



Counselor Education Program
College of Education
Graduate & Professional Studies in
Education

Fieldwork Handbook

For EDC 475 & 480

Note: Students are required to attend mandatory Advising Night each semester prior to enrollment in Practicum or Field Study.

Please see announcements and files in Canvas Counselor Education Cohort page each semester for exact dates, times, and fillable documents.

Change Record

Fall Semester August 2023 Revision; replaces prior issues

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Introduction

This document describes the practicum and field study training requirements for the Master of Science in Counseling program, inclusive of all concentrations (Career; MCFC; Rehabilitation; and School). It includes the procedures for applying for Practicum (EDC 475) and Field Study (EDC 480) placement, descriptions of roles and responsibilities of those involved, and an explanation of relevant terms. It is expected that all CIT's abide by California law and the ACA code of ethics, failure to do so may result in remediation up to and including dismissal from the program. [Explore our website for more information.](#)

The Master of Science in Counseling training experiences are designed to be compatible with general education requirements for BBS licensure, CTC, and CACREP. Herein are notes included that pertain to considerations of licensure requirements. CIT's are advised to regularly review the licensure requirements of the jurisdiction in which they wish to pursue licensing in order to stay apprised of changes.

The Counselor Education Program expects all CIT's, supervisors, and faculty to adhere to the ethical codes and practice guidelines of the American Counseling Association (ACA) <https://www.counseling.org/resources/aca-code-of-ethics.pdf>. The Counselor Education Program permits training affiliation with sites and supervisors who practice empirically based interventions that follow the current practice guidelines of the ACA. These training affiliations and partnerships have Agreements/MOUs on file and all site supervisors have been vetted to ensure compliance with supervision standards set by BBS, CACREP, and CTC.

Program Faculty

Coordinators:

Lead Coordinator: Dr. B. Rivas
Assessment & Accreditation Coordinator: Dr. E. Williams
Clinic Coordinator: Dr. R. Marshall
Fieldwork Coordinator: Dr. A. Rivas

Academic Advisors

Academic advisors are the full-time faculty members within a counseling concentration who CIT's may meet with for all academic advising, CIT dispositions evaluations, skill performance evaluations, and guidance with Practicum and Field Study. Advisors by Counseling Concentration are:

Career Concentration Advisors:

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School Concentration:

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Dr. Elisabeth Liles-Lourick, eliles@csus.edu

Definitions

In this handbook, we will refer to multiple roles and responsibility as we engage in relationships:

<p><u>BBS (Board of Behavior Sciences)</u></p>	<p>The California Board of Behavioral Sciences licenses LMFTs, LCSWs, LEPs, and LPCCs. The BBS enforces California law pertaining to mental health practitioners.</p>
<p><u>CACREP</u></p>	<p>Council for the Accreditation of Counseling and Related Educational Programs. CACREP provides leadership and to promote excellence in professional preparation through the accreditation of counseling and related educational programs. As an accrediting body, CACREP is committed to the development of standards and procedures that reflect the needs of a dynamic, diverse, and complex society.</p>
<p><u>Counselor-in-training (CIT) or Trainee</u></p>	<p>A term used for Practicum and Field Study CIT's during their fieldwork training. Trainees are expected to embody the professional standards and ethics of counselors. Including following California law and ACA Code of ethics.</p>
<p><u>BBS Definition of Clinical counselor trainee</u></p>	<p>“Clinical counselor trainee” means an unlicensed person who is currently enrolled in a master’s or doctoral degree program, as specified in Section 4999.32 or 4999.33, that is designed to qualify the person for licensure and who has completed no less than 12 semester units or 18 quarter units of coursework in any qualifying degree program</p>
<p><u>Practicum</u></p>	<p>EDC 475. Supervised counseling practice in Center for Counseling and Diagnostic Services (CCDS) and/or school settings. Emphasis on application of counseling theories and the integration of one's own counseling philosophy into practical applications. Basic requirements: 100 clock hours with at least 40 client contact hours, 1 hour per week of individual/triadic supervision, and one and half hours per week of group supervision</p>
<p><u>Center for Counseling and Diagnostic Services (CCDS)</u></p>	<p>Center for Counseling and Diagnostic Services (CCDS) is the on-campus counseling center where all CIT's, with the exception of school, obtain their practicum experience. The CCDS serves a wide range of clients from many cultural and ethnic backgrounds. CIT's in the CCDS work with children, adolescents, individuals, couples, and families. The CCDS offers groups and workshops, educational testing and tutoring. While the CIT's at the CCDS primarily work the community, the CCDS also supports Sacramento State CIT's by providing ongoing counseling interventions.</p>
<p><u>Field Study</u></p>	<p>EDC 480. Supervised counseling and field experiences arranged in community-based settings such schools, colleges and/or agencies. CIT's are to collect between 600-800 hours of field work experience in the form of direct and indirect counseling experiences as designated by specialty and aligned with CACREP, CTC, and BBS requirements. This course is designed to be taken third year in both fall and spring, collecting approximately 300 hours each semester and totaling 6 units. Prerequisite(s): EDC 475 and department approval.</p>
<p><u>Supervision</u></p>	<p>Supervision is defined as “Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession...” It is:</p> <ul style="list-style-type: none"> – Evaluative and hierarchical – Extends over time, and – Has the simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of

	<p>professional services offered to the clients that she, he, or they see; and serving as a gatekeeper for the particular profession the supervisee seeks to enter.</p> <p>(Bernard & Goodyear, 2019, p. 9)</p>
<u>Faculty Supervisor</u>	Supervisor of 480 Group Supervision. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for CIT's in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.
<u>Site Supervisor</u>	Supervisor at your Placement site. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the CIT is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for CIT's; and (5) relevant training in counseling supervision.
<u>Placement Site</u>	The Community/School/University Site in which Counselors -in- Training complete field study. CITs can find all site in the Master Site List
<u>Direct Hours</u>	Direct interaction with clients and includes the application of counseling, co-facilitation of services, consultation, or human development skills. CIT's may only count face-to-face counseling or clinical consultation with real clients performed in a confidential setting as direct contact
<u>Indirect Hours</u>	Involve <i>all other duties and experiences</i> related to practicum that do not fall into the "direct contact" or "supervision" categories, including administration. <i>Administration</i> involves scheduling, attending school/agency meetings, writing case notes, research/preparation for sessions, room set-up/clean-up, etc.
<u>Individual Supervision</u>	Face-to-face supervision between one supervisor and one supervisee. Facilitated with site or faculty supervisors (1 hour/week)
<u>Triadic Supervision</u>	Face-to-face supervision between one supervisor and two supervisees. Facilitated with site or faculty supervisors (1 hour/week)
<u>Group Supervision</u>	The use of a group setting to enable CIT's to reflect on their work. By pooling skills, experience and knowledge, the aim of the session is to improve the skills and capability of both individuals and the group. Group supervision occurs under faculty supervision in the course EDC 480 Field Study in Counseling for 2hrs 50min once a week.

§4980.03. BBS Definitions

- a) "Associate," means an unlicensed person who has earned a master's or doctoral degree qualifying the person for licensure and is registered with the board as an associate.
- b) "Trainee," means an unlicensed person who is currently enrolled in a master's or doctoral degree program, as specified in Sections 4980.36 and 4980.37, that is designed to qualify the person for licensure under this chapter, and who has completed no less than 12 semester units or 18 quarter units of course working any qualifying degree program.
- c) "Applicant for licensure," means an unlicensed person who has completed the required education and required hours of supervised experience for licensure.
- d) "Licensed professional clinical counselor" or "LPCC" means a person licensed under this chapter (BBS Laws & Regs) to practice professional clinical counseling, as defined in Section 4999.20

Responsibilities of Practicum & Field Study CIT's

Confidentiality

Every mental health professional has the obligation to abide by the ethical standards established by his or her profession. The *American Counseling Association's Code of Ethics* states that professional counselors "respect their clients' right to privacy and avoid illegal and unwarranted disclosures of confidential information" (www.counseling.org/resources/codeofethics).

All CIT's are expected to know and abide by the *American Counseling Association's Code of Ethics* as well as relevant *California Legal Codes*. CIT's working in schools are also responsible for knowing the *American School Counselors Association's* code of ethics (which are based on ACA's code) and the *California Education Codes*.

Even though there are strong legal and ethical principles involved in the protection of client information, there are limitations to confidentiality. First, professional counselors are ethically obligated to break confidentiality if the client presents a clear and present danger of harming either him/herself or harming others, or reports child, dependent adult, or elder abuse. Supervisors are responsible for making sure CIT's and clients are aware of limits to confidentiality. CIT's should be instructed to notify their supervisor immediately if a client reveals the intent to harm self or others, or if there are reasons to suspect child, dependent adult, or elder abuse. Supervisors are responsible for assisting CIT's in making necessary legal reports and/or reports to *Child Welfare Services (CWS)* or *Adult Protective Services (APS)*. **CIT's MUST contact their supervisor if they need to report to CPS.** Next, CIT's must be educated about the nature of subpoenas. Although these situations are very unlikely, CIT's and their clients need to be aware of the limitations of confidentiality when a subpoena is issued. Finally, CIT's will be expected to discuss their counseling sessions with their supervisors and with fellow CIT's in their practicum or fieldwork course. CIT's need to be informed that when they hear about other CIT clients it is they are responsible for maintaining shared confidentiality.

Consent/Confidentiality

Consent forms for audio/video recordings are provided to CIT's in practicum at the CCDS and to fieldwork CIT's placed at the CCDS. For CIT's in fieldwork at external sites, their sites will provide the appropriate release forms. CIT's are required to de-identify client information when turning in written course assignments to Faculty Supervisors or when discussing cases during group supervision in EDC 475 & EDC 480.

Ethical and Legal Behavior

CIT's ***MUST ABIDE*** by applicable California law and professional ethical standards when acting in the capacity of a counselor working with clients. If a report is made to the Counselor Education faculty that a CIT has violated California law or the ethical principles of the American Counseling Association or one of its divisions, the process for [CIT Success and Remediation](#) will be initiated. Based on the nature of the violation CIT's may receive a letter of concern, need to retake courses, CIT's may also be dismissed from the program due to unethical or illegal behaviors in their role as CIT's. In all cases, CIT's have the right of appeal based on College of Education and Graduate and Professional Studies in Education rules.

