



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

***Fieldwork Handbook***

For EDC 475 & 480

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

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

## Change Record

August 2021 Revision; replaces prior issues

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## Introduction

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This document describes the practicum and field study training requirements for the Master of Science in Counseling program, inclusive of all concentrations (Career; MCFC; Rehabilitation; and School). It includes the procedures for applying for Practicum (EDC 475) and Field Study (EDC 480) placement, descriptions of roles and responsibilities of those involved, and an explanation of relevant terms. [Explore our website for more information.](#)

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

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

## Faculty

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### Coordinators:

Lead Coordinator: Dr. B. Rivas  
Fieldwork Coordinator: Dr. R. C. Marshall  
Clinic Coordinator- Dr. Moreno  
Assessment and Accreditation Coordinator- Dr. A. Rivas

### Academic Advisors

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

#### Career Concentration Advisors:

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Dr. Rachael Marshall, [rachael.marshall@csus.edu](mailto:rachael.marshall@csus.edu)

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#### Rehabilitation Concentration:

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#### School Concentration:

Dr. HyunGyung Joo, [joo@csus.edu](mailto:joo@csus.edu)  
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Dr. Maiko Xiong, [m.xiong@csus.edu](mailto:m.xiong@csus.edu)

## Glossary

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

<b><u>BBS (Board of Behavior Sciences)</u></b>	The California Board of Behavioral Sciences licenses LMFTs, LCSWs, LEPs, and LPCCs.
<b><u>Counselor-in-training (CIT) or Trainee</u></b>	A term used for Practicum and Field Study students during their fieldwork training. Trainees are expected to embody the professional standards and ethics of counselors.
<b><u>Mentor/Mentee</u></b>	Mentoring is a professional relationship wherein the experienced professional (mentor) facilitates the personal and professional development of another professional (mentee). Mentors are not assigned, but can be found through multiple interactions including advising, instruction, research, and supervision and can be developed in formal and informal settings.
<b><u>Faculty Supervisor</u></b>	Supervisor of 480 Group Supervision. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.
<b><u>Site Supervisor</u></b>	Supervisor at your Placement site. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.
<b><u>Placement Site</u></b>	The Community/School/University Site in which Counseling Trainees complete field study. CITs can find all site in the Master Site List
<b><u>Direct Hours</u></b>	Direct interaction with clients and include the application of counseling, co-facilitation of services, consultation, or human development skills. Practicum students may only count face-to-face counseling or clinical consultation with real clients performed in a confidential setting as direct contact
<b><u>Indirect Hours</u></b>	Involve <i>all other duties and experiences</i> related to practicum that do not fall into the "direct contact" or "supervision" categories, including administration. <i>Administration</i> involves scheduling, attending school/agency meetings, writing case notes, research/preparation for sessions, room set-up/clean-up, etc.
<b><u>Individual Supervision</u></b>	Face-to-face supervision between one supervisor and one supervisee. Facilitated with site or faculty supervisors (1 hour/week)
<b><u>Triadic Supervision</u></b>	Face-to-face supervision between one supervisor and two supervisees. Facilitated with site or faculty supervisors (1 hour/week)
<b><u>Group Supervision</u></b>	The use of a group setting to enable members 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. Facilitated with faculty supervisors in 480 seminar class (1 hour/week)

### **§4980.03. BBS Definitions**

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



## Responsibilities of Practicum & Field Study Students

### Confidentiality

Every mental health professional has the obligation to abide by the ethical standards established by his or her profession. The *American Counseling Association's Code of Ethics* states that professional counselors “respect their clients’ right to privacy and avoid illegal and unwarranted disclosures of confidential information” ([www.counseling.org/resources/codeofethics](http://www.counseling.org/resources/codeofethics)). All students are expected to know the *American Counseling Association's Code of Ethics* as well as relevant *California Legal Codes*. Students working in

schools are also responsible for knowing the *American School Counselors Association's* code of ethics (which are based on ACA's code) and the *California Education Codes*. Students specializing in MCFC should also be familiar with the *International Association of Marriage and Family Counseling* and *American Association of Marriage and Family Counseling's Code of Ethics*.

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

### Consent/Confidentiality

Consent forms for audio/videotaping are provided by the Counseling Program, or the agency may choose to provide its own forms. Students are required to adequately disguise/remove identifying client information when turning in written reports to Faculty Supervisors or when discussing cases with training 480 Group supervision.

### Ethical Behavior

If a report is made to the Counselor Education faculty that a student has violated the ethical principles of the American Counseling Association or one of its divisions, the faculty will contact the student with the nature of the ethical complaint and convene a hearing within three weeks of learning of the reported violation. Based on the nature of the violation, the student may be asked to speak with the individual faculty member of the course, meet with the Department Chairperson and/or meet with the entire Counselor Education Faculty. If the report of an ethical violation is substantiated, the student will be required to complete remedial ethical studies and may be dismissed from the program. In all cases, students have the right of appeal based on College of Education and Graduate and Professional Studies in Education rules. Prior to initiating fieldwork, all students must state in writing that they are familiar with and will follow the American Counseling Association (ACA), American School Counseling Association (ASCA), the International Association for Marriage and Family Counselors (IAMFC), the American Mental Health Counselors Association (AMHCA), American Rehabilitation Counseling Association (ACRA), and/or National Career Development Association (NCDA).

ACA: <a href="http://www.counselor.org">www.counselor.org</a>	ASCA: <a href="http://www.schoolcounselor.org">www.schoolcounselor.org</a>
AMHCA: <a href="http://www.amhca.org">www.amhca.org</a>	ACRA: <a href="http://www.arcaweb.org/">http://www.arcaweb.org/</a>
AAMFT: <a href="https://www.aamft.org/">https://www.aamft.org/</a>	CAMFT: <a href="https://www.camft.org/">https://www.camft.org/</a>
IAMFC: <a href="http://www.iamfconline.org/">http://www.iamfconline.org/</a>	NCDA: <a href="https://www.ncda.org/aws/NCDA/pt/sp/home_page">https://www.ncda.org/aws/NCDA/pt/sp/home_page</a>



## **Professional Behavior Expectations**

CSUS has a strong commitment to developing counseling practitioners who demonstrate high levels of professionalism and counseling skill. Its programs are rigorous and demanding, and we require that students 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 both professionally and ethically. During fieldwork experience, your performance on site is directly related to your progress in practicum and field study and in the program. If you are dismissed, or fired, from your site, no show to your site, or you engage in unethical behavior as seen by Site and/or Faculty supervisors you will be either dismissed from the program or subject to our remediation/probation policy. See student handbook for more information on remediation, probation, and dismissal.

It is a fundamental requirement of the Counselor Education Program that all students meet the standards of the counseling profession. Students are required to do more than complete certain academic and counseling requirements; they are expected to conduct themselves in an ethical and appropriate manner at the training site as well as become familiar and abide by the ACA 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 student's education or training you will be either dismissed from the program or subject to our remediation/ probation policy. The following are examples of inappropriate and unethical behaviors

- Study:
- on a Practicum and Field
1. Failure to follow defined training guidelines.
  2. 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.
  3. Taking vacation time without obtaining approval from the supervisor.
  4. Taping an interaction with a patient without the expressed and written permission of the supervisor and client.
  5. Removal or private use of any materials from the site without approval of the supervisor.
  6. Playing tapes of client sessions or presenting patient material to another party without the expressed permission of the supervisor and client.
  7. Inappropriate use of computer-generated interpretative reports. Using material from these reports without citation in case presentations is considered plagiarism.
  8. Withdrawing from or leaving the training experience (quitting) without the permission of the Counseling Program.
  9. Accepting one site, and then turning it down to accept another site.
  10. Acting in a manner inconsistent with the tenets of counseling as outlined in the ACA Ethical Standards
  11. Demonstration of lewd or immoral conduct by a student in connection with the delivery of services to clients or interaction with staff, faculty, or other students.
  12. Demonstration of rude, demanding, or threatening behavior toward another member of the training community or CSUS community (student, faculty, staff, or administration). Consistent issues with nonmaleficence are an ethical violation and subject to immediate dismissal.
  13. Offering to provide or providing services that are beyond the scope of the student's training, experience or emotional functioning.
  14. Conviction of a crime that has a direct bearing on the practitioner's ability to practice competently.
  15. 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.
  16. Continued practice by a student who has become unfit to practice under supervision due to:
    - a) Inappropriate behavior in counseling and academic settings;
    - b) Addiction to, abuse of, or severe dependency on alcohol or other drugs, which endanger the public by impairing the practitioner's ability to practice safely; or
    - c) 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 and/or Coordinator(s).

## **Probation and Dismissal of Students from the Counselor Education Program**

The Counseling Program continually reviews the progress of its graduate students. This review is designed to identify those students who are having difficulty due to academic problems, personal problems, or problems related to interpersonal issues. If, in the judgment of the program faculty, a student is not progressing satisfactorily toward the degree or credential objective, a conference may be held with the faculty advisor and coordinators. If the faculty decides that the student's lack of progress is so deficient that it warrants more definitive action, a conference will be held with an ad hoc faculty committee appointed by the Graduate & Professional Studies in Education Chair for the purpose of addressing the specific concerns regarding the student. The chosen procedure is the prerogative of the Counselor Education Program. \*For more information regarding dispositions and dismissal, see student handbook.

