COLLEGE OF EDUCATION

SPECIAL EDUCATION & COUNSELING

Student Handbooks

Master of Science in Counseling:
Option in Rehabilitation Counseling

Certificate in Clinical Counseling

Certificate in Higher Education and Career Counseling



Cal State LA, 5151 State University Drive

Division of Special Education and Counseling

King Hall, Room C-1064, Los Angeles, CA 90032

(323) 343-4400

Webpage: https://www.calstatela.edu/academic/ccoe/programs/ms_rehab

STUDENT CHECKLIST

- It is never too early to begin exploring your practicum and internship opportunities:
  - Review the Tevera Site Placement process to explore traditional, clinical counseling, and higher education counseling settings
  - Begin your research using the Internet to explore various agency websites
  - If you have interest you may want to reach out by email or phone, introduce yourself, and arrange for a brief conversation to answer any questions about the potential training site
  - If you are interested in an internship site that satisfies the requirements for licensure as an LPCC, you will want to complete your exploration by the January prior to fall semester enrolling in COUN 5188, as that is when the interview process begins for LPCCs and their sister professions, LCSWs and LMFTs.
- Submit your **Practicum or Internship Application in Tevera** by the end of the 10th week of the semester prior to the semester of interest.
- Within the first week of your practicum or internship, be sure to meet with your agency supervisor to review the **this Handbook, in particular the Supervised Professional Practice section of the Handbook.**
- Make sure to regularly update your Tevera timesheets along with your Daily Reflective Practice forms for Canvas.
- Each week you need to meet with your site supervisor to review your practicum or internship time sheet and Daily Reflective Practice to inform your supervision meetings.
- During supervision you may need to discuss adjusting your activities to assure the required number of direct contact hours, as well as both individual and group counseling experiences.

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Accreditation

The Western Association of Schools and Colleges (WASC) accredits Cal State LA. The Master of Science in Counseling program is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Research suggests CACREP graduates perform better on certification examinations, an important measure of student success. CACREP accreditation is the recognized training standard for counselors by the Institute of Medicine and the Veterans Administration, allowing our students access to competitive employment opportunities. CACREP-accredited curricula are consistent with state counselor licensure laws including California, affording a pathway for our students to licensure and portability of that license.

OVERVIEW OF YOUR STUDENT HANDBOOK

This Student Handbook follows ***CACREP standard 1.N***: The student handbook includes (1) the mission statement of the academic unit and program objectives, (2) information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students, (3) matriculation requirements, (4) expectations of students, (5) academic appeal policy, (6) written endorsement policy explaining the procedures for recommending students for credentialing and employment, and (7) policy for student retention, remediation, and dismissal from the program.

Students should also be aware of all policies and procedures as indicated in the Cal State LA University Catalog that applies to their matriculation date

http://ecatalog.calstatela.edu/index.php

as well as the policies, procedures, and resources contained in the most recent Graduate Student handbook

http://www.calstatela.edu/graduatestudies

The associated important regulations and procedures are not duplicated in this Student Manual.

Our Website

Our website follows ***CACREP Standard 1.B*** where you will find this Manual, a list of the core counselor education program faculty, the program related certificates, admissions criteria, accreditation status, methods of instruction, minimum degree requirements, matriculation requirements, and financial aid information, all posted at:

http://www.calstatela.edu/academic/ccoe/programs/ms_rehab

1. Mission statement of our academic unit and program objectives, CACREP Standard 1.N

The Master of Science in Counseling, Option in Rehabilitation Counseling program at Cal State LA, prepares aspiring rehabilitation counselors for careers that assist people with disabilities to live fulfilling lives. The curriculum uses a holistic approach to address the medical, psychological, and social aspects of disability.

The Option in Rehabilitation Counseling is one of four graduate-level counselor education programs housed in the Division of Special Education and Counseling within the Charter College of Education. The other three programs are Applied Behavior Analysis, School-Based Family Counseling, and School Psychology. The division also offers a B. S. degree in Rehabilitation Services, and a Minor in Rehabilitation Services.