Prior to engaging in counseling as a CIT, they must state in writing that they are familiar with and will follow the ethical codes of the American Counseling Association (ACA) or American School Counseling Association (ASCA)

ACA: www.counselor.org	ASCA: www.schoolcounselor.org
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Professional Behavior Expectations

CSUS has a strong commitment to developing legal and ethical professional counselors who demonstrate high levels of professionalism and counseling skill. Its programs are rigorous and demanding, and we require that CIT's continually apply themselves to all aspects of their preparation over an extended period of time. Please know that when you are practicing in the community, you are a representative of the CSUS Counselor Education program and the counseling profession. Therefore, we expect you to conduct yourself professionally, legally, and ethically. During fieldwork experience, your performance on site is directly related to your progress in practicum and field study and success in the program. If you are dismissed or fired from your site, no show to your site, continually

cancel on clients, unprofessional behavior as deemed by your site, or you engage in illegal or unethical behavior as reported by Site and/or Faculty supervisors you will be subject to our remediation policy up to being dismissed from the program. See [CIT handbook](#) for more information on remediation, probation, and dismissal.

It is a fundamental requirement of the Counselor Education Program that all CIT's meet the standards of the counseling profession. CIT's are required to do more than complete certain academic and counseling requirements; they are expected to conduct themselves in a legal, ethical, and professional manner at the training site as well as become familiar and abide by California law, ACA or ASCA Ethical Standards. Demanding, threatening, or rude behavior is inconsistent with the identity of a counselor. Any activities that appear to violate the principles of professional standards in the course of the CIT's education or training, will be cause for remediation up to dismissal from the program. The following are some examples of inappropriate, illegal, and unethical behaviors that will not be tolerated by CIT's in Practicum and Field Study (this list is not exhaustive):

1. Failure to follow defined training guidelines.
2. Failure to write and maintain clinical notes.
3. Violating California law while in the capacity of a CIT working with clients.
4. Violating the ethical standards of ACA or ASCA
5. Violating client confidentiality
6. Has acted or failed to act in a manner that does not meet the generally accepted standards of the professional discipline under which the CIT practices. Generally accepted standards may include: the standards of practice generally recognized by state and national associations of the practitioners in the field of the person's professional discipline.
7. Promoting the use of medication or supplements to clients; i.e. promoting melatonin etc.
8. Practicing without supervision; i.e. hiding clients from supervisors
9. Falsifying, not keeping proper case notes, or repeatedly made incorrect essential entries or repeatedly failed to make essential entries on client records
10. Has performed services outside of the CIT's area of training, experience, or competence without direct supervision.
11. Engaging in a romantic or personal relationship with a client during the period of time in which a therapeutic relationship exists.
12. Failure to terminate a relationship with a client when it was reasonably clear that the client was not benefitting from the relationship and is not likely to gain such benefit in the future.
13. Failure to appear for any scheduled event at a site, such as a therapy session, supervision, etc., without confirming the absence ahead of time with the supervisor.
14. Taking vacation time without obtaining approval from the supervisor.
15. Taping an interaction with a client without the expressed and written permission of the supervisor and client.
16. Removal or private use of any materials from the site without approval of the supervisor.
17. Playing tapes of client sessions or presenting client material to another party without the expressed permission of the supervisor and client.
18. Inappropriate use of computer-generated interpretative reports. Using material from these reports without citation in case presentations is considered plagiarism.
19. Withdrawing from or leaving the training experience (quitting) without the permission of the Counseling Program.
20. Accepting one site, and then turning it down to accept another site.
21. Acting in a manner inconsistent with the tenets of counseling as outlined in the ACA/ ASCA Ethical Standards
22. Demonstration of lewd or immoral conduct by a CIT in connection with the delivery of services to clients or interaction with staff, faculty, or other CIT's.
23. Demonstration of rude, demanding, or threatening behavior toward clients, supervisors, another member of the training community or CSUS community (CIT, faculty, staff, or administration).
24. Consistent issues with maleficence are an ethical violation and subject to immediate dismissal.
25. Offering to provide or providing services that are beyond the scope of the CIT's training, experience or emotional functioning.
26. Forgery of times or signatures on time sheets or other program or site paperwork. Consistent issues

- with veracity are an ethical violation and subject to immediate dismissal.
27. Continued practice by a CIT who has become unfit to practice under supervision due to:
- Emotional, cognitive, or psychological impairment
 - Inappropriate behavior in counseling and academic settings;
 - Abuse of/ or dependency on alcohol or other habit-forming drugs, which endanger the public by impairing the practitioner's ability to practice safely; or
 - Inability to maintain wellness or signs of impairment that impacts counseling, supervision, or counseling skills development.

Any questions about these training guidelines may be directed to the department chair, Program Coordinator, or the Fieldwork Coordinator.

Probation and Dismissal of CIT's from the Counselor Education Program

The Counseling Program continually reviews the progress of its graduate CIT's through its assessment of CIT progress using the Developmental Assessment Matrix (DAM). This review is designed to identify those CIT's who are having difficulty in skill development, professional dispositions, or academic problems. Development of a success plan is part of the process to support CIT's who are struggling. If, in the judgment of the program faculty, a CIT is not progressing satisfactorily toward the degree or credential objective, and is evaluated below expectations using the DAM assessment; counseling skills evaluation; counselor trainee evaluation; key signature assignments in core and concentration courses; and/or is non-compliant with faculty advisor and/or core faculty feedback, the program retains the right to place the CIT on probation and a letter of concern is placed in the CIT's file. If the faculty decides that the CIT's lack of progress is so deficient that it warrants more definitive action, is an ethical or legal violation, and/or if the CIT is non-compliant with their success plan/remediation plan then the program may dismiss the CIT from the program. The chosen procedure is the prerogative of the Counselor Education Program. If the CIT refuses to meet with the advisor, coordinators, dispositions committee, and/or refuses to sign the success plan/remediation plan in a timely manner, the CIT may be dismissed from the program. If a CIT is dismissed from a site for performance issues, or ethical issues, this may result in dismissal from the program. See CIT handbook.

Dispositions:

The Counselor Education Program has adopted a set of personal and professional dispositions to be demonstrated by all CIT's. The Developmental Assessment Matrix (DAM) is used to assess professional dispositions. The DAM is based on empirically documented characteristics of an effective counselor. The DAM is used to assess and measure CIT growth each semester as the CIT continues to build their knowledge, skills, and dispositions." The dispositions include, but are not limited to:

- Openness
- Flexibility in novel situations
- Positive attitude
- Cooperativeness
- Willingness and ability to use and implement feedback
- Awareness of impact on others
- Ability and willingness to deal with conflict
- Willingness to accept personal responsibility
- Willingness and ability to express feelings effectively and appropriately

Developmental Assessment Matrix

*Scores are based on a **developmental progression** from new CIT with limited or no exploration in the areas of Counseling Knowledge, Skills, and Self-Awareness to becoming commensurate with or exceeding (2.0 and above) the standards held by a working professional.

<p>Fall Semester 5 (year three)</p>	<p>2.3 or less Did not demonstrate expected growth during the defined timeframe of study as exhibited by: not developing strategies for applying counseling knowledge, high levels of rigidity, lack of participation, unhealthy/inappropriate expressions of affect, acting in a n unprofessional manner, refusal to incorporate feedback, lack of awareness of impact on others, inappropriate interpersonal boundaries, and/or resistance to learning experiences.</p> <p>The faculty may require a formal meeting to determine the CIT’s continued appropriateness/readiness for Field Study.</p>	<p>2.4 Demonstrated expected growth during the defined timeframe of study, as exhibited by: developing strategies for applying counseling knowledge, appropriate and healthy involvement and expressions of affect, flexibility, awareness of impact on others, effective interpersonal boundaries, professionalism, acting on feedback in an appropriate manner and openness to learning and new experiences. The faculty desires the CIT o continue to put forth the same or greater effort to meet developmental benchmarks.</p> <p>Then faculty endorses the CIT for Field Study; he/she is meeting the desired standards for a counselor trainee.</p>	<p>2.5 or more Exceeded expectations for growth during the defined period of study, as exhibited by: applying counseling knowledge, acting with a high degree of professionalism, incorporating feedback provided, being flexible, being mindful of impact on others, creating effective interpersonal boundaries, incorporating learning and experiences into practice. The faculty desires the CIT to continue to put forth the same or greater effort to meet developmental benchmarks.</p> <p>Then faculty endorses the CIT for Field Study; he/she is exceeding the desired standards for a counselor trainee.</p>
<p>Spring Semester 6 (year three)</p>	<p>2.5 or less Did not demonstrate expected growth during the defined timeframe of study as evidenced by: failure to apply counseling knowledge, lack of participation, high levels of resistance of rigidity, unhealthy/inappropriate expressions of affect, unprofessional behavior, failure to understand impact on others, poor interpersonal and/or professional boundaries, and resistance to feedback or learning experiences. The behaviors expressed are not commensurate with the character of a professional Career, Marriage Couple Family, School, or Rehabilitation Counselor.</p> <p>The faculty may require a formal meeting to determine the CIT’s readiness for graduation.</p>	<p>2.6 Demonstrated expected growth during the defined timeframe of study, as exhibited by: applying counseling knowledge, appropriate and healthy involvement and expressions of affect, flexibility, awareness of impact on others, appropriate interpersonal and professional boundaries, acting in a professional manner, translating feedback, learning and applying experience into practice. The behaviors expressed are commensurate with the character of a professional Career, Marriage Couple Family, School, or Rehabilitation Counselor.</p> <p>The faculty endorses the CIT to prepare for graduation.</p>	<p>2.7 or more Exceeded expectations for growth during the defined period of study, as exhibited by: applying counseling knowledge with a high degree of insight, acting with a high degree of professionalism, acting on feedback provided, being flexible, acting on awareness of impact on others, maintaining good interpersonal and professional boundaries, incorporating learning and experience into practice. The behaviors expressed are commensurate with the character of a professional Career, Marriage Couple Family, School, or Rehabilitation Counselor.</p> <p>The faculty endorses the CIT to prepare for graduation.</p>

Roles and Responsibilities for Practicum & Field Study

CIT Responsibilities:

1. Conduct themselves in a legal, ethical, and professional manner in all practicum and field study activities they engage in. California law and ACA Code of Ethics shall govern their behavior at all times on the site as well as at school. The CIT must practice only evidenced based interventions that follow the current practice guidelines consistent

- with California law and the ethical principles of the ACA.
2. Shall integrate themselves into training sites and develop respectful working relationships with staff, CIT's, and clients. Demanding, threatening, or rude behavior is inconsistent with the identity of a counselor.
 3. Are expected to appear for all events for which they have been contracted. They should clear vacation times with their supervisors.
 4. Shall cultivate an attitude of openness to self-examination, supervision, and new learning.
 5. Shall immediately inform their supervisor and the course instructor of record of any difficulties encountered.
 6. Shall make effective use of supervision by preparing for supervision sessions, bringing relevant material from client sessions to supervision. CIT's are expected to be responsive to direction and guidance from their supervisor, and to implement supervision guidance into their work with clients.
 7. CIT's must attend weekly group supervision (EDC 480 Field Study in Counseling) each semester they are enrolled in EDC 480 Field Study.
 8. EDC 480 Field Study in Counseling Group supervision is in addition to the weekly individual supervision they receive on-site with their fieldwork supervisor.
 9. Notify their supervisor immediately if a client reveals the intent to harm self or others, or if there are reasons to suspect child abuse. Supervisors are responsible for assisting CIT's in making necessary legal reports and/or reports to Child Protective Services (CPS).
 10. Be prepared to bring audio/video recording to EDC 475/ 480 for group supervision.
 11. Be prepared to discuss cases with both on-site supervisor and faculty supervisor.

