



SACRAMENTO STATE The **MS in Counseling** Program
COLLEGE OF EDUCATION

Master of Science in Counseling
Fieldwork Handbook for
Practicum & Internship
EDC 475 & EDC 480

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

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Introduction

This document describes the practicum and internship training requirements for the Master of Science in Counseling program, inclusive of all concentrations (Career; MCFC; Rehabilitation; and School). It includes the procedures for Practicum (EDC 475) and Internship (EDC 480) placement, descriptions of roles and responsibilities of those involved, and an explanation of relevant terms. It is expected that all Counselor-In-Training (CIT's) abide by California law and the American Counseling Association (ACA) code of ethics, failure to do so will 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 the education requirements for CACREP accreditation, California Board of Behavioral Sciences (BBS) licensure, and CTC. This document includes general information regarding CA licensure requirements. CIT's are advised to regularly review the licensure requirements in [California](#) and any other states they may wish to apply for [licensure](#).

Legal and Ethical Practice

The Master of Science in Counseling program expects all CIT's, supervisors, and faculty to adhere to the ethical codes and practice guidelines of the [ACA](#), and the laws of California. The Master of Science in Counseling program partners with sites and supervisors who practice empirically based interventions that follow the current practice guidelines of the State of California and the ACA. These partnerships have Agreements/MOUs on file and all site supervisors have been vetted to ensure compliance with supervision standards set by CACREP accreditation, BBS, and CTC

Program Faculty

Coordinators:

Program Coordinator: Dr. Ashouri Rivas
Assessment & Accreditation Coordinator: Dr. Williams
Clinic Coordinator: Dr. Marshall
Fieldwork Coordinator: Dr. Rivas

Faculty Advisors

Faculty advisors are the full-time faculty members within a counseling concentration who CIT's will meet with for all advising, any CIT dispositional concerns, skill performance concerns, and guidance with Practicum and Internship. Advisors by Counseling Concentration are:

Career Concentration Advisors:

Dr. Rachael C. Marshall, rachael.marshall@csus.edu
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Marriage, Couple, & Family Concentration:

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School Concentration:

Dr. HyunGyung Joo, joo@csus.edu
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Definitions

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

<u>BBS (Board of Behavior Sciences)</u>	The California Board of Behavioral Sciences licenses LPCCs, LMFTs, LCSWs, and LEPS. The BBS enforces California law pertaining to mental health practitioners.
<u>CACREP</u>	The 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.
<u>Counselor in Training</u>	A term used for Practicum and Internship CITs during their fieldwork training. CITs are expected to embody the professional standards and ethics of counselors. Including following California law and ACA Code of ethics.
<u>BBS Definition of Clinical counselor trainee</u>	“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
<u>Practicum</u>	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
<u>Center for Counseling and Diagnostic Services (CCDS)</u>	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 individuals, couples, families, children, and adolescents. In addition to individual and family sessions, the CCDS offers groups, workshops, educational testing, and tutoring. While the CIT’s at the CCDS primarily work the community, the CCDS also supports current Sacramento State students by providing ongoing counseling interventions.
<u>Internship</u>	EDC 480. Supervised counseling field experiences occur in community-based clinical mental health settings including public/private agencies, the CCDS, community colleges, and the k-12 system. CIT’s will collect 600 hours (800 hours for school concentration) of field work experience in the form of direct and indirect counseling experiences as designated by specialty and aligned with CACREP, BBS, and CTC requirements. This course is to be taken in the third year across fall and spring semesters, collecting approximately 300 hours each semester. Prerequisite(s): EDC 475 and department approval.
<u>Supervision</u>	Supervision is defined as “... an intervention that is provided by a senior member of a profession to a junior member or members of that same profession...” It is: <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

	<p>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.</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 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, University, or K-12 Site in which CIT's complete internship. CITs can find all sites in the Master Site List each semester.
<u>Direct Hours</u>	Direct interaction with clients and includes 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/internship that do not fall into the "direct contact" or "supervision" categories, including administration. <i>Administration</i> involves scheduling, attending 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 Internship in Counseling for 2hrs 50min once a week.

§4980.03. BBS Definitions

- "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.
- "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.
- "Applicant for licensure," means an unlicensed person who has completed the required education and required hours of supervised experience for licensure.
- "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 & Internship CIT's

Confidentiality

Every mental health professional has a legal and ethical obligation set forth by their professional licensing board and ethical standards established by his or her professional organization. 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” ([A](#)).

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 relevant *California Education Codes*.

Although there are federal/ state legal protections as-well-as ethical codes involved in the protection of client information, there are limitations to confidentiality. Professional counselors and CITs are legally/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.** It is the role of the site and site supervisor to educate CIT’s regarding how to respond to 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, 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, or they may be dismissed from the program due to unethical or illegal behaviors in their role.

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 skills. The Master of Science in Counseling program is 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 practicum and fieldwork experience, your performance on site is directly related to your progress and success in the program. If you are dismissed or fired from your site, no show to your site, continually cancel on clients, any 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 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 with and abide by California law, ACA, or for school concentration the 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 from CIT's in Practicum and Internship (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 benefiting 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:
 - a) Emotional, cognitive, or psychological impairment

- b) Inappropriate behavior in counseling and academic settings;
- c) 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
- d) 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.

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

The Master of Science in Counseling program continually reviews the progress of its graduate CIT's through its assessment of CIT progress using the Developmental Assessment Matrix (DAM), input from faculty, and supervisors. This review is designed to identify those CIT's who are having difficulty in skill development, professional dispositions, and/ or academic concerns. 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 any of the following: the DAM assessment; counseling competencies evaluation; counselor trainee evaluation; key signature assignments in core and concentration courses; and/or is found to be non-compliant with faculty advisor and/or core faculty feedback, the program retains the right to place the CIT on a remediation plan that can include a letter of concern up-to dismissal from the program. 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 CIT may be dismissed 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: demonstrated by cultural awareness and sensitivity, genuine concern for people with different values, and perceiving and honoring diversity among groups of people and individuals based on age, ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
- Professionalism: demonstrated when interacting with faculty, peers, supervisors, and staff; and engaging in cooperativeness, a willingness and ability to use feedback, willingness to accept personal responsibility, willingness to express feelings effectively and appropriately.
- Relationships & Awareness of Impact on Others: demonstrated by offering feedback, honoring boundaries and diversity, with peers, supervisors, faculty, staff, and others; including ability and willingness to deal with conflict and awareness of impact on others.
- Commitment & Flexibility: demonstrated by investing time and energy to develop professional counseling and student development skills and professional competencies, to overcome personal, interpersonal, and professional deficiencies, flexibility in novel situations, and positive attitude.
- Integrity & Managing Conflict: demonstrated by respecting and upholding the confidentiality in and out of the classroom setting, exercising professionally sound judgement, is punctual and reliable with academic and professional commitments, completion of assignments, and clinical supervision; ability and willingness to deal with conflict, willingness to accept personal responsibility, and willingness and ability to express feelings effectively and appropriately.
- Self-Care: demonstrated by recognizing and engages in self-awareness to maintain wellness and engaging in professional and personal growth.

Developmental Assessment Matrix

*Scores are based on a **developmental progression** from new graduate student/counselor-in-training with limited or no exploration in the areas of Counseling Knowledge, Skills, and Self-Awareness to becoming commensurate with or exceeding (above 2.1) the standards held by a working professional.

Year of Study	Does Not Meet Standards	Developing towards Standards	Meets Standards
Year One	<p>1.5 Did not demonstrate expected growth during the defined timeframe of study as demonstrated by: lack of understanding of the material, participation/presence, or openness to learning and educational experience, unhealthy and/or inappropriate expressions of affect, high levels of rigidity or resistance, problematic professionalism, problematic interpersonal boundaries, resistance to feedback, and/or lack of awareness of impact on others. The faculty desires greater effort in meeting expected developmental benchmarks.</p> <p>If improvement is not demonstrated, faculty may require a formal meeting to discuss the graduate student/counselor-in-training's progress. A student letter of concern and/or a remediation/success plan may be implemented.</p>	<p>1.6 Developing towards expected growth during the defined timeframe of study, as demonstrated by: understanding of the material, appropriate and healthy involvement and expressional of affect, flexibility, awareness of impact on others, appropriate interpersonal boundaries, acting in a professional manner, receiving feedback in an appropriate manner, and openness to learning and new experiences.</p> <p>The faculty desires the graduate student/counselor-in-training to continue with a support plan; they/she/he may need a student letter of concern or success/remediation plan to be able to meet the desired standards for a counselor-in-training.</p>	<p>1.7 Met expectations for growth during the defined period of study, as demonstrated by: a high degree of understanding of the material, healthy involvement and expressions of affect, flexibility, awareness of impact on others, appropriate interpersonal boundaries, professionalism, receiving feedback in an appropriate manner, and openness to learning and new experiences.</p> <p>The faculty desires the graduate student/counselor-in-training to put forth the same or greater effort to meet developmental benchmarks.</p>
Year Two	<p>1.7 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 or participation, unhealthy/inappropriate expressions of affect, acting in a n unprofessional</p>	<p>1.8 Developing towards 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</p>	<p>1.9 Met 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</p>