Program Mission and Objectives

The mission of the Master of Science in Counseling, Option in Rehabilitation Counseling Program is to recruit, retain, and graduate students from a remarkably diverse urban center to

become rehabilitation counselors prepared to perform the full scope of practice of the profession. The Program creates a learning environment that shapes a professional rehabilitation counselor identity. Graduates will be qualified to provide the full scope of rehabilitation counseling-related services to individuals who have disabilities in order to maximize their personal and professional potential. Program faculty systematically evaluate and improve the program based on student and community stakeholder feedback on the following program objectives:

1. Recruit applicants from a remarkably diverse urban center
    a. Distribute program brochures via e-mail
    b. Enhance our web presence
    c. Present on the program to relevant organizations, agencies, classes at Cal State L.A., and other colleges and universities
    d. Networking with employers at practicum and internship sites
2. Retain enrolled master's students
    a. Encourage participation in the student Rehabilitation Counseling Association and other rehabilitation-related state and national organizations to further develop their professional identity
    b. Provide accurate, timely, and effective advisement throughout the academic year
    c. Help students remedy academic difficulties
3. Deliver the CACREP-accredited curriculum in rehabilitation counseling
    a. Students will be oriented to the roles and functions of specialty areas in counseling and related ethical, legal, and professional issues (COUN 5001, 2.F.1)
    b. Students will recognize the richness and uniqueness of socially and culturally diverse populations, providing equitable services to all individuals (COUN 5103, 2.F.2)
    c. Students will be able to recognize consumers' strengths and capabilities throughout their lifespan (COUN 5000, 2.F.3)
    d. Students will establish their knowledge and expertise in career development, the world of work, and the vocational implications of disability, including the knowledge to assist with issues of accommodation and accessibility (COUN 5140, 5149, 2.F.4)
    e. Students will develop effective individual counseling strategies (COUN 5005, 5114, 2.F.5)
    f. Students will develop effective group counseling strategies (COUN 5160, 2.F.6)
    g. Students will be able to select, administer, score, and interpret common assessments in counseling (COUN 5002, 2.F.7)
    h. Students will be able to appropriately evaluate the effectiveness of interventions and programs (COUN 5003, 2.F.8)
    i. Students will obtain practical experiences in working with people with disabilities in community, public, private sector agencies, and colleges and universities within an urban environment (COUN 5187, 5188, Section 3)
    j. Students will promote the dignity and worth of all individuals, and advocate for people with disabilities so that they receive maximum benefit and equitable treatment in society (COUN 5103, 5140, 5149, 5.H)
    k. Students will identify the medical and psychosocial aspects of a wide range of disabilities (COUN 5111, 5142, 5143, 5.H.2.b, c, d, e)

l. Students will be able to conceptualize an individual's functioning, disability, and health and develop a related program of treatment (COUN 5111, 5142, 5143, 5.H.2.b, c, d, e)

4. Graduate and place 100% of enrolled students.
    a. Share with students and graduates job postings on our website
    b. Follow-up on and document alumni employment
    c. Follow-up on CRCC exam results
    d. For students pursuing counselor licensure, follow-up on post-master's supervised hours, State Ethics and Law exam, and performance on the NCMHCE.
    d. After two-years of employment, create supervised practice opportunities for future students

2. Information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students, CACREP Standard 1.N.2

Professional Organizations

Students in the program are encouraged to join and participate in professional organization associated with counseling and rehabilitation counseling. Most organizations offer student memberships at reduced rates. Students and graduates are encouraged to join and take active roles in these organizations.