Liability Insurance

All CIT's registered for Practicum and Field Study must provide documentation of professional liability insurance (aka malpractice insurance). As a member of the ACA or ASCA, you receive a discount for CIT liability insurance; however, you may obtain your liability insurance from other sources. We recommend 1 million, 3-million-dollar coverage – please check to be sure this meets the minimum required at your site.

It is important to understand, practicum and fieldwork are not theoretical or academic courses, CIT's are working with clients in the capacity of a counselor. CIT's who provide services to the public are at risk of having malpractice lawsuits brought against them. Thus, CIT's must have an active liability insurance policy. CIT's may obtain liability insurance through a variety of organizations often (but not always) at a discounted rate. Recommended providers include Healthcare Providers Service Organization (HPSO; www.hpso.com), CPH & Associates (www.cphins.com), and American Counseling Association Insurance Trust (ACAIT; www.acait.com). CIT membership in ACA, ASCA, CAMFT, and AAMFT also include liability insurance. CIT's must upload a copy of their Certificate of Insurance prior to beginning practicum or field study. It is recommended that CIT's use the appropriate professional organizations for insurance as they will also get the perks of association benefits, opportunities to present and go to conferences, and it holds our professional identity.

District Screening for All Specializations

In situations where practicum and/or field study CIT's will provide counseling services within a School District, they will be required to pass a **District screening**, which entails being fingerprinted (Live Scan) and taking a tuberculosis (T.B.) test. Each District have policies regarding Live Scan and district specific requirements, the sites will provide direction to CIT's placed within their schools.

CIT's are required to have passed the screening prior to the start of the semester in which they are enrolled for the course. CIT's WILL NOT be ALLOWED TO ENGAGE IN COUNSELING SERVICES UNTIL THEY HAVE PASSED THE DISTRICT SCREENING.

State Certificates of Clearance for Working in Schools

School Counseling Concentration CIT's are required to obtain a Certificate of Clearance from the Commission on Teacher Credentialing by the end of their first semester. For the Certificate of Clearance process, visit the CTC website at <https://www.ctc.ca.gov/credentials/submit-online> to get the step-by-step process information. School Counseling CIT's will submit proof, Certificate of Clearance and the Adobe sign attestation.

Faculty Supervisor Responsibilities

1. Facilitating required hours of supervision of client cases.
2. Evaluating each CIT's contribution to group and/or individual/triadic supervision;
3. Establishing contact with On-site Supervisors (via phone or e-mail) by the 4th week of the semester and making self-available for questions and/or concerns;
4. Maintaining routine communication with On-site Supervisor and collaborating on goals for each field CIT as appropriate;
5. Maintaining appropriate documentation (inclusive of date and type, e.g. email/call/visit);
6. Working with on-site supervisors, providing resources and checking in on CIT concerns and CIT progress as necessary;
7. Reviewing video/audiotapes of sessions and/or observing CIT counseling sessions live;
8. Thoroughly documenting concerns regarding CIT progress and/or the quality of on-site supervision the CIT is receiving;
9. Consulting with program faculty as appropriate and informing program faculty of concerns that arise;
10. Verifying that the required work for Field Study has been completed for each CIT;
11. Collaborating with On-site Supervisor to determine each CIT's appropriateness for receiving credit for field work;
12. Ensuring all CIT's are completing documentation and counter-signing where/ when/ appropriate.
13. Ensuring all CIT's forms are completed in a timely manner and submitted.

Site Supervisors Responsibilities

1. Those involved in training counselors shall abide by California law and conduct themselves in an ethical and professional manner in all training activities. The ACA Code of Ethics and California law shall govern their behavior and interactions at all times. The supervisor practices and permits only interventions that follow the current generally accepted practice guidelines set forth by the BBS and the ethical guide of the ACA or ASCA.
2. Supervisors are responsible for making sure CIT's and clients are aware of limits to confidentiality.
3. Communicate clear expectations to CIT's under their supervision.
4. Set up regular, pre-set, uninterrupted times for supervision.
5. Provide adequate clinical opportunities for the CIT's to meet training requirements.
6. Evaluate CIT's in a timely manner.
7. Give clear and frequent feedback to CIT's regarding their progress in training.
8. Inform Faculty Supervisor and Fieldwork Coordinator as early as possible of any difficulties encountered at the training site or with the CIT.
9. Inform Faculty Supervisor and Fieldwork Coordinator of any changes in the training experience (e.g., supervisor change; change in treatment populations).
10. Maintain an up-to-date resume/ CV and supervisor credential with the Counseling Program.
11. Attend orientation, consultation, and professional development opportunities to site supervisors provided by the Counseling Program.

Site Supervisor Responsibilities: For Off-Site Placements

CIT's must receive an average of one hour per week of individual/triadic supervision with their on-site credentialed/licensed supervisor each semester they are enrolled in practicum and/ field

study. There must be a licensed/credentialed supervisor physically on-site each day the CIT is working at the site. Individual supervision is in addition to the weekly group supervision they receive with their Faculty Supervisor (EDC 480). The Site Supervisor is responsible for all of the following:

1. Interviewing the candidate CIT prior to accepting them at the site;
2. Providing a thorough orientation to the CIT regarding the site's mission and service objectives;
3. Training the CIT to perform the necessary administrative duties of the site, including conducting intakes and scheduling;
4. Overseeing all of the CIT's clinical and administrative work, including, but not limited to: client cases, assessments, treatment plans, consultation, and documentation.
5. **Directly Observing CIT counseling sessions** live and/or reviewing video/audiotapes of sessions. CIT self-report does not substitute direct observation.
6. Providing each CIT with an average of **one hour per week of individual or Triadic (2 CIT interns + site supervisor) supervision.**
7. Verifying CIT hours completed **each week during individual/triadic supervision.** (Note:
8. Maintaining communication with the Faculty Supervisor and collaborating on goals for CITs;
9. Informing CSUS Fieldwork Coordinator if you have not been contacted (via phone or e-mail) by a CIT's Faculty Supervisor by the 4th week of the semester;
10. Thoroughly documenting concerns regarding CIT progress (making sure documentation is very specific, including direct quotes as appropriate);
11. Consulting with Fieldwork Coordinator and Faculty Supervisor of concerns that arise;
12. Completing *the Midterm Evaluation* for each CIT and reviewing the evaluation with the CIT during supervision, identifying strengths and goals for improvement. This form will be electronically submitted to the program and the faculty supervisor.
13. Completing *the Final Evaluation* for each CIT and reviewing the evaluation with the CIT during supervision, identifying strengths, assessing goal achievement and developing long- term goals. This form will be electronically submitted to the program and the faculty supervisor.
14. Collaborating with the Faculty Supervisor to determine each CIT's appropriateness for receiving credit;
15. Verifying that the required work (inclusive of direct/indirect hours completion) has been completed for each CIT; and
16. **Signing** and submitting all field study forms, to Faculty Supervisor on or before the deadline. All forms will be electronically submitted to the program and the faculty supervisor.

Fieldwork Coordinator Responsibilities

1. Secures and maintain affiliations with approved sites.
2. Provides CIT's with resource materials describing approved sites.
3. Advises CIT's on the application process of securing a site placement.
4. Works with agency personnel, supervisors, and CIT's to resolve any training problems that may be encountered.
5. Develops partnerships with training sites and monitors the quality of training in existing sites.
6. Works with Practicum and Fieldwork supervisors to ensure that all CIT documentation is completed in a timely manner.
7. Ensures that supervisors are communicating and tracking CIT's progress in training.
8. Maintains professional relationships with sites and conducts visits to ensure compliance with accreditation standards and CIT's training needs.
9. Provide orientation, consultation, and professional development opportunities to site supervisors.

10. Maintains master list of sites and annual site placements.

Hours Defined

Direct Hours

Are hours that involve direct interaction with clients and include the application of counseling, co-facilitation of services, consultation, or human development skills. CIT's may only count face-to-face counseling or clinical consultation with real clients performed in a confidential setting as direct contact.

Supervision Hours

Include all interactions with one's supervisor that involve receiving a combination of the following: consultation, counseling, instruction and evaluation of clinical and administrative skills. (Please see *Supervision* section of this manual for important definitions related to supervising CIT's).

Indirect Hours

Involve *all other duties and experiences* related to practicum or field study that do not fall into the "direct contact" or "supervision" categories, including administration. *Administration* involves scheduling, attending school/agency meetings, writing case notes, research/preparation for sessions, room set-up/clean-up, etc. Additional types of indirect hours contact include the following types of activities: completion of case notes; preparation for individual or group counseling; trainings and continuing education provided by the site and/or university; and/or shadowing, etc. *Please note that supervision is counted as indirect contact but we request you note it separately to ensure adequate supervision ratios are provided.*

Total Hours

The total of all direct contact, supervision, and indirect experiences.

EDC 475 Practicum Overview

Practicum

CIT's are required to complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of counseling and assessment skills under direct clinical supervision (CACREP, 2016). The CIT's practicum must include all of the following:

1. 40 hours of **direct** service with clients, including experience in individual counseling and group counseling;
2. Weekly interaction with an average of one hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member .
3. An average of one and one half (1½) hours per week of group supervision that is provided on a regular schedule over the course of the CIT's practicum by a program faculty member; and
4. Evaluation of the CIT's performance throughout the practicum, including a formal evaluation at the midterm and end of the practicum experience.

In order to earn credit in EDC 475 Practicum, CIT's must earn a minimum passing score of 3 on **all competencies** on the final evaluation. Failure to earn a minimum passing score of 3 on all competencies will result in *No Credit* for this class.

CIT's who do not satisfactorily complete all of the requirements of practicum, including demonstration of professional conduct and mastery of basic counseling skills, will not be permitted to enroll in fieldwork. The practicum instructor reserves the right to assign a *No Credit* grade to CIT's who, in the instructors and/or site

supervisors judgment, are not ready to enroll in Field Study.