	<p>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 graduate student/counselor-in-training's appropriateness/readiness for Practicum and/or Internship. A student letter of concern and/or remediation/success plan will be required.</p>	<p>interpersonal boundaries, professionalism, acting on feedback in an appropriate manner and openness to learning and new experiences. The faculty desires the graduate student/counselor-in-training to continue to put forth the same or greater effort to meet developmental benchmarks.</p> <p>The faculty endorses the graduate student/counselor-in-training for Practicum and/or Internship with a success plan; they/she/he may need a student letter of concern or success/remediation plan to be able to meet the desired standards for a counselor-in-training.</p>	<p>interpersonal boundaries, incorporating learning and experiences into practice. The faculty desires the graduate student/counselor-in-training to continue to put forth the same or greater effort to meet developmental benchmarks.</p> <p>The faculty endorses the graduate student/counselor-in-training for Internship; they/she/he is meeting the desired standards for a counselor-in-training.</p>
Year Three	<p>1.9 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 graduate student/counselor-in-training's continued appropriateness/readiness for Internship. A student letter of concern and/or remediation/success plan will be required.</p>	<p>2.0 Developing towards 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 graduate student/counselor-in-training to continue to put forth the same or greater effort to meet developmental benchmarks.</p> <p>The faculty endorses the graduate student/counselor-in-training for continuation for Internship and/or</p>	<p>2.1 Met 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 graduate student/counselor-in-training to continue to put forth the same or greater effort to meet developmental benchmarks.</p> <p>The faculty endorses the graduate student/counselor-in-training for continuation in Internship and/or Graduation; they/he/she is meeting the desired</p>

		Graduation with a success plan; they/she/he may need a student letter of concern or success/remediation plan in order to meet the desired standards for a counselor-in-training.	standards for a counselor-in-training.
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Roles and Responsibilities for Practicum & Internship

CIT Responsibilities:

1. Conduct themselves in a legal, ethical, and professional manner in all practicum and internship 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 set for by the relevant code of ethics such as: 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 will 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 Internship in Counseling) each semester they are enrolled in EDC 480 Internship.
8. Group supervision within EDC 480 Internship in Counseling is in addition to the weekly individual/ triadic 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 Internship 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 internship. 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 internship 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 will have policies in place 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 any work until they have passed the required 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. ACA Code of Ethics states that the "primary obligation of counseling supervisors is to monitor the services provided by supervisees. Counseling supervisors monitor client welfare and supervisee performance and professional development. To fulfill these obligations, supervisors meet regularly with supervisees to review the supervisees' work and help them become prepared to serve a range of diverse clients" (p.12).
2. ACA Code of Ethics further states: "Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients" (p.13).
3. 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 CACREP standards, BBS, ACA and/or ASCA code of ethics.
4. Facilitating required weekly hours of individual and /or group supervision for client cases.
5. Evaluating each CIT's contribution to group and/or individual/triadic supervision;
6. Establishing contact with On-site Supervisors (via phone or e-mail) by the 3rd week of the semester and making self-available for questions and/or concerns;
7. Contact each On-site Supervisor (via phone or ZOOM) prior to midterm and final evaluations each semester to discuss CIT growth, areas of support, and/ or areas of concern.
8. Maintaining routine communication with On-site Supervisor and collaborating on goals for each field CIT as appropriate;
9. Maintaining routine communication with the Fieldwork Coordinator regarding any questions or concerns;
10. Maintaining appropriate documentation (inclusive of date and type, e.g. email/call/visit);
11. Working with on-site supervisors, providing resources and checking in on CIT concerns and CIT progress;
12. Reviewing video/audiotapes of sessions and/or observing live CIT counseling sessions;
13. Thoroughly documenting concerns regarding CIT progress and/or the quality of on-site supervision the CIT is receiving;
14. Consulting with the fieldwork coordinator and informing them of any concerns that arise;
15. Verifying that the required work for Internship has been completed for each CIT;
16. Determining each CIT's appropriateness for receiving credit for field work;
17. Ensuring all CIT's are completing documentation and counter-signing where/ when/ appropriate via SONIA.
18. Ensuring all CIT's forms are completed in a timely manner and submitted via SONIA.

Site Supervisors Responsibilities

1. ACA Code of Ethics states that the “primary obligation of counseling supervisors is to monitor the services provided by supervisees. Counseling supervisors monitor client welfare and supervisee performance and professional development. To fulfill these obligations, supervisors meet regularly with supervisees to review the supervisees’ work and help them become prepared to serve a range of diverse clients” (p.12).
2. ACA Code of Ethics further states: “Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients” (p.13).
3. 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.
4. Supervisors are responsible for making sure CIT’s and clients are aware of limits to confidentiality.
 5. Communicate clear expectations to CIT’s under their supervision.
 6. Set up regular, pre-set, uninterrupted times for supervision.
 7. Provide adequate clinical opportunities for the CIT’s to meet training requirements.
 8. Evaluate CIT’s in a timely manner for midterm and final evaluations.
 9. Give clear and frequent feedback to CIT’s regarding their progress in training.
 10. Maintaining routine communication with CITs faculty supervisor and when needed, the program fieldwork coordinator.
 11. Inform Faculty Supervisor and Fieldwork Coordinator as early as possible of any difficulties encountered with the CIT at the training site.
 12. Inform Faculty Supervisor and Fieldwork Coordinator of any changes in the training experience (e.g., supervisor change; change in treatment populations).
 13. Maintain an up-to-date resume/ CV and supervisor credential with the Counseling Program.
 14. 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 or triadic* supervision with their on-site licensed/ credentialed supervisor each semester they are enrolled in practicum or internship. 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 in EDC 480. The Site Supervisor is responsible for all of the following:

1. ACA Code of Ethics states that the “primary obligation of counseling supervisors is to monitor the services provided by supervisees. Counseling supervisors monitor client welfare and supervisee performance and professional development. To fulfill these obligations, supervisors meet regularly with supervisees to review the supervisees’ work and help them become prepared to serve a range of diverse clients” (p,12).
2. ACA Code of Ethics further states: “Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients” (p.13).
3. Interviewing the candidate CIT prior to accepting them at the site.
4. Providing a thorough orientation to the CIT regarding the site’s mission and service objectives.
5. Training the CIT to perform the necessary administrative duties of the site, including conducting

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

Fieldwork Coordinator Responsibilities

1. Secures and maintains affiliations with approved sites.
2. Provides CITs with resource materials regarding approved sites via CANVAS.
3. Provides information to CITs on the application process of securing a site placement via SONIA.
4. Works with agency personnel, supervisors, and CITs to resolve any training concerns that may be encountered.
5. Develops partnerships with training sites and monitors the quality of training in existing sites to ensure compliance with CACREP accreditation, BBS standards, and CTC.
6. Works with Practicum and Fieldwork supervisors to ensure that all CIT documentation is completed in a timely manner via SONIA.
7. Ensures that supervisors are communicating and tracking CIT's progress in their training.
8. Maintains professional relationships with sites and conducts visits as needed 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 via SONIA.

Hours Defined

Direct Hours

Direct hours are hours that involve direct interaction with clients and include the application of counseling, co-facilitation of services, clinical 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 any of the following: Clinical or administrative

supervision, direction of counseling practice, instruction, and evaluation of clinical and administrative skills. (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 internship that do not fall into the “direct contact” or “supervision” categories, including administration duties. *Administration* involves scheduling, attending school/agency meetings, completion of case notes, research/preparation for individual/ group sessions, room set-up/clean-up, etc. Additional types of indirect hours contact include the following types of activities: trainings and continuing education provided by the site and/or university; and/or shadowing, etc. *Please note that supervision is counted as indirect contact, for accreditation purposes it needs to be recorded separately to ensure adequate supervision is occurring and that supervision ratios are provided and tracked.*

Total Hours

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

To earn credit in EDC 480 Fieldwork, CIT's **must earn all required hours** and receive a **minimum passing score of 3 on all areas** of the final evaluation. Failure to earn all required hours and a minimum passing score of 3 on all competencies will result in *No Credit* for this class.

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, 2024). 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 supervision, 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.
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 all required hours and receive 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 competencies, and retention of assigned clients, **will not be permitted to enroll in internship**. 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 Internship.

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 100 clock hours (at least 40 direct contact hours) of practicum experiences and receive a minimum score of 3 on the final evaluation in EDC 475 to receive credit for the course. If these are not met the student will be disenrolled from EDC 480: Internship 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 their clients at designated school sites under faculty supervision.

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 in SONIA.
2. CIT's must earn a **minimum of 100 clock hours (minimum of 40 direct and 60 indirect contact hours) of practicum experiences and receive a minimum score of 3 on the final evaluation in EDC 475 to receive credit for the course. If these are not met the student will be disenrolled from EDC 480: Internship 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. This will be documented in SONIA.

