- Based on your understanding of this session, what might you expect from the next interview? What might be helpful in your next session with this client? (optional - go ahead and take a risk: prognosticate).
- In terms of your own professional development, what have you learned from reviewing this session?

(Note: We are quite aware of the difficulty of these assignments. In our experience, very few people are able to report on, and summarize, clinical material accurately and concisely without having to do extensive revisions, editing, etc. This skill can be acquired; however, it takes time and effort. It will be to your advantage to allow sufficient time for such "rewrites" of your papers.)

Appendix 15

Information for Students Specializing in Marriage and Family Therapy

During the course of your training and prior to graduating you may accumulate hours of supervised field experience. **However, you may begin to count these hours only after accumulating 12 units of credit in the program.** After you have 12 units of credit, the hours of field work may count toward the total of 3000 hours that must be accumulated before taking the required examinations for licensure. The Department of Counseling must monitor these hours and must approve placements based on required standards and the appropriateness of the placement for the individual student. In order to satisfy requirements for monitoring of these hours students must complete the weekly summary of hours of experience form along with the other BBS forms included in this handbook. These forms must be kept by the student and produced at any time they are requested. It is important for students to understand that they are responsible for completing, maintaining and keeping all records required by the BBS. The Department of Counseling will monitor the hours in the field, but will not be responsible for keeping records.

The Department of Counseling will also monitor field work hours accumulated toward the 600 hours required in each area of specialization. These are the hours required for graduation from the Masters degree program. While these hours may be the same as those accumulated for licensure, they are monitored separately and according to different regulations. Hours accumulated toward the 840 required by the Department of Counseling will not be the same in number as the hours recorded for the BBS. Usually more hours will be recorded for the department since the board is most concerned about direct client contact hours, while the department is concerned about the entire field placement experience. In order to satisfy these requirements students are required to use the Department of Counseling log forms and fulfill all Department of Counseling requirements as stipulated in the handbook. The Department of Counseling will keep and maintain a record of these hours. Logs must be turned in to the Field placement coordinator on the last day of instruction of each semester, and evaluations to the assigned Faculty liaison. Please note that the department will not keep a record of the hours recorded for the BBS.

In order to keep informed about the BBS requirements, it is recommended that you join the California Association of Marriage and Family Therapists (CAMFT). It is also recommended that you familiarize yourself with the BBS website at <http://www.bbs.ca.gov>. All required forms are available at this site.

Students should plan to apply for an intern registration number upon graduating from this program. It is important to apply within 90 days of graduation if continued counting of hours is desired. An intern registration packet is available at the BBS website.