Rehabilitation counselors have a number of national organizations representing their interests. Among them are the American Rehabilitation Counseling Association (ARCA, a division of the American Counseling Association, ACA), the National Rehabilitation Counseling Association (NRCA), the National Rehabilitation Association (NRA), the International Association of Rehabilitation Professionals (IARP) and the National Council on Rehabilitation Education (NCRE). Some of these national organizations have state and local affiliates. The California Association of Postsecondary Education and Disability (CAPED) California Association for Counseling and Development (CACD) are statewide organizations.

Students are also encouraged to join the Cal State LA student chapter of the Rehabilitation Counseling Association (RCA). This has been a very active student organization and is a subdivision of ARCA. See their website at https://rcacsula.wordpress.com/

3. Matriculation requirements, CACREP Standard 1.N.3

The M.S. in Counseling, Option in Rehabilitation Counseling program requires 70-74 total Semester units, of which 18 units represent supervised practice (Practicum and Internship). While taking 12-13 units per semester is considered a full-time graduate student, this program requires a minimum of three academic years (six semesters) of full-time study, or its equivalent in part-ime study. Students may obtain transfer credit for equivalent courses taken in other recent graduate programs up to a maximum of 30% of their required coursework. No coursework taken over seven years ago will count toward a graduate degree.

Curriculum content includes counseling theory and practice, human development, career counseling; history and systems in the rehabilitation counseling profession, medical and psychosocial aspects of disability; sociocultural factors in counseling; assessment, case management, job development and work evaluation; research methods; diagnosis and treatment in counseling; and practicum and internship. The curriculum is described in greater detail in this manual.

Supervised practice includes 100 hours of practicum experience in COUN 5187. Forty of the 100 hours must be direct contact in providing counseling to people with disabilities. Students monitor their progress through weekly logs that are turned into their faculty supervisor. Practicum occurs during the spring semester of your second year.

Internship represents 600 hours of supervised rehabilitation counseling practice during two semesters in an agency under the supervision of a qualified professional. Los Angeles and the surrounding communities offer a rich variety of rehabilitation facilities in which supervised practice can be carried out. Practicum and internship are described in greater detail in the Supervision Manual.

In addition to satisfactorily completing required coursework and clinical practice, each student must pass a comprehensive examination or write a thesis. Most students take the comprehensive examination; students planning to continue their education in a doctoral program, or who have special research interests and abilities, may choose to write a thesis. We recommend that such students enroll in COUN 5003: Principles of Research and Program Evaluation in Counseling as early as practicable and discuss the thesis possibility with an academic advisor.

MASTER OF SCIENCE DEGREE IN COUNSELING OPTION IN REHABILITATION COUNSELING

The Option in Rehabilitation Counseling prepares students to (a) address the needs of individuals with disabilities and maximize their rehabilitation potential, which includes occupational and personal efficacy and (b) function effectively as professional rehabilitation counselors in a variety of employment settings. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Applications are considered once a year for admission to the Fall Semester.

A. REQUIRED CORE (19 units)

EDSP 5000	Disability in Schools and Society	3
COUN 5000	Lifespan Human Development for Counselors	3
COUN 5001	Ethical, Legal, and Professional Issues in Counseling	3
COUN 5002	Assessment in Counseling	3
COUN 5003	Research in Counseling	3
COUN 5005	Individual Counseling Strategies	4

B. OTHER REQUIRED COURSES (51 units)

COUN 5103	Multicultural Counseling	3
COUN 5111	Diagnosis and Treatment in Counseling	3

COUN 5113	Case Management in Counseling	3
COUN 5114	Advanced Theories and Techniques in Counseling	3
COUN 5160	Group Counseling	3
COUN 5140	Introduction to Rehabilitation Counseling	3
COUN 5142	Medical and Psychosocial Aspects of Disability Part A	3
COUN 5143	Medical and Psychosocial Aspects of Disability Part B	3
COUN 5149	Employment and Career Development	3
COUN 5330	Trauma & Crisis Counseling	3
COUN 5650	Substance Use and Co-Occurring Disorders Counseling	3
COUN 5187	Supervised Practicum in Rehabilitation Counseling	6
COUN 5188	Supervised Internship in Rehabilitation Counseling (6, 6)	12