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 in SONIA.
- Supervisors will electronically complete these forms for file retention.

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, dispositions, and mastery of counseling competencies. 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 EDC 480 Internship. **The supervisor retains the right to remove the CIT from their site, this will result in an immediate NC grade and referral to the program for remediation.** The supervisor will document the rationale for the grade of NC. Any other cause of a grade of NC may cause the CIT to be placed on a remediation plan to provide additional support to the CIT to pass EDC475 in the future. If a CIT receives a grade of *No Credit*, then the CIT may be allowed to repeat EDC 475 one time only 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 Internship Overview

Internship Overview

EDC 480: Internship in Counseling is an advanced counseling course designed to provide CIT's with a variety of practical, supervised, experiences in the field of counseling. Internship 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 gain practical experience providing direct counseling services to a diverse population of clients. Placements are to provide a variety of experiences within their setting, approximating the experience as if the CIT were employed with them, albeit

providing more direct supervision required by CIT's. CITs are required to complete their total Internship units (6 units, 600 hours) at an approved site. The internship 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 CITs are seeking sites that are not current partnerships with an active MOU/ Agreement, **the site must contact the Fieldwork Coordinator one year in advance** to allow for vetting and possible establishment of an Agreement/MOU. Not all new site partnerships will be accepted, based on program needs, ability to properly supervise etc.

In addition to accruing hours of experience in the field and receiving regular individual supervision at the site, CITs are required to participate in Group Supervision via enrollment in EDC 480. The weekly group supervision is led by a CSUS faculty member (faculty supervisor) and provides CIT's an opportunity to discuss cases, develop interventions and strategies, share resources, and further CIT's personal and professional development. CITs are expected to bring audio/video case recordings to their university group supervision in order to help facilitate direct feedback from the faculty supervisor and peers in alignment with accreditation standards. Some sites may not allow audio/ video recordings and will require direct observation by faculty supervisor on site. The goal is to ensure the successful acquisition, integration, and application of critical skills needed to be effective professional counselors, consultants, and advocates as applied to one's particular concentration.

Internship (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 and Faculty supervisors. Additional activities will vary, depending on the student's concentration.

Pre-requisite Coursework

Internship 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 WILL BE ALLOWED DUE TO THE NATURE OF THE FIELDWORK EXPERIENCE.**

Interview and Enrollment Requirement

Internship 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 internship 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 faculty supervisor in the CCSO. Whereas in their internship experience, CIT's gain experience in community settings that are aligned with the CIT's concentration and career goals. During group EDC 480 faculty supervision, the CIT must present a video/audio and transcription of a session and 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.

Internship 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: Internship in Counseling. All counseling CIT's must interview with approved Internship sites, **CIT's will not be placed at sites.** This interview is intended to ensure that all trainees are well prepared, demonstrating the above-mentioned skills for counseling at the assigned site, sites will select CIT's to work with their clients.

CIT's may interview with up to three sites initially, **CIT's who fail to obtain a internship offer will not be enrolled in EDC 480 that semester which will delay graduation** and may place the CIT on a remediation plan to support their future success. CIT's who do not place in the fall, will be allowed to interview at approved sites to obtain an appropriate site placement in order to register for EDC480 for the following semester.

CIT's must successfully obtain placement 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 will be placed on a remediation plan and may be dismissed from the program based on the nature of their infraction. Their success in the program during this time of internship 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.

Removal from Site

If a site or site supervisor requests that a CIT enrolled in internship be removed from a site placement for failure to demonstrate the personal and/or professional standards deemed appropriate for the counseling profession, the student will receive a grade of *No Credit* for that semester of EDC 480 Internship and they may be placed on a remediation plan or removed from the program (See Professional Behavior Expectations below). For additional information regarding the process for dismissal from the program, see the EDC Student Handbook posted on the College of Education Web site.

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 internship and success in the program. If you are dismissed or fired from your site, no show to your site, continually cancel on clients, any 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.

Basic Internship Requirements

CACREP* Standards (2024) 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.
- b. One (1) hour of weekly interaction of individual supervision that occurs regularly during Internship by a licensed or credentialed On-site Supervisor.
- c. One and a half (1 ½) hours per week of group supervision that is provided on a regular schedule over the course of the CIT's Internship by a CSUS faculty supervisor.
- d. Evaluation of CIT's performance throughout the field experience by both the CSUS faculty supervisor and the on-site supervisor.
 - i. This evaluation process includes a formal midterm evaluation and a final evaluation that are both completed by the on-site Supervisor. These forms will be electronically submitted to the program via SONIA
 - ii. To earn credit in EDC 480: Internship in Counseling, CIT's must earn all required hours and a minimum passing score of 3 on **all competencies** on the final evaluation, demonstrate appropriate professional dispositions, and acquire all required hours. Failure to earn hours, demonstrate appropriate professional dispositions, and to achieve a minimum passing score of 3 on all competencies will result in *No Credit* for the course. **Earning a grade of *No Credit* for two semesters of EDC 480 will result in dismissal 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 Internship requirements for a given term.
- f. The Fieldwork Coordinator will verify each CIT's completion of all Internship requirements for graduation.

Additional School Counseling Requirements

In addition to CACREP requirements, the school counseling concentration must also follow the requirements of the California Commission on Teacher Credentialing (CCTC) for the Pupil Personnel Services (PPS) Credential.

For school Counseling specialization CTC requires:

- i. The candidate's total field experience includes the following: 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 students of diverse backgrounds (150 hours) including socioeconomic disadvantages, English learners, homeless youth, foster youth; students 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).

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

Hours Calculations

CIT's will accrue 600 total hours over the course of fall and spring semesters, 300 hours each semester (120 direct & 180 indirect). Direct client contact hours should be primary over indirect hours. CITs will work with their on-site supervisor to ensure a weekly schedule and client case load to ensure 120 direct hours over the semester. Faculty Supervisor group supervision will be 1 hour 50 min per week and individual/ triadic supervision (by on-site supervisor) will be 1 hour per week. 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. Internship hours performed off site must be pre-approved by the supervisors.

Minimum Hour Requirement

All EDC 480 CITs must earn a minimum of 600 hours over the course of 2 semesters to receive credit. Each semester CITs must earn 300 total hours, 120 direct & 180 indirect, to earn a C (Credit). CITs who are unable to reach 120 direct hours must complete a minimum of 70 direct hours to earn a C (Credit) for the course and must make up the deficiency in the next semester. CITs who are deficient in hours, less than 70 direct, will receive *No Credit* for the course.

Hours Deficiencies

If a CIT is unable to accrue a minimum of 70 direct hours in a semester, they will earn an NC.

Hours Before or Between Semesters

CIT's beginning internship 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 ensures that the faculty supervisor and site supervisor can work with the CIT to provide oversight prior to the start of their EDC 480 course. CITs are then able to earn up to 40 hours (see hours rules below) with a maximum of 20 hours direct.

Banking Hours

CITs 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 earlier 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 internship 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 completion. 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 internship credit while working as a Lab Assistant or Micro-practicum Facilitator. Only CITs 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 the appropriate time sheet weekly in SONIA. For L.A. and Micro-practicum Facilitator's work to count they must be performed concurrently with enrollment in Internship. 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 CITs to ensure progress/ case notes are handled appropriately.

Case Presentations and Transcript

Each CIT is required to present at two cases 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 with any other documentation 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 is required for CIT's to earn a grade of *Credit* in EDC 480: Internship.

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

Internship 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.

Internship Supervision Agreement

The expectations agreement serves to outline expectations for internship CIT's, site supervisors, agencies where CITs are practicing. This form is a summary of Internship guidelines and both CIT's and supervisors are required to read the Counselor Education Fieldwork Handbook in its entirety. Once the form is reviewed by both the CIT and the on-site supervisor, each party will sign the form in SONIA, indicating that expectations will be met. A copy of the 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 in SONIA.

Time Sheets

One copy of *Internship 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 electronically in SONIA. 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, all 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. This will be completed electronically in SONIA.

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. This will be completed electronically in SONIA.

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: Internship. **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 Internship Site

Each CIT will electronically complete *CIT's Evaluation of Internship 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 end of the semester. All CIT evaluations are compiled in a confidential manner 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.

Final Verification of Hours

The site-supervisor will complete a final verification of hours for both semester one (fall) and semester two (spring) of EDC 480. CIT's are responsible for ensuring their hours are completed in their timesheets. The final verification of hours for spring will have the cumulative hours completed during the internship experience. This form will be submitted via SONIA. CIT should enter accurate information for every semester enrolled in internship. The Grand Total of all internship hours must be at least **600 clock hours** including at least **240 direct client contact hours** (*800 clock hours for school counseling*).