*The Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

Practicum Experiences

One course meets all of the CACREP requirements for practicum experiences: *EDC 475: Practicum in Counseling*. EDC 475 hours may only be accrued during the semester in which the CIT is enrolled in this course and under the direct supervision of program faculty. **CIT's must earn at least 100 clock hours (at least 40 direct contact hours) of practicum experiences in EDC 475 and receive credit for the course before they will be permitted to enroll in EDC 480: Field Study in Counseling.**

EDC 475: Practicum in Counseling

During the practicum experience, CIT's will provide counseling services to clients from the community under direct supervision of program faculty through the CCDS. Practicum CIT's will gain experience with a variety of clients: individuals (adult, adolescents, and/or children), couples, families and/or groups. School Counseling CIT's will see all of their clients at designated school sites under faculty supervision. Each

CTC standards for School Counseling: A minimum of one hundred (100) clock hours in a practicum experience, includes but not limited to: (a) peer counseling related to a university or college program practicum course; (b) personal and career assessments; (c) personal counseling experience in either an individual or group context; (d) school-based programs serving parents and family members; (e) community

Documentation of Practicum Hours

1. All hours for EDC 475 must be documented and signed by the CIT's supervisor.
2. CIT's must earn a minimum of 100 clock hours (minimum of 40 direct contact hours) of practicum experience and pass EDC 475 before they are permitted to enroll in *EDC 480: Field Study in Counseling*.
3. CIT's must receive an average of one hour per week of individual or triadic supervision AND one and one half hours per week of group supervision, with a minimum total of 13 hours of individual/triadic supervision and a minimum total of 21 hours of group supervision.

Evaluation Of Practicum

EDC 475 practicum supervisors are required to complete and submit a mid-term and final evaluation for each of the CIT's in their practicum. These evaluations are a comprehensive assessment of the CIT's clinical development through EDC 475. Supervisors should review the course requirements along with how CIT's will be evaluated at the beginning of the semester.

- Supervisors are responsible for completing an evaluation for each EDC 475 CIT at midterm and final.
- Supervisors will electronically complete these forms for placement into the CIT files.

Grading

Practicum is graded on a *Credit CR / No Credit NC* basis. *Credit* will be granted for satisfactory completion of all practicum requirements, including demonstration of professional conduct and mastery of basic counseling skills. The supervisor reserves the right to give a *No Credit* grade to CIT's who, in the supervisor's judgment, are not ready to enroll in Field Study. The supervisor will document the rationale for the grade of NC. A grade of NC may cause the CIT to be placed on a remediation plan in order to provide additional supports to the CIT. If a CIT receives a grade of *No Credit*, then the CIT may be allowed to repeat EDC 475 one time only in order to earn

a grade of CR (Credit, passing grade). If the CIT receives an NC/ *No Credit* grade a second time in the course, the CIT will be dismissed from the counseling program (please refer to the CIT Handbook for additional information).

EDC 480 Field Study Overview

Field Study Overview

EDC 480: Field Study in Counseling is an advanced counseling course designed to provide CIT's with a variety of practical, supervised, experiences in the field of counseling. Field Study is a supervised placement occurring both on and off campus. The field experience is purposely intended to familiarize the CIT with settings similar to those within which they may be seeking employment, and offer opportunities for the CIT to provide direct counseling experience(s). Placements are asked to provide a variety of experience within the setting, approximating the experience as if the CIT were employed, with closer supervision. CIT's are required to complete their total Field Study units (6 units,600 hours) at an approved site. The field study sites are vetted to ensure they can provide the type of experience necessary for an MS in Counseling in consideration of requirements set forth by the BBS, CACREP, and CTC. Therefore, all vetted sites include an Agreement and/or Memorandum of Understanding (MOU) to ensure the organization maintains our high standards. If CIT's are seeking sites that are not current partnerships we have in place, they must contact the Fieldwork Coordinator one year in advance to allow for vetting and establishment of an Agreement/MOU.

In addition to accruing hours of experience in the field and receiving regular individual supervision at the site, CIT's are required to participate in Group Supervision via enrollment in EDC480. where they receive group supervision under program faculty. The weekly group supervision is led by a CSUS faculty member and provides CIT's an opportunity to discuss cases, develop interventions and strategies, share resources, and further CIT's' personal and professional development. CIT's are expected to bring an audio/video to their weekly university group supervision in order to help facilitate direct feedback from the instructor and peers to bolster the Faculty supervision experience in alignment with accreditation standards. The ultimate goal is to ensure the successful acquisition, integration, and application of critical skills needed to be effective professional counselors, consultants, and advocates in general and, particularly, as applied to one's particular area of Concentration.

Field Study (EDC 480) is not available during the summer session. CIT's must be under both site and Faculty supervision to be able to accrue hours. Acceptable field experiences include, but are not limited to, providing individual, couple/family, and group counseling services under supervision of Site supervisors and Faculty supervisors. Additional activities will vary, depending on the Concentration.

Prerequisite Coursework

Field Study is designed to build on learning and competencies acquired in all core counseling courses, as well as course requirements in the CIT's counseling Concentration. **All counseling CIT's must successfully complete EDC 475 (and all of its prerequisites) and receive a grade of "Credit" in order to enroll in EDC 480** (CACREP Standards, 2016). NO EXCEPTIONS.

Interview and Enrollment Requirement

Field Study is an especially demanding course that requires CIT's to be autonomous and advanced enough in their skills to counsel individual and group clients ethically, effectively, and professionally with less supervision than is received in practicum. This necessitates that field study CIT's effectively utilize supervision; meaning they seek out supervision when needed, take and implement feedback, and come prepared to both their on-site individual supervision and Faculty group supervision.

In practicum, CIT's are under direct observation by their site supervisor or Faculty supervisor in the CCSD. In their field study course, CIT's are placed in community settings by specialty. During group Faculty supervision,

the CIT must present a video/audio and transcription of a session and be willing to present the case to receive feedback on skills and interventions utilized. In addition to direct supervision, CIT's will participate in consultation around cases with their peers.

Field Study necessitates a skill set that includes advanced skills, effectively utilizing supervision on site and in class, and finally being able to operate independently at their site. Therefore, it is essential that CIT's are well prepared when enrolling in EDC 480: Field Study in Counseling. All counseling CIT's must be interviewed by their Field Study placement site prior to commencing counseling. This interview is intended to ensure that all trainees are well prepared, demonstrating the above-mentioned skills for counseling at the assigned site.

CIT's may interview up to three times in order to obtain an appropriate site placement. **CIT's who fail to obtain placement after three interviews will not be enrolled in EDC 480 that semester** and will be placed on probation (review the Counselor Education Student Handbook for detailed information about probation policies and procedures). CIT's may petition again for EDC 480 the following semester and may interview up to three additional times in order to obtain an appropriate site placement.

CIT's must successfully obtain placement in order to earn credit in EDC 480. CIT's who fail to obtain placement in EDC 480 after two semesters will be dismissed from the Counselor Education Program. Finally, any CIT dismissed from their site may be dismissed from the program; their success in the program during this time of field study is directly linked to their success as a professional at their site. CIT's are representing the Counseling Program at each interview, and each interaction inside and outside of the university.

A grade of *Credit* for EDC 480 is required for successful completion of the M.S. in Counseling degree. EDC 480 must be taken for 6 units obtained over a minimum of 2 semesters in order for CIT's to be eligible for the degree. Therefore, all CIT's will sign up for 3 units of EDC 480 each semester, aiming to acquire 300 hours in each semester of EDC 480.

Basic Field Study Requirements

CACREP* Standards (2016) require that all CIT's complete supervised field experiences that total a minimum of 600 clock hours and that must include all of the following:

- a. 240 hours of direct service with clients (40% of the 600 hours) that must include experience in individual counseling and group counseling and may also include couple/family counseling.
 - i. **For school Counseling specialization CTC requires:** Fieldwork The candidate's total field experience includes the following: 1. Candidates are required to complete a minimum of eight hundred (800) clock hours in two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours within each level. Two hundred (200) hours of the eight hundred (800) clock hours may be completed in other areas related to schools and/or counseling, such as field work hours needed for a Child Welfare and Attendance (CWA) authorization. At least six hundred (600) clock hours must be completed in public school settings with Pre-K-12 pupils. If a candidate elects to complete 200 of the 800 hours in a setting outside of the Pre-K-12 school system, they must have a site supervisor that has a master's degree in counseling or a related field.
 - ii. The opportunity to work with student's of diverse backgrounds (150 hours) including socioeconomic disadvantages, English learners, homeless youth, foster youth; student's with disabilities (including Section 504 plans), student's experiencing suspension and expulsion from school, sexual minority youth (LGBTQ+), racial and ethnic minorities; and understand information on school, district, State, and Federal policies and the impact of resulting practices.

- iii. Within the required fieldwork hours, candidates are required to complete at least 100 hours of experience in each of the following areas: Social/Emotional, College/Career, and Academic (see SCPEs #3, #4, and #5 for specific activities).
- b. One (1) hour of weekly interaction of individual supervision that occurs regularly during the course of Field Study by a licensed or credentialed On-site Supervisor.
- c. Two (2) hours per week of group supervision that is provided on a regular schedule over the course of the CIT's Field Study by a CSUS faculty supervisor.
- d. Evaluation of the CIT's performance throughout the field experience by both the CSUS faculty supervisor and the field supervisor.
 - i. This evaluation process includes a formal midterm evaluation (FORM 5: Midterm Evaluation), and a final evaluation (FORM 6: Final Evaluation), that are both completed by the On-site Supervisor. These forms will be electronically submitted to the program to be placed in the student file.
 - ii. In order to earn credit in EDC 480: Field Study, CIT's must earn a minimum passing score of 3 on **all competencies** on the final evaluation (*FORM 6*). Failure to earn a minimum passing score of 3 on all competencies will result in *No Credit* for this class. **Earning a grade of No Credit for two semesters of EDC 480 will result in 3dismissal from the Counselor Education Program.**
 - iii. In addition, Faculty supervisors will work closely with the on-site supervisor ensuring CIT monitoring and performance. Faculty supervisors will work with supervisees and their on-site supervisors to ensure compliance with all accreditation standards. The Faculty supervisor will maintain regular contact with the site supervisor, will be part of the evaluation process of CIT performance, and will gather any CIT concerns to bring to the program coordinators as necessary.
- e. The Faculty Supervisor is responsible for verifying a CIT's completion of Field Study requirements for a given term.
- f. The Fieldwork Coordinator will verify each CIT's completion of all Field Study requirements for graduation.

CIT's who do not satisfactorily complete all of the requirements of Field Study will not be permitted to graduate. CIT's dismissed from their site will not have satisfactory completion and may result in dismissal from the program.

*The Council for the Accreditation of Counseling and Related Educational Programs.

Additional School Counseling Requirements

In addition to CACREP requirements, the school counseling program at CSUS must also adhere to the requirements of the California Commission on Teacher Credentialing (CCTC) for the Pupil Personnel Services (PPS) Credential. PPS Standards mirror CACREP standards for the most part, but have the following additional stipulations:

"A minimum of six hundred (600) clock hours in public school settings at two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours at each level. Two hundred (200) of the six hundred (600) clock hours may be completed in settings other than public schools. At least four hundred (400) clock hours must be completed and supervised in public school settings with k-12 pupils." (CCTC PPS Standards, p. 87).