### **Dispositions:**

The Counselor Education Program has adopted a set of personal and professional dispositions to be demonstrated by all students. All counseling faculty will review student knowledge, skills, and dispositions in preparation for faculty advising meetings. The DAM will measure student growth each semester as the trainee continues to build their knowledge, skills, and dispositions." The dispositions include:

- **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, willingness and ability to use feedback, willingness to accept personal responsibility, and willingness to express feelings effectively and appropriately
- **Relationships:** demonstrated by offering feedback and 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:** demonstrated by investing time and energy to enhance professional competencies and develop skills as a student and professional counselor; to overcome personal, interpersonal, and professional deficiencies; to demonstrate flexibility in novel situations; and to exhibit a positive attitude.
- **Integrity:** demonstrated by respecting and upholding confidentiality in and out of the classroom setting, exercising professionally sound judgement, punctuality and reliability with academic and professional commitments, completion of assignments, and engaging in clinical supervision.
- **Self-Care:** demonstrated by recognizing and engaging in self-awareness to maintain wellness and participating in professional and personal growth.

**Developmental Assessment Matrix**

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

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

## Roles and Responsibilities for Practicum & Field Study

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### Students Responsibilities

1. Conduct themselves in an ethical and professional manner in all training activities. The ACA Code of Ethics and Standards of Practice shall govern their behavior at all times on the site as well as at school. The student must practice only those empirically based interventions that follow the current practice guidelines of the ACA.
2. Shall integrate themselves into training sites and develop respectful working relationships with staff, students, and clients. Demanding, threatening, or rude behavior is inconsistent with the identity of a counselor.
3. Are expected to appear for all events for which they have been contracted. They should clear vacation times with their supervisors.
4. Shall cultivate an attitude of openness to self-examination, supervision, and new learning.
5. Shall immediately inform their supervisor and the course instructor of record of any difficulties encountered.
6. Shall make effective use of supervision by preparing for supervision sessions, bringing relevant material from client sessions to supervision. Students are expected to be responsive to direction and guidance from their supervisor, and to implement supervision guidance into their work with clients.
7. Students must attend weekly group supervision (480 Group Supervision) each semester they are enrolled in field study.
8. Group supervision is in addition to the weekly individual supervision they receive on-site with their field 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 students in making necessary legal reports and/or reports to Child Protective Services (CPS).
10. Be prepared to bring audio/video recording to Faculty supervision (field study & off-site practicum placements only).
11. Be prepared to talk about cases with both on-site and Faculty supervisor.

### Liability Insurance

All students registered for Practicum and Field Study must provide documentation of professional liability insurance. As a member of the ACA and ASCA, you receive a discount for student 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.

The practicum student is providing services to the public and, therefore, runs the risk of having lawsuits brought against him or her. Students may obtain liability insurance through a variety of organizations at a low student rate. Recommended providers include Healthcare Providers Service Organization (HPSO; [www.hpso.com](http://www.hpso.com); \$21), CPH & Associates ([www.cphins.com](http://www.cphins.com); \$25), and American Counseling Association Insurance Trust (ACAIT; [www.acaait.com](http://www.acaait.com); \$35). Student membership in ACA, ASCA, CAMFT, and AAMFT also include liability insurance. Students must present a copy of their Certificate of Insurance to their advisor prior to being enrolled in practicum. It is recommended that students use the accrediting bodies for insurance as they will also get the perks of association benefits, opportunities to present and go to conferences, and it holds our professional identity.

## **District Screening for All Specializations**

In situations where practicum and/or field study students will be provide counseling services to children and personnel within a School District, they will be required to pass a **District screening**, which entails being fingerprinted and taking a tuberculosis (T.B.) test. Each District generally only accepts fingerprints obtained through the respective District. T.B. tests will be submitted to the respective District.

Students are required to have passed the screening **prior** to the start of the semester in which they are enrolled for the course. STUDENTS MAY **NOT** WORK WITH CLIENTS UNTIL THEY HAVE PASSED THE DISTRICT SCREENING.

## **State Certificates of Clearance for Working in Schools**

School Counseling Concentration students are required to obtain a Certificate of Clearance from the Commission on Teacher Credentialing by the end of first year. Beginning in the 2020 academic year, students will be required to complete their Certificate of Clearance within their first year in the program.

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 students will submit the screenshot of the status on the Commission's website or copy of confirmation email from Commission on Teacher Credentialing.

## **Faculty Supervisor Responsibilities**

1. Facilitating two hours of group discussion and supervision of client cases;
2. Evaluating each student's contribution to group and/or individual/triadic supervision;
3. Establishing contact with On-site Supervisors (via phone or e-mail) by the 4<sup>th</sup> week of the semester and making self-available for questions and/or concerns;
4. Maintaining routine communication with On-site Supervisor and collaborating on goals for each field student as appropriate;
5. Maintenance of communication log documenting contact (inclusive of date and type, e.g. email/call/visit);
6. Mentoring of on-site supervisors, providing resources and checking in on student concerns and student progress as necessary;
7. **Reviewing video/audiotapes of sessions** and/or observing student counseling sessions live;
8. Thoroughly documenting concerns regarding student progress and/or the quality of on-site supervision the student is receiving;
9. Consulting with program faculty as appropriate and informing program faculty of concerns that arise;
10. Verifying that the required work for Field Study has been completed for each student;
11. Collaborating with On-site Supervisor to determine each student's appropriateness for receiving credit for field work;
12. **Making sure graduating students complete FORM 9** and submit to their advisor for signature by the Friday of Final Exam week (no later than 5p.m.).
13. **Signing** and filing all field study forms, *FORMS 2 and 3, and 4, 4a, 5, 6, 7 and 8*, and ensuring the paperwork is transferred to the students' clinical files by **Final Exam week of each semester**; and
14. Submitting students' grades.

*\*see the Counselor Education paperwork workflow below for submission of materials to student clinical files*

## Site Supervisors Responsibilities

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

## For Off-Site Placements: Site Supervisor Responsibilities Continued

Students must receive an average of one hour per week of individual/triadic supervision with their on-site credentialed/licensed supervisor each semester they are enrolled in practicum and field study. There must be a licensed/credentialed supervisor physically on-site each day the student is working at the site. Individual supervision is in addition to the weekly group supervision they receive with their Faculty Supervisor (480 Group Supervision). The Site Supervisor is responsible for all of the following:

1. Interviewing the candidate prior to accepting the candidate at the site;
2. Providing a thorough orientation to the student regarding the site's mission and service objectives;
3. Training the student to perform the necessary administrative duties of the site, including conducting intakes and scheduling;
4. Overseeing all of the student's clinical and administrative work, including, but not limited to: client cases, assessments, treatment plans, consultation, and record keeping.
5. **Observing student counseling sessions** live and/or reviewing video/audiotapes of sessions.
6. Providing each student with an average of **one hour per week of individual or Triadic (2 student interns + site supervisor) supervision.**
7. Verifying student hours completed **each week during individual/triadic supervision by initialing next to the respective hours.** (Note: DO NOT insert all initials at the end of the term – supervision of record keeping should be occurring on an ongoing basis.)
8. Maintaining communication with the Faculty Supervisor and collaborating on goals for students;
9. Informing CSUS Fieldwork Coordinator if you have not been contacted (via phone or e-mail) by a student's Faculty Supervisor by the 4<sup>th</sup> week of the semester;
10. Thoroughly documenting concerns regarding student progress (making sure documentation is very specific, including direct quotes as appropriate);
11. Consulting with Fieldwork Coordinator and Faculty Supervisor of concerns that arise;
12. Completing *the Midterm Evaluation* for each student and reviewing the evaluation with the student during supervision, identifying strengths and goals for improvement. Make copies for students and for your own records and submit original to Faculty Supervisor.
13. Completing *the Final Evaluation* for each student and reviewing the evaluation with the student during supervision, identifying strengths, assessing goal achievement and