Grading

Grading. Internship is graded on a *Credit / No Credit* basis. *Credit* will be granted for satisfactory completion of all internship requirements, including demonstration of professional conduct, ethical behavior, mastery of appropriate counseling skills, acquiring required direct and indirect hours, and a minimum passing score of 3 on all competencies on the final evaluation. 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: Internship 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, verifying all direct and indirect hours, assigning grades, and filing all forms in the CIT's' clinical files. CIT's may receive one of the following grades

for internship: *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 the required timesheets, forms, evaluations, **completed and signed in SONIA**:

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 via SONIA.

Internship Sites

CIT's may interview with up to three sites initially, **CIT's who fail to obtain an internship offer will not be enrolled in EDC 480 that semester which will delay graduation** and may place the CIT on a remediation plan to support their future success. CIT's who do not place in the fall, will be allowed to interview at approved sites to obtain an appropriate site placement in order to register for EDC480 for the following semester.

Sites & Community Partnerships

CIT's will only apply to sites that have an active MOU/ Agreement with the MS Counseling Program Counselor Education program. These sites have been vetted to ensure they are equipped to meet the requirements set by CACREP, BBS, the program, CCTC, and provide training experiences appropriate for the CIT. If a CIT seeks a site/s without a current MOU/Agreement, a request will need to be submitted by the site via the new site partnership request form 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.

Typical Sites

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 Internship experience, supervisors are tasked with the role of 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.

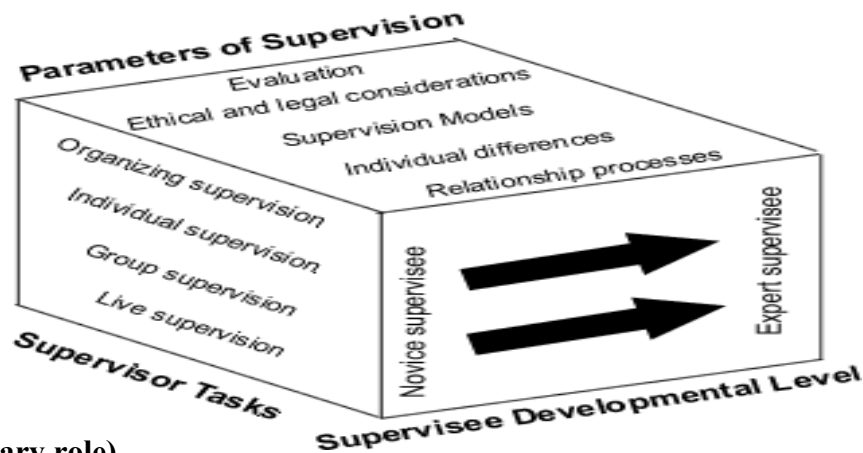
The definition of supervision by Bernard and Goodyear (2014) indicates that supervision has two central purposes:

- 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 CITs from a foundational supervision model/ theory. It is imperative that supervisors understand that clinical supervision is a skill in and of itself that must 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 themselves. 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 CITs 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 CITs are at in their professional skill development is an important aspect of the supervisory process. The Integrated Development Model (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 IDM offers guidance on how CITs 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 personalized 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 CSU-Sacramento 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. CITs 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, CITs 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 CITs 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, Internship 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.
- CITs 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 CITs 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 CITs in the Internship Credential Program will be required to perform a portion of these required hours at a internship site other than their place of employment. If CIT's need to transition from their internship 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: Internship 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.

Appendix

Lumivero: Sonia Guides

Part 1: Student Guide — Preferencing, Reviewing Offers, and Accepting Placements

1. Preferencing Sites

- **Log in** to SONIA Online and ensure your **role** is set as **Student**.
- Navigate to the **Placements** tab and click the **purple Preferences** button.
- Use the **Filters** panel (click the pin icon to dock) to narrow placement site options.
- Click the **i** icon to open a Google search, or the **map** icon to check location details.
- Click **Select** to add a site to your list. You can reorder selections using drag/drop or up/down arrows; then remember to **Save** at the bottom of the list.
- Optionally, after saving, you may be prompted to add **Comments** or **Documents** to each preferred site.
- Once the window closes, the **Preferences** button will no longer be available.

2. Reviewing and Responding to Offers

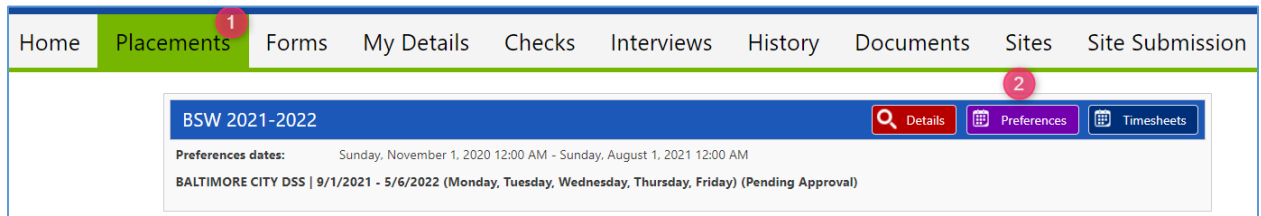
- After your movement through the process and referral by your Placement Navigator, check the **Placements tab > Details** to view your **Offers** section.
- If an agency extends an offer via SONIA, your status updates to “**Agency — offers pending student decision.**”
- Click **Student — confirms accepted placement** to accept, or **Student — declined** (after notifying the agency directly) to decline.

3. Completing the Placement Confirmation Form

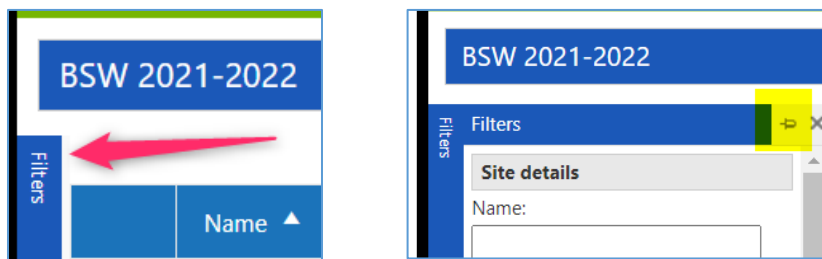
- After accepting an offer, head to the **Forms** tab. Locate the **Field/Placement Confirmation Form** for your semester and click **Edit**.
- If the **Edit** button is unclickable (greyed out), this indicates you’re not yet allocated—ensure you’ve accepted the placement first.
- Complete the required sections (e.g., agency, supervisor info) and submit the form.

Step-by-Step Instructions for Preferencing

1. Sign into Sonia Online
2. Click the "Placements" tab at the top left of the screen
3. Click the **purple** Preferences button



4. You will see a list of placement sites available
5. Click on the Filters bar at the left to expand a filter pane
 - a. Click the pin icon to dock the pane
 - b. When you have entered the filter criteria, scroll to the bottom of the pane, and click Filter



6. The "i" icon next to a site name will open a Google search of that site in a new tab
7. The map icon will open Google maps in a new tab, showing you how to get to the site
8. To see more details about the site, click the white triangle in the gray box to the left of the site name.



9. Clicking the Select button will add that site to your Preference list at the right side of your screen. The sites are listed in the order in which they are selected; however, you can drag/drop or click the up/down arrows to re-order the selections.
10. Remember to click the Save button at the bottom of the list
11. Upon clicking Save, you may see an option to add a Comment or Documents to individual preferences. Your school may require you to do this to assist with the next step in the process.

+ Select

✓ Selected

+ Select

+ Select

+ Select

✓ Selected

+ Select

✓ Selected

+ Select

+ Select

+ Select

+ Select

Preferences

Rank	Site	
1	JH - COMMUNITY SUPPORT SERVICES (Johns Hopkins Health Care) 9/1/2021 - 5/6/2022	<div><div>Comment</div><div>Documents</div></div>
2	COURT APPOINTED SPECIAL ADVOCATES 9/1/2021 - 5/6/2022	<div><div>Comment</div><div>Documents</div></div>
3	VA - Baltimore South (VETERANS HOSPITAL) 9/1/2021 - 5/6/2022	<div><div>Comment</div><div>Documents</div></div>

13 items in 1 pages

Save

Sonia Timesheet Entry Guide

This guide provides step-by-step instructions for entering timesheet hours in Sonia. Use this to accurately log direct and indirect contact hours during practicum and internship.

Step-by-Step Instructions

Step 1: Go to Placements, select your active placement, and click Timesheets.

Step 2: Click 'Add new timesheet'.

Step 3: Enter the Date and Duration (or Time In/Out). Use decimals (e.g., 1.25 = 1 hr 15 min).

Step 4: Under Activity, choose either Direct or Indirect hours (Practicum or Internship).

Step 5: In Sub-activity, select the specific type of activity (e.g., Individual Counseling, Group Counseling, Supervision, Intake, etc.).