In order to earn experience in both primary and secondary levels, the CSUS School Concentration requires that **all** CIT's complete at least two hundred (200) clock hours at the elementary level and at least two hundred (200) clock hours at the middle or high school levels. **There are no exceptions to this policy.**

Hours Calculations

The CIT's field study hours will be accrued over the course of fall and spring semesters. As a guideline, weekly hours on-site will be calculated as follows:

Client contact hours should account for a **minimum** of 40% of the total Field Study hours. Group supervision (by Faculty Supervisor) accounts for 2 hours per week and individual supervision (by on-site supervisor) accounts for 1 hour. Indirect hours may include the following: attending orientations, writing clinical notes, conducting research regarding clients, preparing for clinical work or assessments, attending on-site orientation and/or shadowing, and attending workshops/trainings relevant to counseling. Field Study hours performed off site must be pre-approved by the supervisors.

Hours Deficiencies

In the rare instance that a CIT is deficient in accruing the hours in a semester of no more than 40 hours total, may be assigned a grade of RP. CIT's who are **SHORT MORE THAN 40 total hours OR MORE THAN 16 client contact hours** will be assigned a grade of Incomplete.

Hours Before or Between Semesters

CIT's beginning field study within 90 days of EDC 480 registration must alert their Advisor, their EDC 480 Supervisor, and the Fieldwork Coordinator. CIT's must be under faculty supervision during this time and will need approval to do so. This to ensure that the Faculty supervisor and site supervisor can work with the CIT to provide oversight prior to the start of their EDC 480 course. CIT's are then able to earn up to 40 hours (see banking hours rules below) with a maximum of 20 hours direct.

Banking Hours

CIT's in all specializations are permitted to earn up to 40 hours during winter and summer breaks. Only 20 of these 40 hours may be direct client contact hours. These hours may either apply to a deficiency in hours from the previous semester of EDC 480 or to earning hours early towards the next semester of EDC 480. For example, hours earned during winter break may be used to make-up deficient hours from the fall semester or to count hours towards the spring semester. Likewise, hours earned during summer break may be used to make-up deficient hours from the spring semester or to count hours towards the fall semester. CIT's must be enrolled in EDC 480 within 90 days either before or after the break for these hours to count.

CIT's may not bank hours during one semester of field study towards another semester of EDC 480. For example, if a CIT earns more hours than is required during EDC 480 in the fall semester, those extra hours may not be applied to the spring semester of EDC 480. CIT's are expected to attend their field site and EDC 480 group supervision through the end of the semester, even if they earn all of their hours early.

MFT Trainees:

An MFT Trainee is permitted to earn a maximum of 1,300 hours of experience overall prior to the degree being awarded. Up to 750 hours of counseling (including diagnosing and treating couples, families and children, and individual or group psychotherapy) and supervision are permitted within the 1,300-hour maximum. The remaining 550 hours may only consist of non-clinical experience. For more information about supervised experience types and requirements speak with your advisor.

Lab Assistant and Micro-practicum Facilitator:

CIT's may receive up to 60 clock hours of field study credit while working as a Lab Assistant or Micro-practicum Facilitator. Only CIT's with strong clinical, academic, and organizational abilities may be selected for these roles, and Counselor Education faculty must personally invite these CIT's. Duties may include any or all of the following: peer observation/feedback, demonstration of skills, small group facilitation, dyad facilitation, and research. CIT's may receive client contact credit for assisting with the following Micro-practicum courses: EDC 280 counseling facilitation, dyad facilitation, and group facilitation; EDC 219 group facilitation; EDC 476 group facilitation, dyad facilitation, and counseling facilitation; and EDC 242 Micro-practicum group facilitation, and play therapy). Each L.A. and/or Micro-practicum Facilitator, along with their

faculty member, will meet regularly for guidance and supervision and will complete Form 4 and 4b: Time Sheet/L.A. Time Sheet at the end of their work together. L.A. and Micro-practicum Facilitator's work may be performed prior to or concurrently with enrollment in Field Study. CIT's may serve as a L.A. for more than one instructor but will need to complete separate time sheets for each instructor. Each completed time sheet will be submitted to the Faculty Supervisor (480 group supervision instructor) during the semester in which the CIT intends to apply their earned L.A. or Micro-practicum Facilitator hours.

Documentation, Progress/ Case Notes:

Documentation and progress/ case notes are a professional standard and must be completed with each client interaction. The most commonly used style of progress notes includes; SOAP and DAP format, although agencies may differ. CIT's and supervisors should discuss the required format, supervisor expectations, and due dates for documentation, case notes etc. Progress notes, as any other notes related to client information are to be protected to ensure client confidentiality, supervisors will work with CIT's to ensure progress/ case notes are handled appropriately.

Case Presentations and Transcript

Each CIT is required to present at least one case per semester about a client they are currently counseling. The case presentation can also be aligned with the transcription assignment. It will be submitted to the Faculty Supervisor who will provide feedback regarding skills, conceptualization, and presentation.

Case Presentation, as any other notes related to client information, should maintain the confidentiality of the clients involved.

Evaluations and Forms

Supervisors are required to complete Midterm and Final evaluations for their CIT's. These evaluations have both quantitative and qualitative components, that assess a variety of skills demonstrated by the CIT. The evaluations are used as part of a comprehensive assessment of the CIT's clinical and professional skills as the CIT progresses through the program. Supervisors should review a copy of the evaluations with each CIT at the beginning of the semester to facilitate the identification of strengths and the establishment of learning objectives. A minimum passing score of 3 on all competencies on the final evaluation (*FORM 6*) is required for CIT's to earn a grade of *Credit* in EDC 480: Field Study.

Earning a grade of *No Credit* for two semesters of EDC 480 will result in dismissal from the Counselor Education Program.

Field Study Placement

CIT's will electronically fill out a site petition, identifying their top three sites. CIT's advisors will assist them in identifying sites that align with their career goals and are appropriate for their concentration.

FORM 3: Expectations Agreement

Form 3 serves to outline expectations for field study CIT's and school districts/agencies in the fieldwork partnership. This form is a summary of Field Study guidelines and both CIT's and supervisors are required to read the Counselor Education Field Study CIT Handbook in its entirety. Once the form is reviewed by both the CIT and the on-site supervisor, each party will sign the form, indicating that expectations will be met. The CIT must then have the form signed by the Fieldwork Placement Coordinator in their Concentration. The original signed form must be returned to the CIT's Faculty Supervisor (480 Group Supervision Instructor) no later than the third week of the University's semester. This form will be completed electronically

Time Sheets

One copy of *Field Study Time Sheet* is provided for CIT's in their EDC480 course. These sheets are to be completed by the CIT and initiated weekly by the On-Site Supervisor during individual supervision. CIT's working at more than one site in a given semester WILL maintain a separate set of time sheets for each site. At the end of the term, the signed timesheets must be submitted to the Faculty Supervisor to ensure completion of all required hours and approval. This form will be completed electronically.

Midterm Evaluation

The On-Site Supervisor will complete the *Midterm Evaluation* at the midterm and review the evaluation face-to-face with each CIT during individual supervision.

Evaluations should be shared in an objective manner, facilitating discussion and insight into *strengths, areas of growth, identify goals that were met* and to identify *additional goals and areas of skill development*. Once reviewed, the supervisor and CIT will both endorse the evaluation.

The Faculty Supervisor will contact the CIT's site supervisor and advisor if there are any identified problems or concerns and develop a plan for addressing those concerns. The Faculty Supervisor will electronically file this. The form will be placed in the CIT's file. (Note: CIT's are urged to make a copy for their own records.) If the form is not completed in a timely fashion, the CIT may receive a "No Credit" grade for the semester. On-Site Supervisors and CIT's should prioritize this important requirement and its associated deadline.

Final Evaluation

The On-Site Supervisor will complete the *Final Evaluation* at the end of the semester and review the evaluation face-to-face with each CIT during individual supervision. Evaluations should be shared in an objective manner, facilitating discussion and insight into *strengths, areas of growth, identify goals that were met* and to identify *additional goals and areas of skill development*. Once reviewed, the supervisor and CIT will both endorse the evaluation.

The completed and signed copy will be submitted to the Faculty Supervisor for their endorsement the Monday BEFORE Final Exam week.

The Faculty Supervisor will file this form electronically to be placed in the CIT's clinical file by Final Exam week. (Note: CIT's are urged to make a copy for their own records.) If the form is not completed in a timely fashion, the CIT will receive a "No Credit" grade for the semester. On-site supervisors and CIT's should prioritize this important requirement and its associated deadline. A minimum passing score of 3 on all competencies on the final evaluation is required for CIT's to earn a grade of *Credit* in EDC 480: Field Study. **Earning a grade of *No Credit* for two semesters of EDC 480 will result in dismissal from the Counselor Education Program.**

CIT's Evaluation of Field Study Site

Each CIT will electronically complete *FORM 7: CIT's Evaluation of Field Study Site* at the end of the semester. CIT's may elect to share their responses to this form with their On-Site Supervisors. This survey is to be completed by the Monday BEFORE final exam week. All CIT evaluations are compiled in a confidential location and are used as part of a comprehensive process to determine the quality of site supervision and the appropriateness of field sites for the training of CSUS Counselor Education CIT's.

Verification of Work Completed and Grade for Term

The Faculty Supervisor, in consultation with the site supervisor, will determine the final grade. If a CIT receives an Incomplete, this form will be submitted two times: The first time for the Incomplete grade and the second time for the Credit grade once requirements have been met.

Final Verification of Field Study Completion

Each CIT is responsible for completing and electronically submitting FORM 9: Final Verification of Field Study Completion during their last semester of field work. The CIT should enter accurate information for every semester enrolled in field study. The Grand Total of all field study hours must be at least **600 clock hours** including at least **40% (or 240) direct client contact** hours.

Grading

Grading. Field Study is graded on a *Credit / No Credit* basis. *Credit* will be granted for satisfactory completion

of all field study requirements, including demonstration of professional conduct, ethical behavior, mastery of appropriate counseling skills, and a minimum passing score of 3 on all competencies on the final evaluation (*FORM 6*). The supervisor reserves the right to give a *No Credit* grade to CIT's who, in the supervisor's judgment, did not meet the minimum standards for completing the course. **Earning a grade of *No Credit* for two semesters of EDC 480 will result in dismissal from the Counselor Education Program.** All course grades are submitted online through the University's student management system.

CIT's in EDC 480: Field Study are evaluated on their counseling skills, professionalism, receptiveness to supervision, and personal characteristics suited for the counseling field. Onsite supervisors will perform two formal evaluations of CIT's, once at the midterm and again at the final. A minimum passing score of 3 on all competencies is required at the final evaluation in order for CIT's to earn a grade of *Credit* in EDC **480**. Earning a grade of *No Credit* for two semesters of EDC 480 will result in automatic dismissal from the Counselor Education Program.