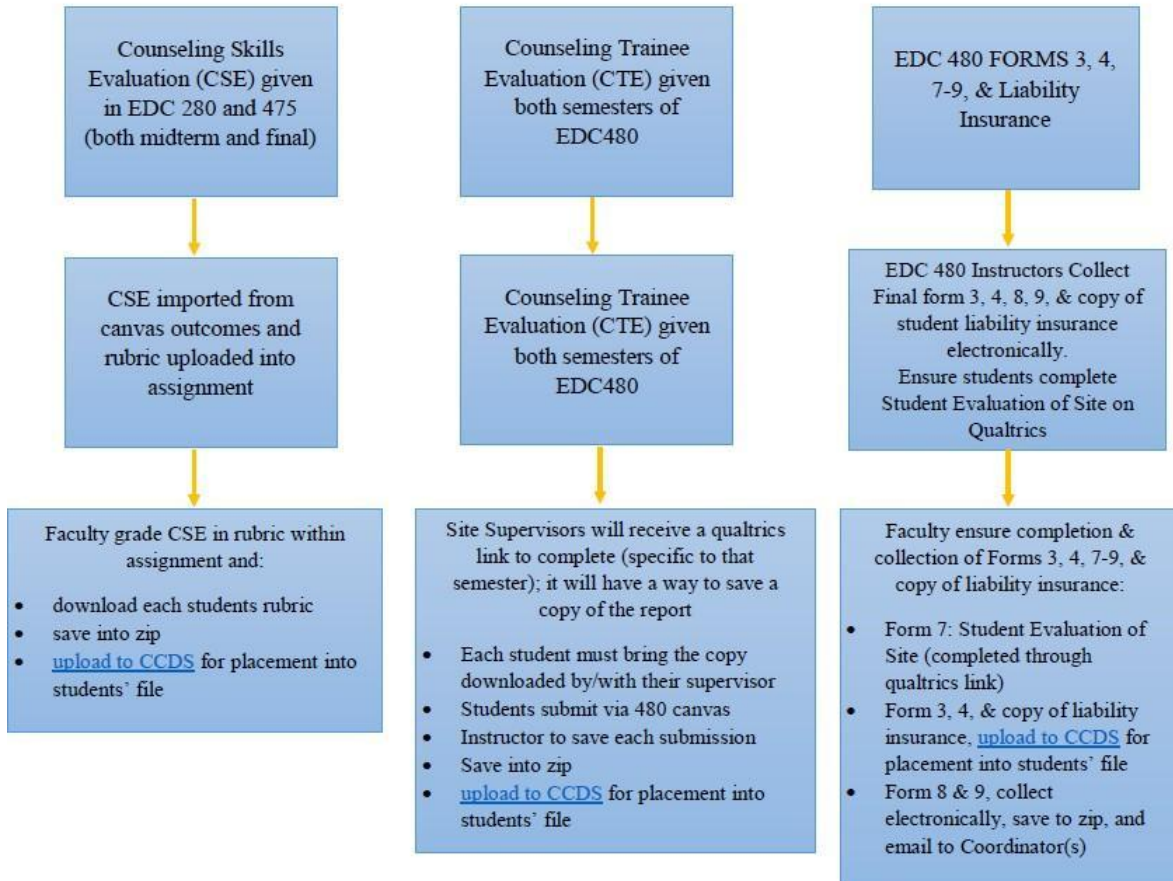
- developing long- term goals. Make copies for students and your records and submit original to Faculty Supervisor.
14. Collaborating with the Faculty Supervisor to determine each student's appropriateness for receiving credit;
  15. Verifying that the required work (inclusive of direct/indirect hours completion) has been completed for each student; and
  16. **Signing** and submitting all field study forms, to Faculty Supervisor on or before the deadline.

### **Practicum/Field Study Coordinator & Fieldwork Committee Responsibilities**

1. Secures and maintain affiliations with approved sites.
2. Provides students with resource materials describing approved sites.
3. Advises students during the application process in order to secure a good match between student training needs and available site experiences.
4. Monitors student progress during training.
5. Works with agency personnel, supervisors, and students to resolve any training problems that may be encountered.
6. Develops new training sites and monitors the quality of training in existing sites.
7. Maintains up-to-date records of student progress in training and consults with student and supervisor regarding student progress.
8. Maintains close working ties with the training sites and visits training sites.
9. Provide orientation, consultation, and professional development opportunities to site supervisors each spring semester.
10. Maintains master list of sites and annual site placements.

## Counselor Education Paperwork Workflow

\*Please be sure to clearly mark the zip drive with class/section, last name of instructor, and semester [e.g. EDC 480\_001\_Rivas\_Fall2020]. Please ensure that email includes the above content as well along with location (student files). [Email: For EDC Student Files: EDC 480\_001\_Rivas\_Fall2020]\*



## Hours Defined

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### **Direct Hours**

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

### **Supervision Hours**

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

### **Indirect Hours**

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

### **Total Hours**

are the sum total of all direct contact, supervision, and indirect experiences. CITs can [download this sheet](#) to track and calculate hours.

<b>Direct Contact And Supervision Hours</b>	
<b>Direct Contact Hours</b> Provide counseling/psychotherapy/consultation/guidance	
<b>Individual</b>	See INDIVIDUAL clients for face-to-face counseling/therapy (includes counseling by phone)
<b>Couple/Family</b>	See COUPLES or FAMILIES for face-to-face counseling/therapy
<b>Group</b>	See GROUPS: counseling/psychotherapy, psycho-educational, guidance
<b>Consultation*</b>	Provide consultation, guidance, facilitation to family members, teachers, etc. to achieve client goals (includes consulting by phone) <i>*Note: Consultation does not count as direct contact for MCFC Concentration</i>
<b>Supervision Hours for Practicum (indirect)</b> Receive weekly clinical supervision from EDC 475 instructor.	
<b>Individual/Triadic Supervision</b>	An average of at least one hour of <i>individual</i> or <i>triadic</i> with EDC 475 instructor.
<b>Group Supervision</b>	An average of at least one and one half hours of <i>group</i> with EDC 475 instructor

<b>Indirect Hours</b>
<b>Category A:</b> Additional Work On-Site
<b>Preparing for Client Contact</b> (e.g., brief telephone contacts, getting materials ready, writing letters, completing referral forms, impromptu discussions with on-site personnel or supervisors, answering agency phones)
<b>Writing Clinical Summaries</b> (e.g., charting, keeping logs/progress notes, intake assessments, treatment plans )
<b>Meetings:</b> Attend staff meetings, clinical team meetings, orientation meetings
<b>Peer Observation:</b> Observe live or taped counseling sessions

<b>Work on Program Development/Conduct In-Service Training</b>
<b>Category B:</b> Additional Work Off-Site
Do outside research and/or reading related directly to client issues, listen to audio tapes or view video tapes of one's own counseling sessions
Attend outside Workshops/Lectures/Conferences

<b>Recording Indirect Hours</b>
<b>Category A: Additional Work On-Site</b>
Preparation for Client Contact (e.g., brief telephone contacts, getting materials ready, writing letters, completing referral forms, impromptu discussions with on-site personnel or supervisors, answering agency phones)
Clinical Notes (e.g., do charting, keep logs/progress notes)
Observe On-Site Supervisor Conducting Counseling Sessions
Observe Another Field Study Student Conducting Counseling Sessions
Attend Staff, Clinical Team, or Orientation Meetings

Work on Program Development/Conduct In-Service Trainings
<b>Category B: Additional Work Off-Site</b>
Conduct Outside Research and/or Reading Related Directly to Client Issues
Attend Outside Workshops/Lectures/Conferences/Trainings
Research and Write Case Study on Client

## EDC 475 Practicum Overview

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### **Practicum**

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

- (1) 40 hours of **direct** service with clients, including experience in individual counseling and group counseling;
- (2) Weekly interaction with an average of one hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of 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 student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member; and
- (4) evaluation of the student's performance throughout the practicum, including a formal evaluation, *Counseling Skills Evaluation*, at the midterm and end of the practicum experience.

In order to earn credit in EDC 475: Practicum, students must earn a minimum passing score of 2 on **all competencies** on the final evaluation. Failure to earn a minimum passing score of 2 on all competencies will result in *No Credit* for this class.

Students who do not satisfactorily complete all of the requirements of practicum, including demonstration of professional conduct and mastery of basic counseling skills, will not be permitted to enroll in fieldwork. The practicum instructor reserves the right to assign a *No Credit* grade to students who, in the instructors and/or site supervisors judgment, are not ready to enroll in Field Study.

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

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### **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 student is enrolled in this course and under the direct supervision of program faculty. **Students must earn at least 100 clock hours (at least 40 direct contact hours) of practicum experiences in EDC 475 and receive credit for the course before they will be permitted to enroll in EDC 480: Field Study in Counseling.** (Note: Due to holidays and other reasons for canceled sessions, it is recommended that instructors hold their initial orientation with their class the week *prior to* the start of the semester.)

## Student Prerequisites

Students must petition with the Program; receive formal approval by Concentration Coordinators; and be administratively enrolled into practicum courses. Prior to enrolling in EDC 475, students from all specializations are required to successfully complete the following prerequisite courses: ***EDC 210: Multicultural Counseling; EDC 214: Dynamics of Human Development; EDC 216: Counseling Theory; and EDC 280: Practicum in Communication*** (NO EXCEPTIONS).

Additional prerequisites for EDC 475 are listed below based on Concentration:

Course	Career	MCFC	RC	School
210	X	X	X	X
212		X		
214	X	X		X
216	X	X		X
218	X	X	X	X*
219	X	X*		X
234		X		
242				X
252	X*	X*	X*	X
260	X		X*	
262	X*			
270				X
272				X*
280	X	X	X	X
476		X		

\*For Career Specializations: EDC 262 must be taken prior to or concurrently with EDC 475.