C. CULMINATING EXPERIENCE (0, 4 units)

COUN 5960	Comprehensive Examination or	0
COUN 5990A*	Thesis Planning or COUN 5995A* Project Planning	2
And		
COUN 5990B**	Thesis or COUN 5995B** Project	2

TOTAL UNITS 70-74

*Students who do a thesis or project are required to obtain advisor approval.
** May be repeated once for credit.
Note: Students should expect to take the comprehensive examination (COUN 5960) during the final semester of study and must comply with college and division requirements.

Certificate Programs

Certificate in Clinical Counseling

The Certificate in Clinical Counseling is designed for those who hold or are obtaining a master's degree in counseling, psychology, or a closely related profession, and who are seeking to apply for the Licensed Professional Clinical Counselor (LPCC) credential for the State of California, or any similar license in the United States (e.g., Licensed Mental Health Counselor, Licensed Clinical Professional Counselor).

Professional clinical counseling is the application of counseling interventions and psychotherapeutic techniques (cognitive, affective, verbal or nonverbal, systemic or holistic counseling strategies that include principles of development, wellness, and maladjustment that reflect a pluralistic society) to identify and remediate cognitive, mental, and emotional issues, including personal growth, adjustment to disability, crisis intervention, and psychosocial and environmental problems.

In addition to the option in rehabilitation counseling requirements, students completing the Certificate in Clinical Counseling will complete the following courses:

COUN 5112	Psychopharmacology for Clinical Counselors	(3)
COUN 5115	Couples and Family Counseling	(3)

Certificate in Higher Education and Career Counseling

This concentration in the Rehabilitation Counseling program is designed to train students to work in higher education colleges and universities with a specialty in disability. These students will be competent in: 1) providing and designing effective counseling services to higher education students; 2) evaluating social, psychological, educational, vocational, and cultural issues as related to students with and without disabilities; and 3) assisting students to make the transition from high school to post-secondary education and beyond.

In addition to the general RCEP requirements (above), students completing the Certificate in Higher Education should complete the following courses:

Required Courses:

COUN 5149	Employment and Career Development	(3)
or		
SOC 5410	Seminar: Gender and Labor	(3)
COUN 5100	Counseling Students in Higher Education	(3)
COUN 5161	Seminar: Higher Education Counseling	(3)

Brief Descriptions of Courses

COUN 5000 Lifespan Human Development for Counselors
Advanced theories of human development, including stages of personality, cognitive, career and social development across the lifespan.

COUN 5001 Ethical, Legal and Professional Issues in Counseling - Ethics in Counseling
Critical review of the ethical, legal, and professional issues in counseling-related professions.

COUN 5002 Assessment in Counseling
Knowledge and skills required to select, administer, score, and interpret psychological tests in counseling.

COUN 5003 Principles of Research and Program Evaluation in Counseling
Principles, procedures, and ethical considerations underlying collection, analysis, and interpretation of research data. Research psychometric concepts, development and implementation of program evaluation.

COUN 5005 Individual Counseling Strategies
Prerequisites: Admission to MS in Counseling program. Introduction to the various theories of counseling. Practical experience with techniques in individual counseling skills that apply to specific settings and are derived form specific theories of counseling. -

COUN 5100 Counseling Students in Higher Education
Characteristics and problems of American college students; impact of college life on individual, psychosocial aspects of student culture and college environment as well as cultural differences.

COUN 5103 Multicultural Counseling

Effect of social environment and cultural group membership on behaviors related to counseling; relationship of social and cultural background to counseling practices; implications of cultural diversity

COUN 5111 Diagnosis and Treatment in Clinical Counseling
First part of two-course sequence (COUN 5112), a review of differential diagnosis of psychiatric disorders from a biopsychosocial perspective. Survey of evidence-based psychotherapeutic treatments and contemporary pharmacotherapy for psychiatric disorders.