Faculty Supervisors are responsible for verifying all CIT's' forms, assigning grades, and filing all forms in the CIT's' clinical files. CIT's may receive one of the following grades for field study: *Credit* (CR), *No Credit* (NC), or *Incomplete* (INC). *Incomplete* grades are reserved for exceptional circumstances, as defined by university policy.

CIT's will only be awarded a grade of *Credit* if the Faculty Supervisor has received all of the required hours, forms, evaluations, **completed, signed, and uploaded:**

NOTE: Each CIT is responsible for submitting all signed time sheets and forms to the Faculty Supervisor by the expressed due date. All forms will be submitted electronically

Field Study Sites

All CIT's enrolling in EDC 480: Field Study in Counseling will interview with sites they have identified interest in. CIT's will have the opportunity to interview at three initial sites. Failure to successfully be placed after three interviews will result in not being enrolled in EDC 480 that semester and placement of the CIT on probation.

Site Placements & Community Partnerships

CIT's will apply to sites in which the Counselor Education program at CSUS has a partnership with, through an Agreement and/or Memorandum of Understanding (MOU). These sites have been vetted to ensure they are equipped to meet the requirements set by the CSUS, BBS, CACREP, and CCTC and suited for the experiences needed for all counseling concentrations. Therefore, if CIT's are seeking sites that are not listed, a request will need to be submitted by the CIT to the Fieldwork Coordinator one year in advance of when the CIT will enter into EDC480, these requests are not guaranteed as they are dependent on a myriad of factors. These petitions/requests may be denied.

Clinical Placements

The Center for Counseling and Diagnostic Services (CCDS)

Clinic Director: Michael Levine, michaellevine@csus.edu
Eureka Hall Room 421
Phone: (916) 278-6252

The Center for Counseling and Diagnostic Services (CCDS) has been in operation since 1968. It is equipped with family counseling rooms, small counseling rooms, and art and play therapy materials. Services are offered by supervised

graduate CIT's from the Counselor Education Program during the academic year. CIT's offer the following services:

Career Counseling: Individuals who would like assistance in learning how to make career decisions and need information or guidance for educational or career choices can receive counseling and testing services and referrals.

Individual Counseling: For individuals who want assistance and skills in dealing with personal changes, emotional and social crises, and other personal issues, such as divorce/separation, depression, anxiety, trauma, anger, stress, and substance abuse counseling.

Couple Counseling: Whether married, "coupled," or domestic partners, this is for couples seeking to strengthen and improve their relationships or to work on unsatisfactory relationship issues.

Counseling for Children: Counseling can be provided either with other family members or individually to help children understand and deal with problems of their own or problems relating to family or school.

Rehabilitation Counseling: For individuals who want assistance and skills in dealing with personal changes, emotional and social crises, disability related services and assessments, substance abuse counseling; and other personal issues, such as trauma, depression, anxiety, anger, and stress.

Supervision

Supervisor Qualifications

Site supervisors must have:

- (1) a minimum of a master's degree, preferably in counseling, or a related profession;
- (2) relevant certifications and/or licenses;
- (3) a minimum of two years of pertinent professional experience in the specialty area in which the CIT is enrolled;
- (4) knowledge of the program's expectations, requirements, and evaluation procedures for CIT's; and
- (5) relevant training in counseling supervision.

BBS Supervisor Qualifications

(h) "Supervisor" means an individual who meets all of the following requirements:

- (1) Has held an active license for at least two years within the five-year period immediately preceding any supervision as either:
 - (A) A licensed professional clinical counselor, licensed marriage and family therapist, psychologist licensed pursuant to Chapter 6.6 (commencing with Section 2900), licensed clinical social worker, licensed educational psychologist, or equivalent out-of-state license. A licensed educational psychologist may only supervise the provision of educationally related mental health services that are consistent with the scope of practice of an educational psychologist, as specified in Section 4989.14.
 - (B) A physician and surgeon who is certified in psychiatry by the American Board of Psychiatry and Neurology, or an out-of-state licensed physician and surgeon who is certified in psychiatry by the American Board of Psychiatry and Neurology.
- (2) For at least two years within the five-year period immediately preceding any supervision, has practiced psychotherapy, provided psychological counseling pursuant to paragraph (5) of subdivision (a) of Section 4989.14, or provided direct clinical supervision of psychotherapy performed by marriage and family therapist trainees, associate marriage and family therapists, associate professional clinical counselors, or associate clinical social workers. Supervision of psychotherapy performed by a social work intern or a professional clinical counselor trainee shall be accepted if the supervision provided is substantially equivalent to the supervision required for registrants.
- (3) Has received training in supervision as specified in this chapter and by regulation.
- (4) Has not provided therapeutic services to the supervisee.

(5) Has and maintains a current and active license that is not under suspension or probation as one of the following:

- (A) A marriage and family therapist, professional clinical counselor, clinical social worker, or licensed educational psychologist issued by the board.
- (B) A psychologist licensed pursuant to Chapter 6.6 (commencing with Section 2900).
- (C) A physician and surgeon who is certified in psychiatry by the American Board of Psychiatry and Neurology.

(6) Is not a spouse, domestic partner, or relative of the supervisee.

(7) Does not currently have or previously had a personal, professional, or business relationship with the supervisee that undermines the authority or effectiveness of the supervision.

The Supervisory Relationship Defined

Supervision:

For the Field Study experience, supervisors are tasked with the role as an evaluator, expert, and gatekeeper to determine a CIT's readiness for future fieldwork or graduation and/or to assess their appropriateness for the profession of counseling. As such, each supervisor should have a foundational supervision theory to guide their supervision of the CIT.

Bernard and Goodyear (2014) define supervision as "... an intervention that is provided by a senior member of a profession to a junior member or members of that same profession." This relationship is:

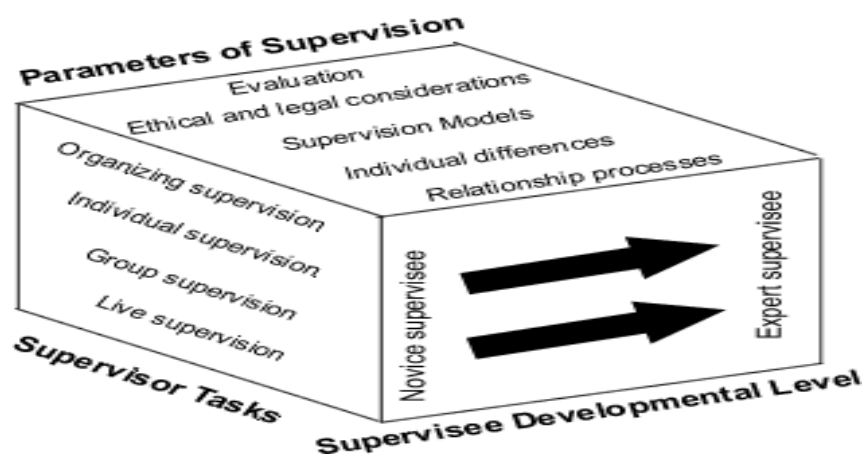
- Evaluative and hierarchical
- Extends over time, and
- Has the simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of professional services offered to the clients that she, he, or they see; and serving as a gatekeeper for the particular profession the supervisee seeks to enter.

The aforementioned definition of supervision by Bernard and Goodyear (2014) indicate that supervision has two central purposes:

- To ensure client welfare- the supervisor's gatekeeping function is a variant of the monitoring of the supervisees practice
- Clinical supervision is the process by which the clinical practice provided by the counselor is evaluated and either modified or approved by the supervisor, providing a bridge between the classroom and clinical work.
- To foster the supervisee's professional development.

Supervisors oversee the work of supervisees through a set of supervisory activities, which include practice monitoring, counseling, teaching and evaluation, Clinical supervision is a central organizing activity that integrates the program mission, goals and treatment philosophy with clinical theory and evidence-based practices.

Conceptual Model of Supervision



Supervisor (primary role)

Clinical supervision is an essential part of all clinical programs, including training and mentoring CIT's. Clinical supervisors supervise CIT's from a foundational supervision model/ theory. It is imperative that supervisors understand that clinical supervision is a skill in and of itself that has to be developed through continual professional development. The supervisory relationship is the crucible in which legal & ethical practice is developed and reinforced. Clinical supervision is a central organizing activity that integrates treatment through the use of clinical theory and evidence-based practices. The primary role for a clinical supervisor is to ensure (1) quality client care and (2) client safety. In all treatment settings, clinical supervision is the primary means of determining the quality of care provided, ensuring client safety, and training legal and ethical practitioners.

Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession..." It is:

- Evaluative and hierarchical
- Extends over time, and
- Has the simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of professional services offered to the clients that she, he, or they see; and serving as a gatekeeper for the particular profession the supervisee seeks to enter.

The supervisor, a highly skilled counselor themselves, who works closely with the CIT may identify that a CIT is impaired and needs to be referred to personal counseling. This recommendation should be based on sound clinical and professional opinion. As the supervisory relationship facilitates personal development, personal issues may arise for the CIT and thus require they take time to attend to their self. Supervisors ***will not provide*** counseling services to supervisees; as this would constitute a dual relationship, be a boundary violation, is illegal, and unethical. Illegal and unethical behavior or actions of supervisors will be reported to the BBS and the appropriate professional ethics committee. Supervision includes the role of trainer/ instructor and evaluator.

Supervision includes but is not limited to all of the following:

1. Ensuring the extent, kind, and quality of counseling performed is consistent with the education, training, and experience of the supervisee.
2. Monitoring and evaluating the supervisee's assessment, diagnosis, and treatment decisions and providing regular feedback.
3. Monitoring and evaluating the supervisee's ability to provide services at the site or sites where he or she is practicing and to the particular clientele being served.
4. Monitoring and addressing clinical dynamics, including, but not limited to, countertransference-, intrapsychic-, interpersonal-, or trauma-related issues that may affect the supervisory or practitioner-patient relationship.
5. Ensuring the supervisee's compliance with laws and regulations governing the practice of marriage and family therapy.
6. Reviewing the supervisee's progress notes, process notes, and other patient treatment records, as deemed appropriate by the supervisor.
7. With the client's consent, providing direct observation or review of audio or video recordings of the supervisee's counseling or therapy, as deemed appropriate by the supervisor.

Trainer/Instructor

When the supervisor is functioning as trainer/instructor, the supervisor carries most of the responsibility, with teaching and guiding the CIT in utilizing the appropriate therapeutic intervention, theory, or other requisite education deemed necessary for professional development.