\*For RC Specializations: EDC 260 must be taken prior to EDC 475.

\*For MCFC Specializations: EDC 219 must be taken prior to or concurrently with EDC 475.

\*For School Specializations: EDC 218 and EDC 272 must be taken prior to or concurrently with 475.

\*For Career, RC, & MCFC Specializations: EDC 252 must be taken prior to or concurrently with EDC 475.

## **Enrollment in Practicum (EDC 475)**

Students who have completed all of the prerequisites for Practicum may petition with the Counselor Education Program, to enroll in the course. A sample *Petition for Practicum* is attached at the end of this handbook but can be found in the CoE Master's Program Forms & Handbooks webpage and in the Counselor Education Cohorts Canvas page under the Modules labeled "forms". Students wishing to enroll in Practicum are expected to attend mandatory Advising Night the semester prior to enrollment for important details. The Counselor Education Program, enrolls students in sites based on goodness of fit and will start collecting petitions *after* Advising Night. Incomplete petitions will **not** be accepted. Students who do not submit **completed** petitions and satisfy **all** prerequisites prior to the deadline for submitting petitions will not be enrolled in practicum the following semester. Students from all specializations must submit their Petition for Practicum to their Specialty Coordinator. (Note: Practicum is not available during the summer sessions.)

## **EDC 475: Practicum in Counseling**

During the practicum experience, students will provide counseling services to clients from the community under direct supervision of program faculty. Practicum students will gain experience with a variety of clients: individuals (adult, adolescents, and/or children), couples, families and/or groups. School Counseling students will see all of their clients at designated school sites such as *Roseville City School District, San Juan Unified School District, or Natomas Unified School District*. Career Counseling students will see all of their clients at designated school sites such as *Natomas Unified School District, Sacramento City Unified School District, Twin Rivers Unified School District, or the Center for Counseling and Diagnostic Services*. MCFC Students will see their clients at the *Center for Counseling and Diagnostic Services*, in addition to the following off-site placements: *Delta Elementary Charter School, Natomas High School, or Success Academy*. **Concentration Coordinators are responsible for coordination the practicum sites for all EDC 475 sections.** Each EDC 475 instructor will establish and maintain regular contact with off-site assigned placements if the off-site organization is providing on site supervision; in these cases the EDC 475 instructor provides the group supervision contact.

CTC standards for School Counseling: Practica 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

## **Hours Calculated**

EDC 475: PRACTICUM	Hours		TOTAL PRACTICUM HOURS
	Direct Contact Hours	Indirect Hours	
<b>On-Site</b>			
<i>Three Hours of Counseling Sessions per Week (3 hours X 14 weeks)</i>	40-42	==	40-42
<i>Preparation, Clean-Up, Case Notes and Administration (1hour X 14 weeks)</i>	==	14+	14+
<b>Off-Site Administration</b>			
<i>Research, Writing Case Studies, Evaluation Summaries, etc. (1 hour per week X 14 weeks)</i>	==	14+	14+
<b>Supervision</b>			
<i>Individual/Triadic (1 hour X 14 weeks)</i>	==	13 <u>minimum</u>	13+

Group (1 <sup>st</sup> week = 4 hrs of prep/orientation) + (1.5 hours X 13 weeks)	==	21 <u>minimum</u>	21
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*40 <u>minimum*</u> Direct Hours	60+ Indirect Hours	*100 <u>minimum*</u> TOTAL HOURS
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1. All hours for EDC 475 must be entered on a single Practicum Timesheet (see page 39 & Forms Module in the Counselor Education Cohorts Canvas shell) and be endorsed by the student and the instructor/supervisor of record.
2. Students must earn a minimum of 100 clock hours (minimum of 40 direct contact hours) of practicum experiences (at one or more sites) and pass EDC 475 before they are permitted to enroll in *EDC 480: Field Study in Counseling*.
3. Students must receive an average of one hour per week of individual or triadic supervision AND one and one half hours per week of group supervision, with a minimum total of 13 hours of individual/triadic supervision and a minimum total of 21 hours of group supervision.

### **Evaluation Of Practicum**

EDC 475 practicum supervisors are required to complete and submit a *Counseling Skills Evaluation (CSE)* for each of their practicum students. The evaluation is used as part of a comprehensive assessment of the student's demonstration of professional counseling skills as the student progresses through the program. Supervisors should attach a blank copy of the evaluation to their course syllabus and review it with students at the beginning of the semester.

The evaluation is first administered in *EDC 280: Practicum in Communication*, then again in *EDC 475*. Supervisors are required to complete the evaluation two times for each student: once at the midterm and once at the end of each student's practicum experience. The form may also be used as a weekly tool for tracking skill development (i.e. student self- evaluation, peer evaluation, supervisor evaluation of an individual session) throughout the semester. **The final evaluation will be submitted into their student files.** Please refer to the paperwork workflow below.

- Supervisors are responsible for completing an evaluation for each EDC 475 student at the MIDTERM (formative evaluation) and FINAL (summative evaluation).
- Supervisors will complete the Counseling Skills Evaluation (CSE), which will be imported along with the corresponding Canvas Outcome & Rubric, for grading within the rubric.
- Supervisors will download and gather the evaluations for each student into a zip drive, and [upload to CCDS](#), for placement into the student files.

### **Grading**

Practicum is graded on a *Credit / No Credit* basis. *Credit* will be granted for satisfactory completion of all practicum requirements, including demonstration of professional conduct and mastery of basic counseling skills. The supervisor reserves the right to give a *No Credit* grade to students who, in the supervisor's judgment, are not ready to enroll in Field Study. If a student receives a grade of *No Credit*, then the student will be allowed to repeat EDC 475 one time only for credit or a passing grade. If the student receives a *No Credit* grade a second time in the course, the student will be automatically dismissed from the counseling program (please refer to the Student Handbook for additional information).



## EDC 480 Field Study Overview

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### **Field Study Overview**

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

In addition to accruing hours of experience in the field and receiving regular individual supervision at the site, students are required to participate in a 480 Group Supervision at the University where they receive group supervision. The weekly group supervision is led by a CSUS faculty member and provides students an opportunity to discuss cases, develop interventions and strategies, share resources, and further students' personal and professional development. Students are expected to bring an audio/video to their weekly university group supervision in order to help facilitate direct feedback from the instructor and peers to bolster the Faculty supervision experience in alignment with accreditation standards. The ultimate goal is to ensure the successful acquisition, integration, and application of critical skills needed to be effective professional counselors, consultants, and advocates in general and, particularly, as applied to one's particular area of Concentration.

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

**Clinical hours may only be accrued during the semester in which the student is enrolled in EDC 480 and under the direct supervision of Program faculty. Hours do not transfer from one semester to another or from one site to another.**

## Interview and Enrollment Requirement

Field Study is an especially demanding course that requires students to be autonomous and advanced enough in their skills to counsel individual and group clients ethically, effectively, and professionally with less supervision than is received in practicum. This necessitates that field study students 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, students are under direct observation by their site supervisor or Faculty supervisor in the CCSD. In their field study course, students are placed in community settings by specialty. During group Faculty supervision, the student must present a video/audio and transcription of a session and be willing to present the case to receive feedback on skills and interventions utilized. In addition, students will participate in consultation around cases with their peers.

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

Students may interview up to three times in order to obtain an appropriate site placement. **Students who fail to obtain placement after three interviews will not be enrolled in EDC 480 that semester** and will be placed on probation (review pp. 29-33 of the Counselor Education Student Handbook for detailed information about probation policies and procedures). Students may petition again for EDC 480 the following semester and may interview up to three additional times in order to obtain an appropriate site placement. **Since MCFC placements are year-long and begin in fall, students who fail to be placed in the fall must wait until the following fall to petition again for EDC 480.**

Students must successfully obtain placement in order to earn credit in EDC 480. Students who fail to obtain placement in EDC 480 after two semesters will be automatically dismissed from the Counselor Education Program. Finally, any student dismissed from their site may be dismissed from the program; their success in the program during this time of field study is directly linked to their success as a professional at their site. You are representing our program at each interview, and each interaction 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 students to be eligible for the degree. Therefore, all students will sign up for 3 units of EDC 480 each semester, aiming to acquire 300 hours each in semester I and semester II of 480. For school counseling cohorts that start 2022 and after, all students must take 3 units each semester, acquiring 300-400 hours each semester in both semester I and semester II of EDC 480 field study.

## Basic Field Study Requirements

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

- a. 240 hours of direct service with clients (40% of the 600 hours) that must include experience in individual counseling and group counseling and may also include couple/family counseling.
  - i. For school Counseling specialization CTC requires: Fieldwork The candidate's total field experience includes the following: 1. Candidates are required to complete a minimum of eight hundred (800) clock hours in two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours within each level. Two hundred (200) hours of the eight hundred (800) clock hours may be

completed in other areas related to schools and/or counseling, such as field work hours needed for a Child Welfare and Attendance (CWA) authorization. At least six hundred (600) clock hours must be completed in public school settings with Pre-K-12 pupils. If a candidate elects to complete 200 of the 800 hours in a setting outside of the Pre-K-12 school system, they must have a site supervisor that has a master's degree in counseling or a related field.