Step 6: Add Attendance Status and any relevant Comments (do not include identifying details).

drag and drop the Timesheet Status column to group by it

+ Add new timesheet Save Cancel Refresh

Date	Duration	Unit	Activity	Sub activity	Attendance Status	Comment	Timesheet Status	Date Updated	Updated By
8/18/2025	1.00	Hours	Internship Direct Hours	Intake, Assessment & Evaluation (including diagnosis)	Remote work				

Page size: 25 0 items in 1 pages

Attendance Status dropdown options: Remote work, Remote work, Tele-Therapy, In-Person Therapy, On-site, On-Site Indirect, Absent

Step 7: Click 'Save' (or 'Submit') to record your entry.

Tips for Accurate Recording

- Enter separate lines for different activities within the same day (e.g., 1 hour supervision + 3 hours direct service).
- Use decimal hours for partial times.
- You can edit timesheets until they are approved. Approved entries are locked.

Use this process to track all fieldwork contact hours during practicum and internship.

Site Supervisor Guide to Sonia

Starting Sonia

To access Sonia, you will need a web (internet) browser (e.g., Chrome, Firefox, Internet Explorer) and internet access.

CSUS Counselor Education Sonia Link: <https://csuscounselored.sonialive.com/School.aspx>

Signing In

CSUS has created an account for you and will e-mail you a link to Sonia Online to create a password.



Set your password

Please enter your desired new password and then press Save.

- Minimum password length: 7
- Non-alphanumeric (e.g. !, @, #, \$, %, ^, &, *) characters required: 1

New password:

Confirm new password:

Save

Once you have set your password, you will be directed to the home page to login.



SACRAMENTO STATE
Redefine the Possible



Set your password

Your password has been changed. Please click Continue to return to the home page.

Continue

Ensure the 'Role' is set to 'Site'. Use the username provided in the e-mail from the University and the password you just created, and click 'Sign In'.

Note that if you forget your password, you can click "Forgot your password?" and follow the prompts to have a reset password link e-mailed to you. If you continue to have login trouble, contact:

coe-counseloredfieldwork@csus.edu

Role: Site Username: Password: Sign In Forgot your password?

You should see the screen below.

Home Students Placements Offers Forms My Details Documents Site Details History Calendar Sanderson, Leah

Welcome Sanderson, Leah Documents

Documents

1

Sanderson, Leah 3 2

Site Details

History

Calendar

Documents

MSW Field Manual.docx

MSW Field Manual.docx

2017-18 Field Calendar

SACRAMENTO STATE
Redefine the Possible

1. If you see three horizontal lines next to your name, this means that your screen is not wide enough to accommodate all of the tabs. Be sure to click this to see additional menu items.
2. You can sign out of Sonia by clicking the exit door (the rectangle with the right arrow) on the right side of the screen
3. The cog is your Settings where you can do the following, depending on the permissions enabled by the University:
 - Select a language in which to view Sonia Online (This changes the language as well as other cultural differences; however, the forms will remain in English.)
 - Opt to take advantage of the accessibility features if you use a screen reader. To do this, click the “enhanced accessibility” box.
 - Change/upload a picture of yourself
 - Change your password

Account Settings

General

Enhanced accessibility: ☐

Change the culture: English (United States) ▼ Save

Change your picture: Browse Upload Remove

Change your password

Please enter your current and desired new password and then press Save.

- Minimum password length: 7
- Non-alphanumeric (e.g. !, @, #, \$, %, ^, &, *) characters required: 1

Current password:

New password:

Confirm new password:

Save

Students Tab

This screen shows a list of students you are currently supervising AND includes students who have been allocated to the Site(s) at which you are a site contact, even if you are not the site supervisor.

Home **Students** Placements Offers Forms My Details Documents Site Details History Calendar

Sanderson, Leah

Students Timesheets

Current Students

Hide placements before 9/7/2017 Show Students

Supervisor Assign ... View

Send Email

	First Name	Last Name	Cell phone	Site	Date	School	Shift	Area	Course	Supervisors	Mentors	
<input type="checkbox"/>	Jennifer	Tired	410-998-0250	ADVOCATES FOR SURVIVORS OF TRAUMA (Site A)	9/1/2017 - 5/1/2018	Social Work		Macro	BSW	<input type="checkbox"/> Barb Bierman		View

Page size: 25

1 items in 1 pages

1. The list of students displayed on this page are ones who have an active placement on or after the date in this field. To see students whose placements included a date before [today], change the date in this field.
2. Click View to see details about the student.
3. Check the box next to a student's, faculty supervisor's, or site supervisor's name on this page to e-mail them.
 - If e-mailing several people at one time, only the recipient's name will appear in their TO field in their e-mail; i.e., no one knows who else is getting the e-mail.
4. Approve timesheets. Instructions below.

Bulk Approving Timesheets

You can bulk, or individually, approve Timesheets by clicking the blue Timesheets button at the top right of the Students page.

To approve in bulk, select the timesheet entries by clicking the box on the left, and respond with the appropriate status at the bottom right.

To approve individually, select the appropriate status at the end of the row.

Home

Students

Placements

Forms

My Details

Documents

Site Details

History

Calendar

Settings

Sanderson, Leah

Students

Timesheets

Action Timesheets

	Student Id	First Name	Last Name	Site	Date	Time	Duration	Duration Unit	Activity	Attendance Status	Comment	PIP	Timesheet Status	
	Student Id	First Name	Last Name	Site					Activity	Attendance Status	Comment			
<input type="checkbox"/>	1644547	Marion	Abbott	IMMIGRANT HEALTH CLINIC	4/4/2017	09:00:00 - 17:00:00	7.50	Hours		Attended	had a good day		Submitted	<div><div></div><div></div><div></div></div>
<input type="checkbox"/>	1644547	Marion	Abbott	IMMIGRANT HEALTH CLINIC	10/19/2016	10:00:00 - 20:00:00	8.00	Hours	Counseling	Present			Submitted	<div><div></div><div></div><div></div></div>
<input type="checkbox"/>	1176294	Nancy	Drew	ADVOCATES FOR SURVIVORS OF TRAUMA	8/19/2016	03:00:00 - 08:00:00	4.00	Hours		Attended			Submitted	<div><div></div><div></div><div></div></div>
<input type="checkbox"/>	1176294	Nancy	Drew	ADVOCATES FOR SURVIVORS OF TRAUMA	5/4/2016	00:00:00 - 08:00:00	8.00	Hours		Attended			Submitted	<div><div></div><div></div><div></div></div>

1

Page size: 10

Placements Tab

This is a listing of placement groups in which your site belongs. The University has created these placement groups to keep students together who have something in common, such as their academic level, interest, placement term, etc.

In the screenshot below, the site supervisor can see that she has two students in the third placement group who were allocated to two available positions at Advocates for Survivors of Trauma. The first placement group shows that one position was available for the students in that placement group, but no students have been allocated.

MSW Adv Clinical 2016-2017

Details

Student Ranking

Manage interviews

IMMIGRANT HEALTH CLINIC

Social Work

In an adv clinical placement, students do this and that and that.

Dates:

Thursday, September 1, 2016 - Thursday, June 1, 2017

Manage interviews dates:

Friday, April 8, 2016 12:00 AM - Saturday, May 27, 2017 12:00 AM

Requested:

1

0 allocated out of 1 confirmed

MSW Adv Clinical 2016-2017

Details

Student Ranking

Manage interviews

ADVOCATES FOR SURVIVORS OF TRAUMA

Social Work

In an adv clinical placement, students do this and that and that.

Dates:

Thursday, September 1, 2016 - Thursday, June 1, 2017

Manage interviews dates:

Friday, April 8, 2016 12:00 AM - Saturday, May 27, 2017 12:00 AM

Requested:

1

Confirm:

1

Comment:

Confirm

Reject

0 allocated out of confirmed

Advanced Clinical 17 (self-allocate)

Details

Student Ranking

Timesheets

ADVOCATES FOR SURVIVORS OF TRAUMA

Social Work

Dates:

Friday, September 1, 2017 - Friday, May 11, 2018

Requested:

2

2 allocated out of 2 confirmed

Forms Tab

Home Students Placements Offers **Forms** My Details Documents Site Details History Calendar Sanderson, Leah

Mine

Form: Accessibility Test form - Site Contact-keep Add Name Ascending Filter Hide completed forms

School-Agency Agreement 2016-2017 Delete Edit

Date Added: 6/29/2017 11:38 AM
 Date Updated: 6/29/2017 11:38 AM
 Completed (Mine): 0 of 1
 Completed (All): 0 of 1

Students

☒ Hide Completed Placement Groups ☒ Hide Completed (Mine)

Form Name	Category	Placement Group	Site	First Name	Last Name	Date Updated	Due Date	Completed (Mine)	Completed (All)
Form Name	Catego	Placement Group	Site	First Name	Last Name			Completed (Completed (
sowk LC 2015 fdn LA's by competency		Advanced Clinical 2017-2018	ADVOCATES FOR SURVIVORS OF TRAUMA	Jennifer	Tired	7/5/2017 4:45 PM		0 of 1	0 of 3

1. If a form is assigned only to you, the name of the form will show on a blue horizontal bar. Click the red 'Edit' button at the right end of the blue bar to complete the form.
2. If the form has not been assigned to you, but the University wants it to be available for you as needed, the form will be visible in the "Form Self Selection" drop down. Once you select and add the form, it will appear with your other forms.