Evaluator

Evaluation is essential for proper supervision and for developing CIT's into counselors clinical. Evaluation should occur at every supervisory session with the CIT and not only at the midterm/ final evaluation. Through structuring the supervision evaluation process both the supervisor and supervisee are mutually aware of expectations and evaluation processes. Evaluation is proactive and facilitative. Supervisors should encourage counselor self-evaluation and promote professional development. Part of the role of Supervisor and evaluator is gatekeeping, supervisors must be comfortable in this role to effectively supervise. It is imperative to understand that the gatekeeping function of supervision is not to be used in a retaliatory manner, but rather from clear, objective clinical judgement. Evaluator functions include, but are not limited to the following:

1. Both supervisor and supervisee know what is being evaluated and how they are evaluated (knowledge, skills, disposition, professional conduct, etc.). The supervisor and supervisee collaborate on a professional development plan.
2. The supervisee performs self-evaluation, and utilizes supervision sessions to address areas of professional functioning.
3. Evaluation is documented and serves to inform the supervisee on areas of strength, areas for growth, and developing a plan to improve upon those areas.
4. Supervision and evaluation include monitoring and evaluating the supervisee's assessment, diagnosis, and treatment decisions and providing regular feedback
5. Supervisors fulfill a gatekeeper role in performance evaluation and in providing formal recommendations to CIT's and their program when issues arise.
6. Clinical supervisors are the gatekeeper for the profession, organizations for which they work, and programs where they teach and supervise. As the gatekeeper for ethical and legal issues, supervisors are responsible for upholding the highest standards of ethical, legal, and moral practices of themselves and those they supervise.

Using a Developmental Approach

Understanding where CIT's are at in their professional skill development is an important aspect of the supervisory process. The IDM describes counselor development as occurring through four stages (levels below), each of which is characterized by changes on three overriding structures (supervisee characteristics) that provide markers in assessing professional growth. The Integrated Development Model offers guidance on how CIT's develop as counselors.

Supervision and Training should vary according to the developmental level of the counselor/supervisee regardless of what theory the supervisor supervises from. The stages below act as a guide, supervisees may transition levels faster or slower than indicated below.

IDM Stages

Level 1. These supervisees have limited experience in the specific domain in which they are being supervised. These supervisees would be in EDC 475.

- Supervisees Motivation: both motivation & anxiety high; focused on acquiring skills. Want to know 'best' or 'correct' approach.
- Supervisees Autonomy: dependent on supervisor. Needs structure, positive feedback, and little direct confrontation.
- Supervisees Awareness: high self-focus, limited self-awareness; apprehensive about evaluation.

Level 2. Supervisees at this level are "making the transition from being highly dependent,

imitative, and unaware in responding to a highly structured, supportive, and largely instructional supervisory environment”. This is usually where students begin first semester of EDC 480.

- Supervisees Motivation: fluctuating, vacillates between being very confident to unconfident and confused.
- Supervisees Autonomy: although functioning more independently, experiences conflict between autonomy & dependency. Can manifest as pronounced resistance to supervisor.
- Supervisees Awareness: greater ability to focus and empathize with client. Balance still an issue, problem can be veering into confusion and enmeshment with client.

Level 3. Supervisees at this level are focusing more on a personalized approach to practice and on using and understanding of “self” in therapy. These supervisees are usually in their last semester of EDC 480

- Supervisees Motivation: consistent; occasional doubts about one’s effectiveness will occur, but without being immobilizing.
- Supervisees Autonomy: a solid belief in one’s own professional judgment has developed as the supervisee moves into independent practice. Supervision tends to be collegial as differences between supervisor/supervisee expertise diminish.
- Supervisees Awareness: the supervisees return to being self-aware but with different quality from level 1. Supervisees are able to remain focused on client while also stepping back to attend to their personal reactions to clients- use this for decision making about client.

Level 3i (Integrated). This level occurs as the supervisee reaches level 3 across multiple domains (e.g. treatment, assessment, conceptualization).

- The supervisee’s task is one of integrating across domains. It is characterized by a personalize approach to professional practice across domains and the ability to move easily across them.
- This supervisee has strong awareness of his/her strengths & weaknesses.
- This usually occurs when the supervisee approaches licensure.

Accreditation

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

The MS Counseling program at Sac State is [CACREP accredited](#) across all four specializations until March 31, 2029.

CACREP is to provide leadership and to promote excellence in professional preparation through the accreditation of counseling and related educational programs. As an accrediting body, CACREP is committed to the development of standards and procedures that reflect the needs of a dynamic, diverse, and complex society. CACREP was established in 1981 and accredits over 906 master’s and doctoral degree programs in counseling and its specialties offered by 449 colleges and universities across the United States.

CACREP has been recognized by the Council for Higher Education Accreditation, a national advocate and institutional voice for self-regulation of academic quality through accreditation. CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations. CHEA recognition provides assurance to the public and higher education institutions that CACREP is a legitimate accreditor with authority granted by a regulating body who has reviewed the standards, processes, and policies of CACREP. CHEA recognition also assures the public that the programs that achieve CACREP accreditation are legitimate degree programs. Both CHEA and CACREP assist the public in avoiding spending money on illegitimate degrees promoted by degree mills and accreditation mills.

State Level Licensing

Licensed Professional Clinical Counselor (LPCC)

California

On October 11, 2009, California became the 50th state in the nation to create a general practitioner's license for professional counselors, the Licensed Professional Clinical Counselor (LPCC). The LPCC (LPC in other states) is one of the strongest, with over 165,000 LPC's currently in the United States. The counseling license serves as evidence of significant training and clinical competence and enables individuals to operate a private psychotherapy practice or work in a myriad of other clinical settings. Having a particular Concentration is not necessary for the general counseling license; the state of California requires a 60-credit hour Master's Degree in Counseling or related field is required. Graduates of the Counseling Program at CSUS are eligible to apply for licensure in California. In order to be licensed, graduates will need to do all of the following:

1. Register as an Associate Professional Clinical Counselor (APCC) with the California Board of Behavioral Sciences (BBS) (*See Below*)
2. Earn 3,000 hours of supervised experience in a clinical setting
3. Take and pass the California Law & Ethics Exam
4. Receive a passing score on the National Clinical Mental Health Counselor's Exam (NCMHCE).
5. Comply with any guidelines the BBS indicates the applicant must follow

The Board of Behavioral Sciences has determined that all four specializations in the Counselor Education Program include the specific coursework required to be integrated throughout the curriculum. All four specializations in the Counselor Education Program are designed so that CIT's can be eligible to become an Associate Professional Clinical Counselor (APCC). The Career Counseling, MCFC, and RC Specializations include all LPCC coursework requirements within the degree. The School Counseling concentration includes all but one LPCC coursework requirement within its degree, CIT's may enroll in this course as an elective in addition to their 60-unit degree requirements. CIT's are encouraged to discuss their plans for LPCC licensure with their advisor in order to take the correct electives and experience to be eligible for licensure.

CIT's interested in learning more about California's LPCC requirements should visit the website for the California Association for Licensed Professional Clinical Counselors (CALPCC) at <http://calpcc.org/>. Associate registration applications are available on the website for the California Board of Behavioral Sciences at <http://www.bbs.ca.gov/>. Please see the [CIT Handbook](#) (pages 43-44) regarding BBS approved curriculum for APCC registration.

Associate Professional Clinical Counselor (APCC)

Once the Master of Science Degree in Counseling (with any Concentration) is posted on the University transcript, CIT's have 90 days to apply to the BBS for a registered associate professional clinical counselor (APCC) registration. Failure to do so will prevent any supervised clinical experience hours gained post master's degree from being counted toward the 3,000 hours. If you apply after 90 days from the date your degree is conferred, you will have to wait until you receive your associate registration number to count any hours towards the 3,000 required. APCC registration applications are available from the BBS. The application contains an In-State Degree Program Certification Form B.

- (1) As part of the application process, each applicant will need to submit to the BBS (among other items):

- (2) A sealed transcript with the posted degree, M.S. in Counseling (with any Concentration). You will need to order this from the CSUS Registrar after completing all graduation requirements. It may take 6 weeks to receive this.
- (3) Proof of Live Scan.
- (4) A sealed envelope containing a completed and signed In-State Degree Program Certification form.

The applicant completes the entire In-State Degree Program Certification Form B, including the box on the top of the page (including the enrollment date, which is the date you took your first course that counted toward your 60-unit degree program; do not include prerequisite courses) and checking the yes/no boxes. Our program is approved by the BBS, and so all curriculum has already been reviewed. You can check “yes” for all of these questions. Leave the signature blank.

Bring the completed In-State Degree Program Certification Form B and a blank envelope to Elizabeth Christian, the Chief Academic Officer’s Designee, to sign. Elizabeth’s office is located in Eureka Hall, Room 413, email: echristian@csus.edu.

For questions about becoming an [APCC](#) or LPCC, please review the [BBS](#) website

LPCC Scope of Practice

4999.20.

- (a) (1) “Professional clinical counseling” means the application of counseling interventions and psychotherapeutic techniques to identify and remediate cognitive, mental, and emotional issues, including personal growth, adjustment to disability, crisis intervention, and psychosocial and environmental problems, and the use, application, and integration of the coursework and training required by Sections 4999.32 and 4999.33. “Professional clinical counseling” includes conducting assessments for the purpose of establishing counseling goals and objectives to empower individuals to deal adequately with life situations, reduce stress, experience growth, change behavior, and make well-informed, rational decisions.”
- (2) “Professional clinical counseling” is focused exclusively on the application of counseling interventions and psychotherapeutic techniques for the purposes of improving mental health, and is not intended to capture other, nonclinical forms of counseling for the purposes of licensure. For purposes of this paragraph, “nonclinical” means nonmental health.
- (3) “Professional clinical counseling” does not include the provision of clinical social work services.
- (c) “Assessment” means selecting, administering, scoring, and interpreting tests, instruments, and other tools and methods designed to measure an individual’s attitudes, abilities, aptitudes, achievements, interests, personal characteristics, disabilities, and mental, emotional, and behavioral concerns and development and the use of methods and techniques for understanding human behavior in relation to coping with, adapting to, or ameliorating changing life situations, as part of the counseling process. “Assessment” shall not include the use of projective techniques in the assessment of personality, individually administered intelligence tests, neuropsychological testing, or utilization of a battery of three or more tests to determine the presence of psychosis, dementia, amnesia, cognitive impairment, or criminal behavior.

MFT Trainee Rules for Pre-Licensure Accrual of Hours

4980.43:

A Trainee is permitted to earn a maximum of 1,300 hours of experience overall prior to the degree being awarded. Up to 750 hours of counseling (including diagnosing and treating couples, families and children, and individual or group psychotherapy) and supervision are permitted within the 1,300-hour maximum. The remaining 550 hours may only consist of non-clinical experience. For more information about supervised experience types and requirements. BPC section 4980.43.