- ii. The opportunity to work with students of diverse backgrounds (150 hours) including socioeconomic disadvantages, English learners, homeless youth, foster youth; students with disabilities (including Section 504 plans), students experiencing suspension and expulsion from school, sexual minority youth (LGBTQ+), racial and ethnic minorities; and understand information on school, district, State, and Federal policies and the impact of resulting practices.
- iii. Within the required fieldwork hours, candidates are required to complete at least 100 hours of experience in each of the following areas: Social/Emotional, College/Career, and Academic (see SCPEs #3, #4, and #5 for specific activities).

- b. One (1) hour of weekly interaction of individual supervision that occurs regularly during the course of Field Study by a licensed or credentialed On-site Supervisor.
- c. Two (2) hours per week of group supervision that is provided on a regular schedule over the course of the student's Field Study by a CSUS faculty supervisor.
- d. Evaluation of the student's performance throughout the field experience by both the CSUS faculty supervisor and the field supervisor.
  - i. This evaluation process includes a formal midterm evaluation (FORM 5: Midterm Evaluation), and a final evaluation (FORM 6: Final Evaluation), that are both completed by the On-site Supervisor. Students will acquire a copy of this evaluation during with a conversation with the on-site supervisor regarding student progress. Students will then submit a signed copy of this form to turn into their EDC 480 course which will rest in their student file.
    - i. In order to earn credit in EDC 480: Field Study, students must earn a minimum passing score of 2 on **all competencies** on the final evaluation (*FORM 6*). Failure to earn a minimum passing score of 2 on all competencies will result in *No Credit* for this class. **Earning a grade of *No Credit* for two semesters of EDC 480 will result in automatic dismissal from the Counselor Education Program.**
  - ii. In addition, Faculty supervisors will work closely with the on-site supervisor ensuring student monitoring and performance. Faculty supervisors will mentor both supervisees and the 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 student performance, and will gather any student concerns to bring to the program coordinators as necessary.
- e. The Faculty Supervisor is responsible for verifying a student's completion of Field Study requirements for a given term.
- f. The Program Coordinator will verify each student's completion of all Field Study requirements for graduation.

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

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

### **Prerequisite Coursework**

Field Study is designed to build on learning and competencies acquired in all core counseling courses, as well as course requirements in the student's counseling Concentration. **All counseling students 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.

### **Minimum Hour Requirements**

The Field Study requirement for all students in the Counselor Education Program is 600 clock hours with 40% (240 hours) of direct client contact. This is equivalent to 6 units of coursework (1 unit = 100 clock hours). EDC 480 must be taken for 6 units obtained over a minimum of 2 semesters in order for students to be eligible for the degree. Therefore, all students will sign up for 3 units of EDC 480 each semester, aiming to acquire 300 hours each in semester I and semester II of 480. For all school counseling cohorts that start 2022, all students must take 3 units each semester, acquiring 300-400 hours each semester in both semester I and semester II of EDC 480 field study.

Note: All students must complete the minimum hour requirements and receive a "Credit" grade for all semesters

of EDC 480 in order to qualify for graduation with the M.S. in Counseling degree.

### **Additional School Counseling Requirements**

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

*“A minimum of six hundred (600) clock hours in public school settings at two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours at each level. Two hundred (200) of the six hundred (600) clock hours may be completed in settings other than public schools. At least four hundred (400) clock hours must be completed and supervised in public school settings with k-12 pupils.”* (CCTC PPS Standards, p. 87). Please note the increased hours requirement beginning in the 2021-22 school year.

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

### **Hours Calculations**

The student’s field study hours will be accrued over a 15-week period in a given semester. [Download the sheet to track and calculate hours.](#) As a guideline, weekly hours on-site will be calculated as follows:

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

### **Sample Case #1**

The example below shows the typical one-week profile of a student enrolled in 3 units of field study (300 clock hour requirement) during a 15-week semester:

Total clock hours for semester           **300** (3 units × 100 hours per unit = 300)  
Approximate Hours per week           **20** (300 hours ÷ 15 weeks = 20)

#### Sample Weekly Activity & Hours

Client contact per week	8 hours minimum
Group supervision	2 hours minimum
Individual supervision (on-site)	1 hour minimum
Indirect hours	9 hours minimum
<b>Approximate Hours per week</b>	<b>20 hours per week</b>

## **Hours Deficiencies**

Sometimes students fall short of the hours that they intended to complete in a given semester. Please see page 31 for instructions for students who are **SHORT 40 hours OR LESS total hours, OR 16 OR LESS client contact hours**. Students who are **SHORT MORE THAN 40 total hours OR MORE THAN 16 client contact hours** will be assigned a grade of Incomplete (please see page 31 for more information).

## **Hours Before or Between Semesters**

Students beginning field study within 90 days of EDC 480 registration must alert their Specialty Coordinator and/ or Fieldwork Coordinator if they intended to accrue hours while not under Faculty supervision. This is to ensure that the Faculty supervisor and site supervisor can work with the student to provide oversight prior to the start of their EDC 480 course. Students are then able to earn up to 40 hours (see banking hours rules below) with a maximum of 20 hours direct.

## **Banking Hours**

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

Students may not bank hours during one semester of field study towards another semester of EDC 480. For example, if a student 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. Students 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.

## **BBS Trainee 90-Day-Rule:**

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.

### **MFT Trainees:**

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

### **L.A. Hour Requirements& Micropracticum Facilitator**

Students may receive up to 60 clock hours of field study credit while working as a Lab Assistant (L.A.) or Micropracticum Facilitator. Only students with strong clinical, academic, and organizational abilities may be selected for these roles, and Counselor Education faculty must personally invite these students. Duties may include any or all of the following: peer observation/feedback, demonstration of skills, small group facilitation, dyad facilitation, and research. Students **may** receive client contact credit for assisting with the following Micropracticum 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 Micropracticum group facilitation, and play therapy). Each L.A. and/or Micropracticum Facilitator, along with their faculty mentor, will meet regularly for guidance and supervision and will complete *Form 4 and 4b: Time Sheet/L.A. Time Sheet* at the end of their work together. L.A. and Micropracticum Facilitator's work may be performed prior to or concurrently with enrollment in Field Study. Students 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 student intends to apply their earned L.A. or Micropracticum Facilitator hours.

### **Documentation, Evaluation And Grading**

#### **Progress Notes**

Some specializations require progress notes to be written. A sample format is provided in the Appendix and serves as a guideline only. Supervisors may substitute their own style of progress notes. Students and supervisors should discuss desired format, supervisor expectations, and anticipated due dates early in the semester. Progress notes, as any other notes related to client information, should maintain the confidentiality of the clients involved. Check with your individual instructor for their expectations.

#### **Case Presentations and Transcript**

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

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

#### **Additional MCFC Documentation**

The Board of Behavioral Sciences (BBS) has specific forms to be completed and procedures for MCFC students

to follow in order to be credited MCFC experience hours. These are separate from the paperwork required for CSUS Field Study documentation. MCFC students should consult with their Faculty Supervisor or Academic Advisor for information on documenting hours of experience as an MCFC Trainee.

BBS FAQ: [https://www.bbs.ca.gov/pdf/publications/mft\\_faq.pdf](https://www.bbs.ca.gov/pdf/publications/mft_faq.pdf)

### **Instructions for Evaluations and Forms**

On-site Supervisors are required to complete and submit a *Midterm Evaluation (FORM 5)* and a *Final Evaluation (FORM 6)* for each field study student at their site. These evaluations have both quantitative and qualitative components (which are identical) that assess a variety of skills demonstrated by the student. The evaluations are used as part of a comprehensive assessment of the student's clinical and professional skills as the student progresses through the program. Supervisors should review a copy of the evaluations with each student at the beginning of the semester to facilitate the identification of strengths and the establishment of learning objectives. A minimum passing score of 2 on all competencies on the final evaluation (*FORM 6*) is required for students to earn a grade of *Credit* in EDC 480: Field Study.

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

### **FORM 1: Petition to Enroll in Field Study Group Supervision Seminar**

Form 1 is your petition to enroll in Field Study Group Supervision Seminar. It is to be completed by the student and submitted to the Specialty Coordinator on or before the appropriate deadline in order to be considered for enrollment in fieldwork for the requested semester. For enrollment during the fall semester, the deadline will be in May. For enrollment during the spring semester, the deadline will be in December. If you are a student petitioning to enroll in your first semester of EDC 480, please note that you must successfully complete EDC 475. **No student will be allowed to enroll in fieldwork until they have completed these practicum requirements and received a grade of "Credit"**.