NOTE: The above two types of form retrieval are in the 'Mine' section.

3. If you are a "respondent" on a multi-user form (i.e. more than one person completes and/or approves the form), necessary forms will be in the 'Students' section below the 'Mine' section. Click the white paper icon on the row of the applicable student to complete the form.

If a form has been Saved but not Submitted, simply click the paper icon again to continue. Upon clicking 'Submit' on the form, the screen will look like it has a white screen on it for a few seconds – this means the form is saving. Before closing the form, confirm the Submit was processed by scrolling down to where you hit Submit to see "Form actioned by [your name] on [date] at [time] in green text. If a required field was not answered, it will be indicated in red text below the 'Save Draft' button.

NOTE: You will see two buttons at the bottom of each form:

"Save Draft" means you can save your work and come back to edit this form.

"Submit" is the button to the right of "Save Draft. Click this when you have completed the form.

My Details Tab

The My Details screen is used to display additional information about you. Most of the information on the My Details page is editable, and you may be expected to fill in some of the

details. This will depend on the rules and processes of the University and field placement office.

The 'Contact details' section is what the University already has on record. Each university will vary as to what, if any, questions are in the 'Other' section.

The screenshot shows the 'My Details' tab selected in a navigation bar. The form is divided into two sections: 'Contact details' and 'Other'. In the 'Contact details' section, there are input fields for 'Work Phone', 'Home Phone', 'Cell phone', and 'Skype'. The 'Email' field is pre-filled with 'abigail@planetsoftware.com.au'. Below these fields is a 'Save' button and a status message: 'Updated by SONIAUSAEAST\Abigail on 12/31/2015 5:12:53 PM'. The 'Other' section has a label 'What is your position title?:' followed by a text input field and a 'Save' button.

Site Details Tab

The Site Details screen is used to display additional information about your organization. If you are a contact for more than one organization, you can switch between organizations by choosing one from the 'Site/Subsite' dropdown.

Click on the tabs on the blue bar to submit additional information to the University about your organization. (More information below.)

The screenshot shows the 'Site Details' tab selected. At the top, there is a 'Site/Subsite' dropdown menu set to 'ADVOCATES FOR SURVIVORS OF TI' with a 'Submit' button. Below this is a blue header bar for 'ADVOCATES FOR SURVIVORS OF TRAUMA' with several tabs: 'General Details', 'Attributes', 'Notes', 'Documents And Links', 'Associated Users', 'Appointments', and 'Introduction Text'. A '+ Create subsite' button is on the right. The 'General' section contains fields for 'Name' (ADVOCATES FOR SURVIVORS OF TRAUMA), 'Communication' (Electronic), and 'Accommodation' (No). The 'Contact details' section has fields for 'Phone 1' (443-904-5471), 'Phone 2' (410-889-0038), 'Fax' (410-706-3367), and 'Web address' (http://WWW.ASTT.ORG). A status message indicates it was updated by soniausaeast\andrea on 5/30/2016 6:29:46 PM. The 'Addresses' section shows a dropdown for 'Street Address...' with the value '430 E BELVEDERE AVE | BALTIMORE MD 21212 USA'. The 'Custom Fields' section is empty.

General Details

- Update the contact information for the site.
- Answer custom fields/additional information about the site

Notes

1. See Notes that have been added by Site Contacts or university placement staff.
2. Edit or delete Notes.
3. Add a new Note.

Mercy Hospital

General details

Attributes

Notes

Documents And Links

Associated Users

Appointments

Introduction Text

+ Add new Note

3

Refresh

Note	Date Updated	Updated By	
The morning is the best time to call.	3/14/2018 4:47 PM	abigails	

Documents and Links

- List documents attached to the site, such as MOU's/agreements.
- List links to websites where the site is mentioned. (Your website is listed on your General Details tab.)

Associated Users

All contacts associated with this site are listed here, along with a summary (and legend) of their permissions. To edit a user's information, click the edit pencil on the right end of their row.




Mercy Hospital											General details	Attributes	Notes	Documents And Links	Associated Users	Appointments	Introduction Text
Roles and permissions legend																	
PC Primary contact SC Student contact AD Can perform general administration AA Account approved LO Locked Out Can edit student placement requests																	
Can edit student positions Can edit student documents Can edit student timesheets Can edit student actual duration Can edit student grade																	
+ Add new user Refresh																	
Name	Position	Active	PC	SC	AD	AA	LO	Can edit student placement requests	Can edit student positions	Can edit student documents	Can edit student timesheets	Can edit student actual duration	Can edit student grade				
User, Demo		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓				
Anderson, John	Mentor	✓				✓											



Introduction Text



This text will display at the top of the General details tab as well as with the site's information in the Site Directory for the students.



History Tab

This page lists the placements in which you have participated in the past. Placements will only appear in your History once the University field placement office has marked the placement as completed.

[Home](#) [Students](#) [Placements](#) [Forms](#) [My Details](#) [Site Details](#) **History** [Calendar](#)  Demo User  





From: 1/1/2015  **To:** 12/31/2016  [View](#)


 Student List  [View](#)

Show position detail ☐ Include active Placements ☐ Sort by: None  Ascending  [Sort](#)

2016 Semester 2 Surgical (Y16_S2_Sur) **[Confirmed]**
School: Demo School 1 Site: Mercy Hospital Area: Surgical Date: 12/28/2015 - 5/1/2016 Afternoon Confirmed: 2

[View Details](#)

  1  

Page size: 50 

1 items in 1 pages

Calendar Tab

This calendar is maintained by the University field placement office to mark important dates. Events pertaining to you can be exported to your Outlook calendar and edited.

[Home](#)
[Students](#)
[Placements](#)
[Forms](#)
[My Details](#)
[Site Details](#)
[History](#)
[Calendar](#)

Demo User

[View Calendar](#)
[View List](#)

Interview
Academic Event
Public Holiday

<
 >
 today
 Jan, 2016

Day
 Week
 Month

Mon	Tue	Wed	Thu	Fri	Sat	Sun
28	29	30	31	1 Jan	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
Spring Semester begins						
18	19	20	21	22	23	24
Spring placements begin						

Site Contact/Agency Guide — Offering Placements in SONIA

1. Accessing Student Ranking and Offering

- **Log in** to SONIA and set your role as **Site** (or Site Contact).
- Navigate to **Placements** and open the relevant **placement group**, then access **Student Ranking**.
- Review referred students and set your ranking or preference using the ranking tools provided. When ready, mark offers by selecting “**Offered**” for the chosen student.

2. What Happens Next

- Once offered, the student receives a notification and can choose to **accept** or **decline** via their SONIA account.
- If your program is configured for automatic allocation, SONIA will allocate the student upon acceptance. This may vary—check your institution’s process.

Quick Reference Table

Role	Task	Action
Students	Preferencing	Placements → Preferences → Filter → Select → Reorder → Save
	Reviewing Offers	Placements → Details → Offers section → Accept or Decline
	Completing Confirmation Form	Forms → Confirmation Form → Edit → Fill Out → Submit
Site Contacts	Offering Placements	Placements → Student Ranking → Set Offered → Student receives notification

Step-by-Step Guide: Approving Timesheets in SONIA

1. Log Into SONIA

1. Navigate to the SONIA URL you provided.
2. Select your **Role** (e.g., **Site**, **Faculty Supervisor**, or appropriate designation).
3. Enter your **Username** and **Password** to log in. (csuscounselored.sonialive.com)

2. Access the Students Section

- After logging in, locate and click the **Students** tab. This will show a list of your assigned students.

3. View Timesheets

- Click the **Timesheets** button (usually at the top right of the Students page) to open the timesheet entries.

4. Review Timesheet Entries

- You'll see various entries across dates and students. Carefully review them for accuracy: date, hours, activity type, and comments if provided.

5. Approve or Take Action

- You have options per entry: **Approve**, **Unapprove**, or **Resubmit** (request edits by the student).
- To change multiple entries:
 - Select the checkboxes next to the entries you wish to approve.
 - Click the **Approve** button at the bottom or side of the screen.
- Note: Once approved, entries are removed from the bulk approval page because they no longer require action.

6. Bulk Approval

- You can approve many entries at once:
 - Use "Select All" or choose specific entries.
 - Click "Approve" to action them simultaneously.

7. Completion

- After approving, entries should reflect the updated status.

- Confirm that approved entries are now marked as such and no longer appear as pending.