A Trainee may provide counseling while not enrolled in practicum if BOTH of the following are met: • The period of time is less than 90 calendar days AND • The 90-day (or shorter) period is immediately preceded by enrollment in practicum and immediately followed by enrollment in

practicum (or completion of the degree program). For example, if your practicum course ended on May 29, and you are not taking a summer practicum course, you may see clients for the next 90 days PROVIDED you are enrolled in another practicum course that starts by August 27, or you graduate by August 27. If a Trainee's practicum break is 90 days or greater, the Trainee cannot count any hours gained during that time period. Statutes cited: BPC sections 4980.36 and 4980.42

Licensed Marriage and Family Therapist (LMFT) Defined

4980.02

(a) For the purposes of this chapter, the practice of marriage and family therapy shall mean the application of psychotherapeutic and family systems theories, principles, and methods in the delivery of services to individuals, couples, or groups in order to assess, evaluate, and treat relational issues, emotional disorders, behavioral problems, mental illness, alcohol and substance use, and to modify intrapersonal and interpersonal behaviors.

(b) The application of marriage and family therapy principles and methods includes, but is not limited to, all of the following:

- (1) Assessment, evaluation, and prognosis.
- (2) Treatment, planning, and evaluation.
- (3) Individual, relationship, family, or group therapeutic interventions.
- (4) Relational therapy.
- (5) Psychotherapy.
- (6) Client education.
- (7) Clinical case management.
- (8) Consultation.
- (9) Supervision.
- (10) Use, application, and integration of the coursework and training required by Sections 4980.36, 4980.37, and 4980.41, as applicable.

Licensed Marriage and Family Therapist (LMFT)

The California Board of Behavioral Science (BBS) has provided the following information to help outline the requirements for registration as an Associate Marriage and Family Therapist and licensure as a Marriage and Family Therapist (LMFT) in California:

1. In order to qualify for a registered associate registration, an applicant must possess a qualifying doctoral or master's degree with specific coursework requirements as specified in California Business and Professions (B&P) Code Section 4980.40. Associate registrations are valid for one year and associates may maintain their registration status for a total of six years (please see box below, registered associate marriage and family therapist (AMFT)).
2. The experience requirements for licensure are 3,000 hours of supervised experience gained in not less than two calendar years obtained over a period of not less than 104 weeks. All experience must be gained within the six years immediately preceding the date the application for licensure was filed, except that up to 500 hours of clinical experience gained in the supervised practicum shall be exempt from the six-year requirement. Specific experience requirements are defined in B&P Code Sections 4980.40(f), 4980.42 through 4980.45 and California Code of Regulations (CCR) Section 1833. The requirements for supervisors are defined in CCR Section 1833.1. After the experience requirements are met, applicants must take and pass a written and oral examination.
3. Applicants should not submit MFT licensing applications until they have completed the 3,000 hours of supervised experience. Any applications submitted with less than 3,000 hours will be returned to the applicant.

Once applicants are approved for the examinations, they must participate in an

examination at least once a year in order to keep their file active. Once they are in the examination cycle, the law only requires that they stay registered as an intern if they are employed in a private practice. If they are employed in any other setting, they are not required by law to keep their registration current. However, some employers may require individuals to be registered as a condition of employment.

How to Become an Associate Marriage and Family Therapist (AMFT)

1. Once the Master of Science Degree in Counseling (with an MFCC Concentration) is posted on the University transcript, MFT Trainees have 90 days to apply to the BBS for MFT Intern registration. Failure to do so will prevent any supervised clinical experience hours gained post Master's Degree from being counted toward the 3000 hours. MFT Intern registration packets are available from the BBS. The packet contains a BBS Program Certification form.
2. As part of the application process, each applicant will need to submit to BBS (among other items):
 - a. A sealed transcript with the posted degree, M.S. in Counseling with an MFT Concentration. You will need to order this from the CSUS Registrar, and it may take 6 weeks to receive, after completing all graduation requirements.
 - b. A sealed envelope containing a completed and signed BBS Program Certification Form B.
3. The applicant completes the entire BBS Program Certification Form, including checking the yes/no boxes and listing the enrollment date (the date you took your first course that counted toward your 60- unit degree program; do not include prerequisite courses). Leave the signature blank.
4. Bring the completed BBS Program Certification Form and a blank envelope to Elizabeth Christian, the Chief Academic Officer's Designee, to sign. Elizabeth's office is located in Eureka Hall, Room 413, email: echristian@csus.edu.
5. To obtain additional information regarding associate registration or licensing requirements, please review the Board's [FAQs](#) on the Web site below or contact the Board Office at (916) 445-4933. [BBS Website](#) & [MFT Licensure Application](#).

Board of Behavioral Sciences (BBS) Post Degree and 90-Day-Rule:

Post-degree hours of experience will only begin accruing from the issuance date of your Associate registration, unless the Board receives your application for registration within 90 days from the date your qualifying degree was conferred, as posted on your transcript. Applicants may not work in a private practice or professional corporation until the associate registration has been issued.

Special note for applicants graduating on or after January 1, 2020: Hours may only be accepted under the "90-day-rule" described above IF the hours are obtained at a workplace that, prior to the applicant gaining hours, required Live Scan fingerprinting. The applicant must provide documentation to the Board consisting of a copy of the processed "State of California Request for Live Scan Service" form. This form must be submitted with the Application for Licensure in order for the hours gained between graduation and registration issuance to be accepted. A copy of the processed form is the ONLY acceptable documentation specified in law. There are no exceptions. See the FAQ about the 90-day rule for more information about the new requirements.

Other States

Individuals earning a Master's Degree in Counseling from CSUS (regardless of Concentration) who plan to live in a state other than California may meet most or all of the qualifications to become licensed (LPCC or equivalent) in that state after accomplishing the following:

- (1) completion of a 60 unit masters in counseling degree from a CACREP or CACREP aligned institution, and

- (2) passing the national and/or state counseling licensure examination such as the National Counselor Exam (NCE) or National Clinical Mental Health Counselor Exam (NCMHCE).

For more information on professional counseling licensure in other states, one should contact the American Counseling Association (ACA), the National Board for Certified Counselors (NBCC) state board directory, for a list of designated licensing boards for each state and/or visit the state licensing board website.

For MFT licensing out of state, programs that are COAMFTE accredited or COAMFTE aligned will be eligible but may require passing the MFT national exam. For more information on professional licensure, the American Association for Marriage and Family Therapy (AAMFT), the Association of Marital and Family Therapy Regulatory Boards (AMFTRB), and/or visit the state licensing board website.

The Center for Credentialing and Education (CCE) is a helpful resource for those moving to states that require accreditation equivalency reviews.

State Level Credentialing

California Pupil Personnel Services Credential, School Counseling (PPS-SC)

The California Pupil Personnel Services Credential with a Concentration in School Counseling authorizes the holder to perform the following duties in California:

1. Develop, plan, implement, and evaluate a school counseling and guidance program that includes academic, career, personal, and social development.
2. Advocate for the high academic achievement and social development of all CIT's.
3. Provide school-wide prevention and intervention strategies and counseling services.
4. Provide consultation, training, and staff development to teachers and parents regarding CIT's' needs.
4. Supervise a district-approved advisory program as described in the California Education Code, Section 49600.

Requirements for the Credential in School Counseling

Applicants must satisfy all of the following:

1. Complete post baccalaureate degree study consisting of a minimum of 30 semester hours in a Commission-accredited professional preparation program specializing in school counseling, including a practicum.
2. Obtain the recommendation of a California college or university with a Commission accredited Pupil Personnel Services program specializing in school counseling.
3. Pass the California Basic Educational Skills Test (CBEST) (Out-of-state applicants who have not passed the CBEST may wish to contact their California employer about the possibility of getting a One-Year Nonrenewable [OYNR] Credential pending the passage of CBEST.)

The Counselor Education Program does not evaluate applicants from out-of-state degree programs.

Pupil Personnel Services Internship Program

This program has been initiated to enable school districts and other educational agencies to place candidates in positions of responsibility requiring certification as a counselor prior to the completion of credential requirements. CIT's admitted to the program may obtain the University-recommended Pupil Personnel Services Internship Credential for a maximum of two years. Following the completion of all requirements, CIT's are then eligible to apply for the Pupil Personnel Services Credential. The credential

authorizes "... services as a school counselor, K-12."

- Applicants to the PPS Internship Credential Program must first be **officially admitted and enrolled** as CIT's in the Counselor Education Program in the School Counseling concentration.
- No CIT's will be considered for the Internship Credential Program until they have completed EDC 475, Practicum in Counseling (School), and its appropriate prerequisites, and, therefore, are eligible to begin EDC 480, Field Study in Counseling.
- Additional criteria for acceptance into the PPS Internship Credential program include: (a) Extensive experience working with children and youth (teaching and counseling experience are preferred) that will adequately prepare them for the position in which they have applied, and (b) Evidence of significant academic and school counseling competency
- CIT's must discuss their intention to apply to the PPS Internship Credential Program with their advisor and request a letter of reference.
- CIT's should submit the following items to the Fieldwork Coordinator: (a) the CIT advisor's letter of reference; (b) the district superintendent's letter of request; (c) the job description of the position; and (d) an Internship Credential Program application. Requests to enter the PPS Internship Credential program must originate in writing from the district superintendent or other appropriate office stating that the applicant is being offered a position which requires the authorization of a Pupil Personnel Services Credential. An official job description which includes a list of the applicant's duties must accompany the request. Incomplete applications will be declined.
- Although the applicant may already be an employee of the referring school district, the advisor and fieldwork coordinator will determine appropriateness of the applicant for the Internship Credential Program.
- Candidates should submit the following items to the CSUS Credentials Office: (a) the PPS Credential Application, and (b) proof of completion of the California Basic Educational Skills Test (CBEST) prior to receiving the Pupil Personnel Services Internship Credential.
- If CIT's are admitted to the Internship Credential Program in the middle of the semester, they are required to maintain both sites, if possible. Adhering to California Commission on Teacher Credentialing Requirements (School Counseling Standard 31), CIT's acquiring the Internship Credential must complete "A minimum of six hundred (600) clock hours in public school settings at two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours at each level." Thus, many CIT's in the Internship Credential Program will be required to perform a portion of these required hours at a field study site other than their place of employment. If CIT's need to transition from their field study site to a new site, they should discuss it with their site supervisor, faculty supervisor, and fieldwork coordinator at least two weeks in advance. Advance discussion is required due to ethical duty to clients.
- CIT's who are admitted to the Internship Credential Program are required to be enrolled in *EDC 480: Field Study in Counseling* and attend a weekly group supervision *every semester* to ensure they are receiving direct supervision from program faculty.
- Interns must devote at least 50% of their position time to school counseling responsibilities and be released for required courses during each semester that they continue as an intern. School districts or agencies making such requests must agree, in writing, to release the CIT without loss of salary or need for compensating time to cover participation in required courses.