### **FORM 2: Petition to Enroll in Field Study Placement**

Form 2 is available via a Qualtrics survey link that will be distributed to all relevant cohorts. Students will submit information regarding their Field Study placements, number of units previously completed in Field Study, number of units being requested in Field Study, and contact information for their site supervisors. Please note that the default option is 3 units of field study each semester, beginning 2021-2022 School Counseling students will default to 3 units each semester (600-800 hours).

### **FORM 3: Expectations Agreement**

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

### **FORM 4, 4a, 4b: Time Sheets**

One copy of *FORM 4: Field Study Time Sheet* is provided in the Appendix for students to duplicate and use throughout the semester. These sheets are to be completed by the student and initiated weekly by the On-Site Supervisor during individual supervision. Students working at more than one site in a given semester should maintain a separate set of time sheets for each site. At the end of the term, the signed timesheets must be submitted to the Faculty Supervisor for final tally and approval. **Please note that these forms are all fill in**



**pdf, therefore you will retain a copy for your records and upload for submission.** Faculty supervisors initial the hours earned during 480 group supervision, which is documented on *FORM 4a: Field Study Time Sheet: Faculty Supervision Hours*. L.A. hours are documented on *FORM 4b: L.A. Time Sheet* and reviewed and signed by the student's L.A. supervisor. Hours earned on *FORM 4b* do **not** get added to the other time sheets. Instead, students should calculate any L.A. hours earned and include them in their total hours on *FORM 8*.

### **FORM 5: Midterm Evaluation**

The On-Site Supervisor will complete *FORM 5: Midterm Evaluation* at the midterm and review the evaluation face-to-face with each student during individual supervision. Some supervisors have students complete a self-evaluation using the same instrument and "compare notes" during the review session.

Evaluations should be shared in a *positive manner*, facilitating discussion and insight into *strengths*, identifying *goal achievement* and to further identify *areas of growth*. Once reviewed, the supervisor and student will both endorse the evaluation.

The Faculty Supervisor will contact the student'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 file this form in the student's clinical file prior to the end of the term. The form will be filed in the student's permanent clinical file. (Note: Students are urged to make a copy for their own records.) If the form is not completed in a timely fashion, the student will receive a "No Credit" grade for the semester. On-Site Supervisors and students should prioritize this important requirement and its associated deadline.

### **FORM 6: Final Evaluation**

The On-Site Supervisor will complete *FORM 6: Final Evaluation* at the end of the semester and review the evaluation face-to-face with each student during individual supervision. Some supervisors have students complete a self-evaluation using the same instrument and 'compare notes' during the review session. Evaluations should be shared in a *positive manner*, facilitating discussion and insight into *strengths*, identifying *goal achievement* and further identifying *areas of growth*. Once reviewed, the supervisor and student will both endorse the evaluation.

The completed and signed copy will be submitted to the Faculty Supervisor for their endorsement the Monday BEFORE Final Exam week (or the first Friday in May for MCFC students).

The Faculty Supervisor will file this form in the student's clinical file by Final Exam week. (Note: Students are urged to make a copy for their own records.) If the form is not completed in a timely fashion, the student will receive a "No Credit" grade for the semester. On-site supervisors and students should prioritize this important requirement and its associated deadline. A minimum passing score of 2 on all competencies on the final evaluation is required for students to earn a grade of *Credit* in EDC 480: Field Study. **Earning a grade of *No Credit* for two semesters of EDC 480 will result in automatic dismissal from the Counselor Education Program.**

### **FORM 7: Student's Evaluation of Field Study Site**

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

### **FORM 8: Verification of Work Completed and Grade for Term**

Each student is responsible for completing *FORM 8: Verification of Work Completed and Grade for Term* (complete entire form EXCEPT the actual grade) and submitting it with other required forms to the Faculty Supervisor. The Faculty Supervisor, in consultation with the site supervisor, will determine the final grade. The Faculty Supervisor will file this form in the student's clinical file prior to the end of the term. If a student receives an Incomplete, this form will be submitted two times: The first time for the Incomplete grade and the

second time for the Credit grade once requirements have been met.

### **FORM 9: Final Verification of Field Study Completion**

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

### **Grading**

Grading. Field Study is graded on a *Credit / No Credit* basis. *Credit* will be granted for satisfactory completion of all field study requirements, including demonstration of professional conduct, ethical behavior, mastery of appropriate counseling skills, and a minimum passing score of 2 on all competencies on the final evaluation (*FORM 6*). The supervisor reserves the right to give a *No Credit* grade to students 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 automatic dismissal from the Counselor Education Program.** All course grades are submitted online through the University's student management system, Qualtrics.

Students in EDC 480: Field Study are evaluated on their counseling skills, professionalism, receptiveness to supervision, and personal characteristics suited for the counseling field. Onsite supervisors will perform two formal evaluations of students, once at the midterm and again at the final. A minimum passing score of 2 on all competencies is required at the final evaluation (*FORM 6*) in order for students 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 students' forms, assigning grades, and filing all forms in the students' clinical files. Students may receive one of the following grades for field study: *Credit* (CR), *No Credit* (NC), or *Incomplete* (INC). *Incomplete* grades are reserved for exceptional circumstances, as defined by university policy.

Students will only be awarded a grade of *Credit* if the Faculty Supervisor has received all of the required forms and evaluations, **completed, signed, and uploaded**, and in the following order (with FORM 8 on top):

<b>FORM 8:</b> <b>FORM 3:</b> <b>FORM 4:</b> <b>FORM 4a:</b> <b>FORM 4b:</b> <b>FORM 5:</b> <b>FORM 6:</b> <b>FORM 7:</b>	Verification of Work Completed and Grade for Term Expectations Agree Field Study Time Sheet Faculty Supervision Time Sheet L.A. Time Sheet (if applicable) On-Site Supervisor's Midterm Evaluation of Student On-Site Supervisor's End of Semester Evaluation of Student Student's Evaluation of Field Study Site
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**NOTE:** Each student is responsible for submitting all signed time sheets and forms to the Faculty Supervisor early in the week of final exam week. Some forms will be fill in pdf and others will be through a Qualtrics Survey Link. In the case of a survey link, as will be the case for FORM 5 & 6

(supervisors evaluation of student), students will be required to submit a copy which can be emailed to the student within the link or downloaded with the supervisors upon completion. The Faculty Supervisor needs to verify all forms received for each student and file in their clinical records by Final Exam week.

## Field Study Sites

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All students enrolling in EDC 480: Field Study in Counseling will be interviewed by the site to which they are assigned for the upcoming semester. If an interview does not result in placement at that site, students will have the opportunity to interview at two additional sites. Failure to successfully be placed after three interviews will result in not being enrolled in EDC 480 that semester and placement of the student on probation (see page 6 of this handbook for more information).

### Site Placements & Community Partnerships

Students will apply to sites in which the Counselor Education program at CSUS has a partnership with, through an Agreement and/or Memorandum of Understanding (MOU). These sites have been vetted to ensure they are equipped to meet the requirements set by the CSUS, BBS, CACREP, and CCTC and suited for the experiences needed for all counseling specialties. Therefore, if students are seeking sites that are not listed, we request that students petition the specialty Coordinator to add the site one year in advance of placement. Please note that this petition/request may be denied.

### Career Counseling Placements

Career Counseling students must complete all of their total Field Study units at a *Designated Center*. This is a school or agency with which the Counselor Education Program has established an ongoing collaborative partnership for the purpose of training CSUS counseling students. Current Designated Centers are listed by Concentration in the Appendix. These sites meet a number of important criteria established by the Program, including, but not limited to, having a population of clients who are at least 50% minorities, and guaranteeing that a licensed/credentialed supervisor is physically on-site each day the student is working at the site.

Students may petition to work at a Concentration site if they are employed at the site as a paid counselor intern or as a career counselor. When selecting a Concentration site, students are responsible for contacting the site, securing appropriate supervision at the site, and making certain that all of their programmatic and academic needs will be met at the site. All Concentration sites must be pre-approved by each student's academic advisor. (Note: this approval is in consultation with other Concentration faculty.) Please see the following form for specific criteria for qualified sites: *FORM 3: Expectations Agreement*.

### Marriage, Couples, and Family Counseling Placements

MCFC placements will occur once per year, each fall semester. Students will remain at their site placement for a minimum of one academic year unless there is an extenuating circumstance that prevents the student and/or site from fulfilling the training obligation.

MCFC students must complete all of their total Field Study units at a *Designated Site*. This is an agency or school in which the Counselor Education Program has established an ongoing collaborative partnership for the purpose of training CSUS counseling students. These sites meet a number of important criteria established by the Program, including, but not limited to, having a population of clients who are at least 50% minorities, and guaranteeing that a licensed/credentialed supervisor is physically on-site each day the student is working at the site. If placed at a school site, MCFC students will provide counseling services to children and adolescents within the district, and they will be required to pass a **district screening process**. Most often, this entails being fingerprinted and taking a tuberculosis (T.B.) test. Some districts only accept fingerprints obtained through their own district office. T.B. tests may be performed elsewhere (including free testing at the CSUS Student Health Center), but the printed results must be submitted to the respective district. Students are required to have passed the screening prior to the start of the semester in which they are enrolled in the course. **STUDENTS MAY NOT WORK WITH CLIENTS UNTIL THEY HAVE PASSED**

## THE DISTRICT SCREENING.

### Concentration Sites

Concentration sites will be taken into consideration by the Counselor Education Faculty. Students must contact the coordinator no less than 1 year prior to beginning field study so that a community relationship may be established, a site visit completed, and a Memorandum of Understanding can be put in place.