Quick Reference Table

Step	Action
1	Log in using correct role
2	Navigate to Students tab
3	Click Timesheets
4	Review entries for accuracy
5	Choose Approve , Unapprove , or Resubmit per entry
6	Use bulk approval when needed
7	Confirm statuses are updated

Notes & Best Practices

- **Role matters:** Make sure you're in the correct role (e.g., “Site” or “Supervisor”) to access timesheet functions.
- **Avoid delays:** Bulk approvals help streamline the process if you have many entries pending.
- **Follow-up clarity:** When using “Resubmit,” ensure students understand what to correct before they resubmit.
- **Log-out:** After completing approvals, log out securely to maintain session safety.

How to Action Forms in SONIA: Step-by-Step Guide

1. Log In and Navigate to the Forms Section

- Log in to your SONIA account and ensure your **Role** is correctly set (e.g., **Site, Supervisor**)
- Locate and click the **Forms** tab in the top navigation ribbon—it will display forms assigned to you.

2. Locate the Appropriate Form

- Use the **Form Name search box** to filter forms by type (e.g., “Learning Agreement,” “Field Evaluation,” “Field Confirmation,” etc.)
- You can also sort or search by **student name** if needed.

3. Open and Review the Form

- Click the **paper icon** next to the form entry to open it for review.
- The form content will appear, with sections reflecting tasks to be completed by students, supervisors, or other relevant parties.

4. Provide Input, Feedback, or Approval

- For forms like the **Learning Agreement**:
 - Review sections completed by the student.
 - Provide supervisor input or suggestions if allowed.
 - Use **Save Draft** to save partial progress.
 - Once review is complete, tick “I have reviewed” and choose to **approve** or **request updates** to the student.
- For **Field Evaluation**:
 - Complete supervisor portions of the evaluation (e.g., rating competencies, adding comments for “Does Not Meet Expectation” or “No Opportunity” ratings).
 - Review collaboratively if multiple supervisors are involved; use **Save Draft** as needed.
 - After a joint evaluation session with the student, click **Supervisor Evaluation Submit** to finalize. This sends notification to the student to complete the form.

5. Confirm and Track Form Status

- In the **Forms** tab, check the **Completed (Mine)** and **Completed (All)** columns to track your and all parties' progress respectively.
- These indicators help you identify outstanding action items or forms needing additional review.

6. Need to Reassign or Unsubmit?

- If you accidentally submitted a form too early, contact your **Field Education Coordinator** to help unsubmit or revert the form.
- In cases of supervisor changes (e.g., new supervisor assigned), students or site administrators must notify the Field Education Office to ensure the correct routing of forms.

Summary Table: Actioning Forms in SONIA

Step Action

- 1 Log in to SONIA and select the **Forms** tab
- 2 Filter using the form name or student's name
- 3 Click the **paper icon** to open the form
- 4 Review student entries and add supervisor input (use **Save Draft** as needed)
- 5 Approve, request changes, or submit the form when ready
- 6 Track completion status in **Completed (Mine)** and **Completed (All)** columns
- 7 Contact Field Office for unsubmission or role change issues

Quick Tips & Best Practices

- **Save drafts frequently** to avoid data loss and allow collaborative reviewing.
 - **Coordinate with co-supervisors**; avoid overwriting each other by saving drafts and communicating.
 - **Delay final submission until after evaluation conferences** to allow revisions and discussion.
 - If the form is not visible or access is disrupted, refresh the page or contact your coordinator.
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Faculty Supervisor Guide to Sonia

Starting Sonia

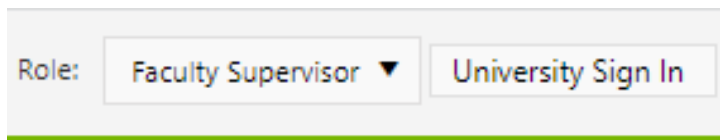
To access Sonia, you will need a web (internet) browser and internet access. For optimal performance, we suggest Chrome, Firefox, or Edge.

CSUS Counselor Education Sonia Link: <https://csuscounselored.sonialive.com/School.aspx>

Signing In

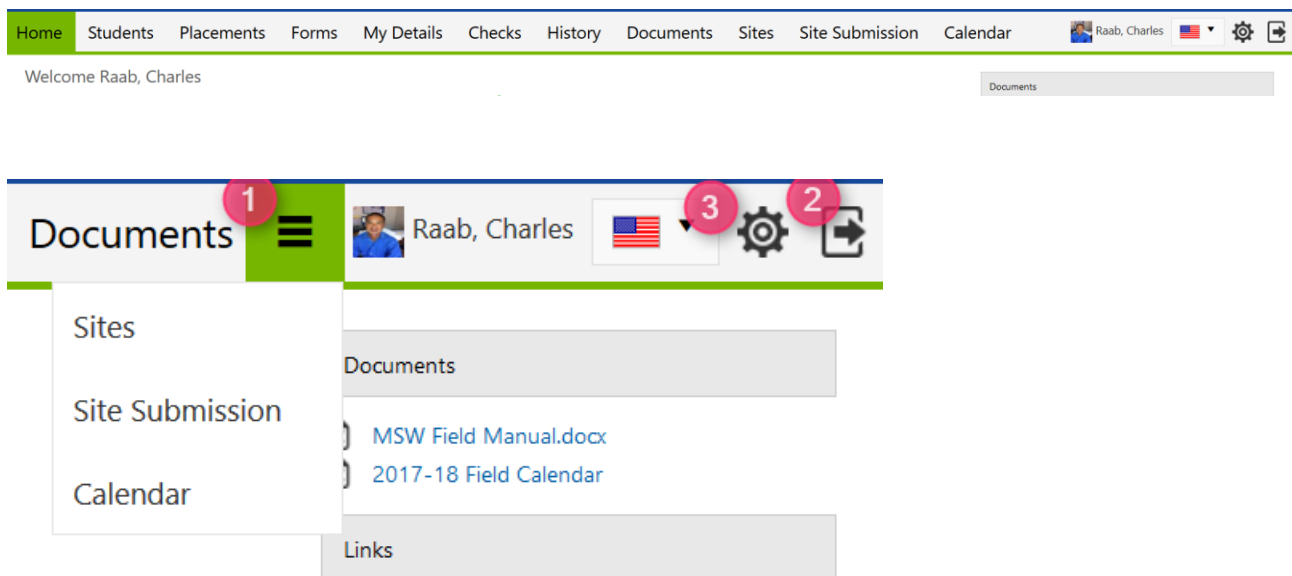
You will use your Sac State SSO login to sign into Sonia.

Ensure the 'Role' is set to 'Faculty Supervisor' and then click "University Sign-in":



Role: Faculty Supervisor ▼ University Sign In

Once logged in, you should see the screen below.




1. If you see three horizontal lines next to your name, this means that your screen is not wide enough to accommodate all of the tabs. Be sure to click this to see additional menu items.

2. You can sign out of Sonia by clicking the exit door (the rectangle with the right arrow) on the right side of the screen
3. The cog is your Settings where you can do the following, depending on the permissions enabled by the University (screenshot on next page):
 - Select a culture in which to view Sonia Online (This changes the language as well as other cultural differences; however, the forms will remain in English.)
 - Opt to take advantage of the accessibility features if you use a screen reader. To do this, click the “enhanced accessibility” box.
 - Change/upload a picture of yourself
 - Change your password

If the University has enabled the option for you to download the Sonia for Supervisors mobile app, follow the instructions here for how to get it on your mobile device.

Account Settings


General

 English (United States)

☐ Enhanced accessibility:

Change profile picture:

Connect the Sonia for Supervisor Mobile App



- Download app from the store (click appropriate button below)
- Open the app and follow instructions to setup
- Enter a passcode

Available on the App Store

ANDROID APP ON Google play

QR code will expire in: 10 minutes

Students Tab

This screen shows a list of students you are currently supervising.

Home

Students

Placements

Forms

My Details

Checks

History

Documents

Sites

Site Submission

Calendar

Benton, Sharron

Students

Timesheets

Supervisor Assign

View

Send Email

Supervisor Students

Hide placements before: 9/7/2017

Show Students

Student ID

First Name

Last Name

Placement Group

Site

Date

Shift

Area

Subject

Semester

Year

Supervisors

Mentors

Student

First Name

Last Name

Placement Gr

Site

Date

Shift

Area

Subject

Semest

Year

1629294

Robin

Williams

Foundation 2017

Highlandtown Health Center (BALTIMORE MEDICAL SYSTEMS)

6/1/2017 - 6/1/2018

Foundation

FDN Field

Fall

2016

View

1

Page size: 25

1 items in 1 pages

- 1) The list of students displayed on this page are ones who have an active placement on or after the date in this field. To see students whose placements included a date before [today], change the date in this field.
- 2) Click View to see details about the student.
- 3) Check the box next to a student's, Supervisor's, or Mentor's name on this page to e-mail them.
 - If e-mailing several people at one time, only the recipient's name will appear in their TO field in their e-mail; i.e., no one knows who else is getting the e-mail.
- 4) View timesheets.

Viewing Timesheets

While site supervisors are responsible for approving timesheets, faculty advisors can view them in the "Students" or "History" tabs.

Totals					
Expected	Approved	Remaining	Total Submitted	Requires Resubmission	Awaiting Approval
300.00 Hours	122.50 Hours	177.50 Hours	170.00 Hours	0.00 Hours	47.50 Hours
Activity Breakdown					
Activity		Duration			
Indirect		59.00 Hours			
Direct		63.50 Hours			

Placements Tab

This is a listing of placement groups to which your interns belong. The University has created these placement groups to keep students together who have something in common, such as academic level, interest, placement term, etc.

In the screenshot below, this Supervisor can see that she has one student allocated to a particular Site and the dates of the placement.

Depending on the University's settings on the placement group, you may see a **Timesheets** buttons on placement groups. This usually means that the University Placement Office has set you to view and/or approve interns' timesheets. The Timesheets button here is to view/approve an individual student's timesheet entries and see totals of hours completed.

This tab also includes a calendar, with key dates listed below.

On the right side, above the calendar is a drop-down list of reports. The faculty supervisor Assignment Sheet is particularly helpful, as it lists all of your students, their Site, Site's Address, and site supervisor's contact information.

Forms Tab

Home Students Placements **Forms** My Details Checks History Documents Sites Site Submission Calendar Benton, Sharron

Mine ¹

Form: Accessibility Test form - Supervisor-keep Add Name Ascending Filter Hide completed forms ☒

Liaison Contact Form Edit

Date Added: 9/7/2017 3:50 PM
 Date Updated: 9/7/2017 3:50 PM
 Completed (Mine): 0 of 1
 Completed (All): 0 of 1

New
 Form added on 9/7/2017

Students ²

Supervisor Students
☐ Hide Completed Placement Groups ☒ Hide Completed (Mine)

Form Name	Category	Placement Group	Site	First Name	Last Name	Date Updated	Due Date	Completed (Mine)	Completed (All)	
sowk lc/eval 2015 adv		Advanced Clinical 2016inactive	Patterson Park Charter School	Beshoy	Abdelmalek	11/4/2016 11:13 AM	9/30/2016 12:00 AM	0 of 2	0 of 7	
sowk lc/eval 2015 adv		Advanced Clinical 2016inactive	BALTIMORE CITY DSS	Meg	Lane	9/19/2016 1:51 PM	9/30/2016 12:00 AM	0 of 2	0 of 7	
sowk lc/eval 2015 adv		Advanced Clinical 2016inactive	CORRECTIONAL FACILITY - REENTRY SERVICES UNIT	Jenny	Sacanti	9/19/2016 1:51 PM	9/30/2016 12:00 AM	0 of 2	0 of 7	

- 1) If a form is assigned only to you, the name of the form will show on a blue horizontal bar in the **'Mine'** section. Click the red **'Edit'** button at the right end of the blue bar to complete the form.
- 2) If you are a "respondent" on a multi-user form (i.e. more than one person completes and/or approves the form), necessary forms will be in the **'Students'** section below the 'Mine' section. Click the **white paper icon** at the right end of the row of the applicable student to complete the form.

If a form has been Saved but not Submitted, simply click the paper icon again to continue. Upon clicking 'Submit' on the form, the screen will look like it has a white screen on it for a few seconds – this means the form is saving. **Before closing the form**, confirm the Submit was processed by scrolling down to where you hit Submit to see "Form actioned by [your name] on [date] at [time] in green text. If a required field was not answered, it will be indicated in red text below the 'Save Draft' button.

NOTE: You will see two buttons at the bottom of each form:

"Save Draft" means you can save your work and come back to edit this form.

"Submit" is the button to the right of "Save Draft. Click this when you have completed the form.

My Details Tab

The My Details screen is used to display additional information about you. Any information already on this page is what the University has on file for you; the University Field Placement Office may ask you to edit this information and/or fill in some of the blanks.

Home	Students	Placements	Forms	My Details	Checks	History	Documents	Sites	Site Submission			
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General Details

Notes

Areas

Sites

Regions

Name details

Title: First: Middle: Last:
Preferred:

Contact details:

Work Phone: Home Phone: Cell phone: Skype:
Email:

Next Of Kin details

Name: Relationship: Contact details: Email:
Phone:

Availability

Comments

Checks Tab

If the University Field Placement Office requires any documents or activities for you to complete, they will be listed on your Checks Tab.

‘Value’ = the Check has been completed

‘Reference’ = brief description on how the Check was completed

‘Date Completed’ = when you did the activity described in the Check

‘Review Date’ = when the University Field Placement Office will review the Check and request an update

‘Document’ = if your Check requires attached documentation, you can upload it here

Search Filter

Legend
 * Mandatory ⚠ Check not passed

Save

*** Resume to Field Placement Office**

Value: Yes
 Reference: emailed to director
 Date: 1/18/2016
 Completed: 1/18/2016
 Date Review: 8/1/2016

Documents
 Demo blank document.docx
 Browse

History Tab

This page lists the placements in which you have participated in the past. Placements will only appear in your History once the University field placement office has marked the placement as completed.

Home Students Placements Forms My Details **History** Documents Sites

From: 1/1/2015 To: 12/31/2016 View Student List View

Show position detail ☒ Include active Placements ☐ Sort by: None Ascending Sort

2016 Semester 2 Surgical (Y16_S2_Sur) [Confirmed]

School: Demo School 1 Site: Mercy Hospital Area: Surgical Date: 12/28/2015 - 5/1/2016 Afternoon Confirmed: 2

Shannon Barnes Lana Byrd
 Alfonso Berry, John Anderson Alfonso Berry, Demo User

View Details

Documents Tab

Supervisors can store personal **documents** on this tab, such as resume/CV or articles you have written. The University Field Placement Office will have access to these documents, and you can note whether or not students and sites can view them.

You can also add **links** to this page, which the CSUS Fieldwork team will have access to, as well. This might be professional networking sites and/or sites where you have articles published or sites you would like to reference in the future. Again, you can note whether or not students and sites can view these links.

Home
Students
Placements
Forms
My Details
Checks
History
Documents
Sites
⋮
⚙️
🔗

+ Add new document
Refresh

File Name: Demo blank document.docx
Updated: 1/18/2016 1:59 PM

+ Add new link
Refresh

Address: http://www.linkedin.com/myprofile
Description: My LinkedIn Profile
Updated: 1/18/2016 2:00 PM

Calendar Tab

This calendar is maintained by the University field placement office to mark important dates. Events pertaining to you can be exported to your Outlook calendar and edited.

Home
Students
Placements
Forms
My Details
Site Details
History
Calendar
Demo User
⚙️
🔗

View Calendar
View List

Interview
Academic Event
Public Holiday

◀
▶
today
Jan, 2016

Day
Week
Month

Mon	Tue	Wed	Thu	Fri	Sat	Sun
28	29	30	31	1 Jan	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24

Spring Semester begins

Spring placements begin

SONIA FAQ: Timesheets, Placements & Forms

1. Timesheets (Students & Supervisors)

Q: How do students log their hours?

A: Students enter time under the **Placements** tab (or **Timesheets**). They choose the date, time, activity type (e.g., Direct Practice, Indirect Practice, Supervision), add comments, and **Save** their entry.

Q: How do supervisors approve timesheets?

A:

- Log in, go to **Students**, click **View** for a student, then click the **Timesheet** button topright to see entries.
- For each entry: choose **Approve**, **Unapprove**, or **Resubmit**—Resubmit prompts the student to revise and resubmit.

Q: Can supervisors approve multiple entries at once?

A: Yes. On the bulk approval page, select individual entries (or "Select All") and click the bulk **Approve** button at the bottom right. Approved entries will no longer show on the pending list.

2. Preferencing, Offering, and Accepting Placements

Q: How do students set placement preferences?

A: Students can use the **Preferences** button under **Placements** to search agencies, select preferred sites, reorder them, and **Save** their list. Filters (like location or population served) and map/info icons help explore options.

Q: How do site contacts offer placements?

A: Site Contacts log into the **Placements** → **Student Ranking** view for their placement group. After reviewing candidates, they mark a student as **Offered**.

Q: What happens after a placement offer is made?

A: The student is notified and can accept or decline within SONIA. If configured by the institution, SONIA may auto-allocate the placement upon student acceptance.

3. Actioning Forms

Q: How do users complete form workflows?

A:

- Go to the **Forms** tab. Forms appear in chronological order.

- Click the **paper icon** to open the form, review it, then **Submit** if it's complete. Multiple parties might submit in sequence (e.g., Student → Supervisor → Liaison).

Q: What if a form is inadvertently submitted?

A: The Field Coordinator can **unsubmit** it to allow edits.

Summary Table

Area	Key Actions / Notes
Timesheets	Students enter hours; Supervisors approve, unapprove, or resubmit; Bulk approval works.
Placement Preferences	Students select and rank agencies through the Preferences button.
Offering Placements	Site Contacts use Student Ranking to mark "Offered"; student then accepts/declines.
Forms	Access via Forms tab → open, review, submit; unsubmission possible if needed.