Concentration sites will not be considered if the above procedures are not met.

### Rehabilitation Counseling Placement

Rehabilitation Counseling students must complete all of their total Field Study units at a *Designated Center*. This is an agency with which the Counselor Education Program has established an ongoing collaborative partnership for the purpose of training CSUS counseling students. Current Designated Centers are listed by Concentration in the Appendix. These sites meet a number of important criteria established by the Program, including, but not limited to, having a population of clients who are at least 50% minorities, and guaranteeing that a licensed/credentialed supervisor is physically on-site each day the student is working at the site.

Students may petition or seek consultation with their advisor regarding a Concentration site due to individual circumstances. When selecting a Concentration site, students are responsible for contacting the site, securing appropriate supervision at the site, and making certain that all of their programmatic and academic needs will be met at the site. All Concentration sites must be pre-approved by each student's academic advisor as well as additional paperwork that needs to be completed by both faculty and the site supervisor. Please see the following form for specific criteria for qualified sites: *FORM 3: Expectations Agreement*.

### School Counseling Placements

School Counseling students must complete all of their total Field Study units at a designated site. This is a school or agency in which the Counselor Education Program has established an ongoing collaborative partnership for the purpose of training CSUS counseling students. These sites meet a number of important criteria established by the program and accrediting organizations (e.g., CCTC, CACREP), including, but not limited to, having a population of clients who are at least 50% minorities, and guaranteeing that a licensed/credentialed supervisor is physically on-site each day the student is working at the site.

Since Field Study students will provide counseling services to children and personnel within the district, they will be required to pass a **district screening process**. This entails being fingerprinted and taking a tuberculosis (T.B.) test. Each districts require fingerprints obtained designated sites. **T.B. tests** will be submitted to the respective district. Students are required to have passed the screening prior to the start of the semester in which they are enrolled in the course. In addition, all School Counseling students must successfully receive their **Certificate of Clearance** by the end of their first year. **STUDENTS MAY NOT WORK WITH CLIENTS UNTIL THEY HAVE PASSED THE 1) DISTRICT SCREENING and 2) CERTIFICATE OF CLEARANCE.**

### Clinical Placements

#### The Center for Counseling and Diagnostic Services (CCDS)

Clinic Director: Michael Levine, [michaellevine@csus.edu](mailto:michaellevine@csus.edu)

Eureka Hall Room 421

Phone: (916) 278-6252

The Center for Counseling and Diagnostic Services (CCDS) has been in operation since 1968. It is equipped with family counseling rooms, small counseling cubicles, and art and play therapy materials. Services are offered by supervised graduate students from the Counselor Education Program, School Psychology Program, and

Special Education Program during the academic year. Students offer the following services:

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

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

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

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

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

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## Supervision

### Supervisor Qualifications

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 student is enrolled;
- (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

### BBS Supervisor Qualifications

(g) "Supervisor," as used by BBS, 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 any of the following:

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.

(A) 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) If the supervisor is a licensed professional clinical counselor, the person has completed the additional training and education requirements specified in subparagraphs (A) to (C), inclusive, of paragraph (3) of subdivision (a) of Section 4999.20.

- (3) For at least two years within the five-year period immediately preceding any supervision, has practiced psychotherapy, provided psychological counseling pursuant to subdivision (e) 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.

(4) Has received training in supervision as specified in this chapter and by regulation.

(5) Has not provided therapeutic services to the supervisee.

(6) 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.

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

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

## **The Supervisory Relationship Defined**

### **Supervision:**

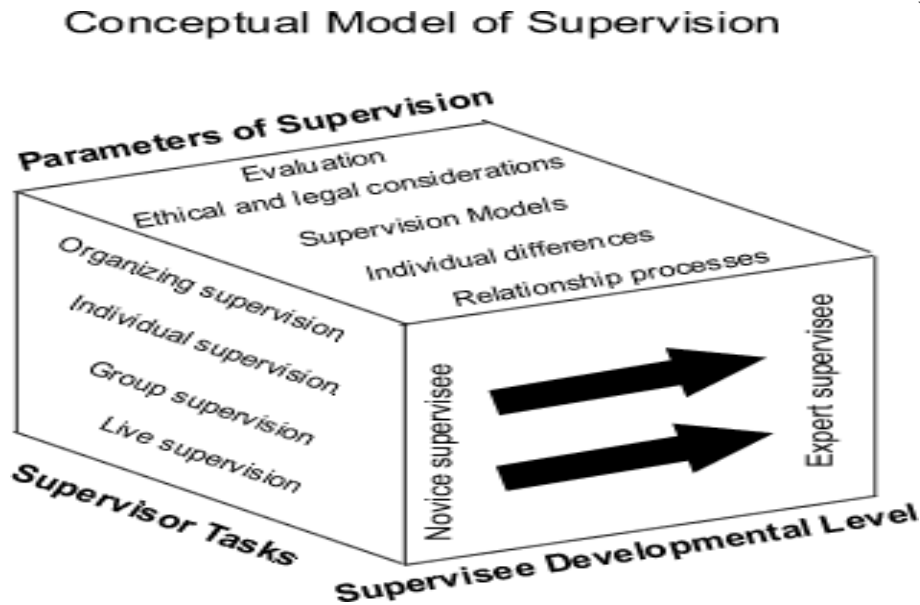
For the Field Study experience, supervisors will be asked to take seriously their role as an evaluator and use their best judgment to determine a student's readiness for future fieldwork or graduation and/or to assess their appropriateness for the profession of counseling.

Bernard and Goodyear (2014) define supervision as "An intervention provided by a more senior member of a profession to a more junior colleague to colleagues to typically (but not always) are members of that same profession." This relationship is:

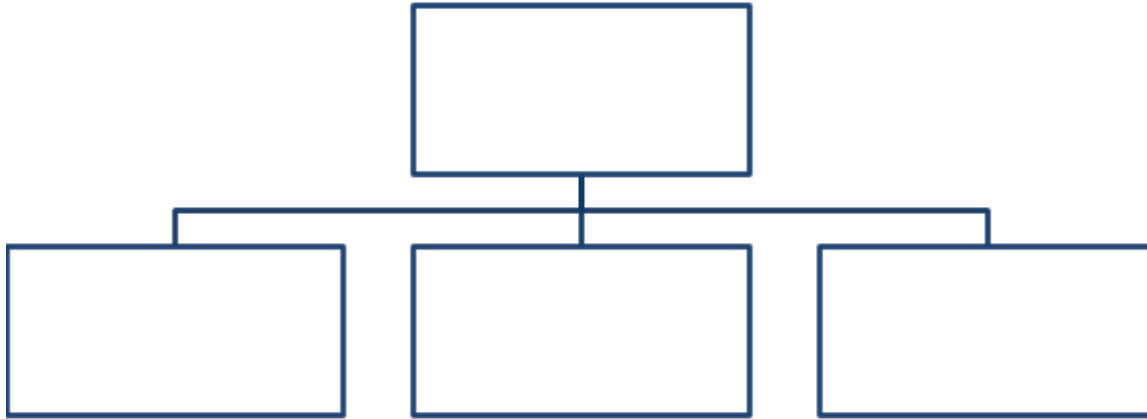
- Evaluative and hierarchical
- Extends over time, and
- Has the simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of professional services offered to the clients that she, he, or they see; and serving as a gatekeeper for the particular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

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

- To foster the supervisee's professional development- a supportive and educational function.
- To ensure client welfare- the supervisor's gatekeeping function is a variant of the monitoring of client welfare.



Supervisors oversee the work of supervisees through a set of supervisory activities, which include consultation, counseling, teaching and evaluation, with consultation operating as the primary role (Bradley, 1989).



### **Consultant (primary role)**

Consultation is characterized by a shared responsibility for learning, with maximal input from the counselor (supervisee) and minimal input from the supervisor. Consultation should be the predominant stance and activity of counselor supervisor. It is the most viable activity. Consultation in the context of counselor supervision should lead to objectives which are mutually agreed upon by supervisor and counselor. Objectives tend to fall into the four categories of:

- Personal problems interfering with the counselor's work.
- Concerns about professional development.
- Acquisition of new skills or improvement of existing competencies, and
- Program development, maintenance, and evaluation.

### **Counselor**

With few exceptions, the supervisor (a master counselor) is the most qualified person in the supervisee's professional environment to provide counseling. Furthermore, the supervisory relationship is by definition the right context for facilitating personal development. The issue is not whether to include counseling in the set of supervisory activities but **when** and **how** the supervisor should utilize counseling. When cues become apparent during a consulting activity indicating that the supervisee is struggling with a personal issue, the supervisor can follow the counselor's lead and naturally transition into the counselor role.

Several supervisory sessions may be devoted to the concern, or, if extensive treatment is needed, the supervisor can make a referral to another counselor. Once the issue has been adequately addressed, the supervisor will naturally transition back into the role of consultant.

### **Trainer/Instructor**

The differentiating criterion between the consultative stance and that of active trainer is *supervisor input*. When the supervisor is functioning as an active trainer/instructor, the supervisor carries most of the responsibility, with



the flow of information and direction being principally from supervisor to counselor, and with counselor input at a minimum. When engaged in consultation, the supervisor can digress to engage temporarily in active training and then return to consultation, just as was done with the counseling activity. (Beginning supervisors sometimes have difficulty finding a balance between training and consultation, staying 'stuck' in the training/instructing/evaluating roles and neglecting the primary role as consultant and the supplementary role as counselor.)

Training and instruction should vary according to the developmental level of the counselor/supervisee:

- **Inexperienced supervisees** (enrolled in their first semester of EDC 480) prefer that the supervisor give them specific information about how to do counseling. Beginning counselors prefer that the supervisor *teach* approaches that emphasize direct (structured) instruction such as didactic presentations, direct observations of the supervisor demonstrating effective counseling, and written materials describing counseling interventions. Examples of training techniques: modeling and reinforcement, role-playing and simulation, video and audiotaping, direct observation, and case conceptualization. In addition to enhancing basic techniques, inexperienced supervisees value support, encouragement, and understanding, as well as honest, constructive feedback from their supervisors.
- **Note:** The term "inexperienced" in Field Study does **not** indicate that the student lacks basic counseling skills. This term is defined as an individual who has mastered basic counseling skills but is still learning how to apply them in a setting with less supervision than received in EDC 475 Practicum.
- **Experienced supervisees** (enrolled in their second semester of EDC 480) want less emphasis on the mechanics and tasks of supervision and more emphasis on a collaborative sharing of ideas and thoughts. They prefer discussions of theoretical issues, more responsibility for case conceptualization and collaborative supervisory sessions than do inexperienced counselors. Thus, the trainer/instructor role of the supervisor is minimized and the consultant role is maximized.

### **Evaluator**

Evaluation is essential for accountable supervision and for accountable counseling in both administrative and clinical areas. Evaluation can and should be used in conjunction with supervisory consultation without raising the student's anxiety level enough to hamper supervision. *The debilitating fear associated with evaluation is the most pervasive roadblock.* To minimize this fear and optimize the evaluation process the following three conditions must be met:

1. Foremost condition: Both supervisor and counselor know the targets for evaluation (knowledge, skills, disposition, professional conduct, etc.), and the counselor has input into selection of these targets.
2. The counselor is aware of the evaluative procedures and performs some of them (self-evaluation).
3. The goal of evaluation serves as documentation of success in obtaining objectives and the identification of areas for improvement.

Evaluation is proactive and facilitative rather than being aimed at punishing supervisees whose work is not reaching objectives. The consulting supervisor should encourage counselor self-evaluation, generate cooperative evaluation wherever efficacious, and judiciously apply some evaluatory procedures on a unilateral basis

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## 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 counseling license serves as evidence of significant training and clinical competence and enables individuals to operate a private psychotherapy practice if they wish. Having a particular Concentration is not necessary for the general counseling license; only a Master's Degree in Counseling or related field is required. The Counselor Education and School Psychology programs at CSUS have aligned their educational and clinical requirements so that all of our graduates will have an opportunity to be licensed to practice in California. After receiving their degree, 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);
- (2) Earn 3,000 hours of supervised experience in a clinical setting; and
- (3) Receive a passing score on the National Clinical Mental Health Counselor's Exam (NCMHCE).

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 students 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 program pre-Cohort 6 includes all but two LPCC coursework requirements within its degree, but students may enroll in these courses as electives in addition to their 60-unit degree requirements (or complete the courses after graduation through another program). Beginning with Cohort 6, the School Counseling program includes all but one LPCC coursework requirement within its degree, but students may enroll in this course as an elective in addition to their 60-unit degree requirements. This course (EDC 254) must be completed during the degree in order for students to be eligible for licensure.

Students 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 [Student Handbook](#) (pages 43-44) regarding BBS approved curriculum for APCC registration.

## **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 assessment or treatment of couples or families unless the professional clinical counselor has completed all of the following training and education:**

(A) One of the following:

(i) Six semester units or nine quarter units specifically focused on the theory and application of marriage and family therapy.

(ii) A named Concentration or emphasis area on the qualifying degree in marriage and family therapy; marital and family therapy; marriage, family, and child counseling; or couple and family therapy.

(B) No less than 500 hours of documented supervised experience working directly with couples, families, or children.

(C) A minimum of six hours of continuing education specific to marriage and family therapy, completed in each license renewal cycle.

For more information [CALPCC](#) & [California Legislative Information](#)

## **How to Become an Associate Professional Clinical Counselor (APCC)**

1. Once the Master of Science Degree in Counseling (with any Concentration) is posted on the University transcript, students 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.
2. As part of the application process, each applicant will need to submit to the BBS (among other items):
  - a. 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.
  - b. Proof of Life Scan.
  - c. A sealed envelope containing a completed and signed In-State Degree Program Certification form.
3. 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.

4. 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](mailto:echristian@csus.edu).

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

### **MFT Trainee Rules for Pre-Licensure Accrual of Hours**

MFT Trainees:

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, see section C. Statute cited: BPC section 4980.43 5 5.

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)**

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.
4. 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](mailto: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](#).

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### **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 students.
3. Provide school-wide prevention and intervention strategies and counseling services.
4. Provide consultation, training, and staff development to teachers and parents regarding students' needs.
5. 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. Students 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, students 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 students in the Counselor Education Program in the School Counseling
- Concentration.
- No students will be considered for the Internship Credential Program until they have completed EDC 475, Practicum in Counseling (School), and its appropriate prerequisites, and, therefore, are eligible to

begin EDC 480, Field Study in Counseling.

- Additional criteria for acceptance into the PPS Internship Credential program include: (a) Extensive experience working with children and youth (teaching and counseling experience are preferred) that will adequately prepare them for the position in which they have applied, and (b) Evidence of significant academic and school counseling competency
- Students must discuss their intention to apply to the PPS Internship Credential Program with their advisor and request a letter of reference.
- Students should submit the following items to the Fieldwork Coordinator: (a) the student 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 students 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), students 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 students in the Internship Credential Program will be required to perform a portion of these required hours at a field study site other than their place of employment. If students need to transition from their field study site to a new site, they should discuss it with their site supervisor, faculty supervisor, and fieldwork coordinator at least two weeks in advance. Advance discussion is required due to ethical duty to clients.
- Students who are admitted to the Internship Credential Program are required to be enrolled in *EDC 480: Field Study in Counseling* and attend a weekly group supervision *every semester* to ensure they are receiving direct supervision from program faculty.
- Interns must devote at least 50% of their position time to school counseling responsibilities and be released for required courses during each semester that they continue as an intern. School districts or agencies making such requests must agree, in writing, to release the student without loss of salary or need for compensating time to cover participation in required courses.

# FORMS

\*The following forms are sample forms that can be accessed on the Counselor Education Cohorts Canvas shell; Site Supervisors Canvas shell; and [CSUS CoE Master's Programs Form & Handbooks](#) webpage. The forms are in in fill-in pdf format and/or emailed via qualtrics survey link\*



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# CALIFORNIA STATE UNIVERSITY SACRAMENTO

## Consent for Discussing or Recording Counseling Sessions

I understand that my counseling sessions are private and that these sessions cannot be recorded or discussed outside this agency without my consent. I also understand that this agency is involved in the education and training of professional, rehabilitation, school, career, and marriage, couples, and family counselors. As a part of this training, students or faculty discuss or tape record counseling sessions. I am being asked to permit confidential access to my counseling sessions in this manner

I understand that exclusively graduate students and their faculty or other appropriate personnel at California State University Sacramento may review these sessions for the purposes of counseling education and training, and that confidentiality (including my identity) will be assured. Any recordings will be erased within six (6) weeks of the date of the recording. I am informed that recordings are typically erased within 2 weeks. I understand that I can withdraw this permission at any time.

The Faculty Supervisor at California State University Sacramento will keep a copy of this release, with all confidential counseling information stored in a separate, confidential location, until the completion of the 480 Group Supervision, after which the form will be destroyed.

I understand that there will be no penalty to me if I refuse to give my permission.

I give permission for my counseling sessions to be:

discussed

audio or videotaped

\_\_\_\_\_  
Client Signature    Date

\_\_\_\_\_  
Parent's or Guardian's Signature                          Date  
(for a minor)

\_\_\_\_\_  
Field Site Supervisor    Date

\_\_\_\_\_  
Practicum/Field Study Student                                  Date