COUN 5112 Psychopharmacology for Clinical Counselors
A survey of evidence-based contemporary pharmacotherapy for psychiatric disorders.

COUN 5113 Case Management in Counseling
A review of the principles of case management in counseling, and their application to practice in the State of California. Practical application of these principles to vignettes and related case management documentation.

COUN 5114 Advanced Theories and Techniques in Counseling
Evidence-based psychotherapy approaches will be reviewed and applied to case vignettes, adopting a theoretical framework to inform future psychotherapy practice.

COUN 5115 Couples and Family Counseling
Applying principles of couples and family counseling theories and techniques to working with individuals from a systems perspective in psychotherapy.

COUN 5140 Introduction to Rehabilitation Counseling and Case Management
Prerequisite: Admission to the graduate rehabilitation option. Introduction to the profession of rehabilitation counseling, including study of roles and functions of rehabilitation counselors, and impact of disability. Study of case management and caseload management practices.

COUN 5142 Medical and Psychological Aspects of Disability, Part A
Research and practical implications for rehabilitation and counseling for adults with major physical and mental health conditions leading to disablement; etiology, therapy, and prognosis of rehabilitation

COUN 5143 Medical and Psychological Aspects of Disability, Part B
Research and practical implications for rehabilitation counseling for adults with major physical and mental health conditions leading to disablement; ethology , therapy, and prognosis of rehabilitation.

COUN 5149 Employment and Career Development
Prerequisites: COUN 5005 and COUN 5140. Theories and practices of employment readiness for individuals with disabilities: job analysis, work evaluation, workplace, culture, job placement strategies, employer developments, benefits system, and accommodation.

COUN 5160 Group Counseling
Prerequisites: COUN 5005. Theory and practice of group processes, leadership, membership skills; group skills appropriate to school, college, agency settings; counseling group and guidance group processes; current research in group theory and practice.

COUN 5161 Seminar: Higher Education Counseling
Examination and investigation of critical issues in higher education counseling. Seminar reports required.

COUN 5330 Trauma and Crisis Counseling
Theory, intervention strategies, and treatment models to support and counsel individuals and families in crisis. Crisis management to help communities and schools develop effective, responsive crisis management programs and trauma treatment services.

COUN 5650 Substance Use and Co-Occurring Disorders Counseling
Advanced review of substance related disorders and evidence-based treatment with an emphasis on motivational interviewing for counselors.

EDSP 5000 Disability in Schools and Society
Historical and contemporary views of disability and their impact on the individual and society. Civil rights legislation and court cases relating to disability. Models for supporting learners with disabilities in schools. Providing related services, interagency collaboration, and advocacy for lifelong support for individuals with disabilities.

COUN 5187 Supervised Practicum in Rehabilitation Counseling
Prerequisites: COUN 5005, consent of instructor, application filed by division deadline.
Supervised professional practice. Course requires 100 hours of practice, 40 of which must be in direct contact with clients, the remainder of which is indirect contact. Grade CR/NC only

COUN 5188 Supervised Internship in Rehabilitation Counseling
Prerequisites: COUN 5005; COUN 5187, consent of instructor; application filed with division by division deadline. Supervised professional experience. One unit requires 75 hours of practice. Grade CR/NC only. Must be repeated to a total of 8 units.

Master of Science in Counseling: Option in Rehabilitation Counseling
THREE-YEAR ROADMAP, 70 Hour Rehabilitation Counseling, last updated 1/13/23

Certificates add 6 units each:
Certificate in Clinical Counseling [**CCC**], **Certificate in Higher Education and Career Counseling**, [**CHECC**]

	1st Year	2nd Year	3rd Year
Fall	COUN 5001 Ethical, Legal, and Professional Issues in Counseling (3) COUN 5005 Individual Counseling Strategies (4) COUN 5111 Diagnosis and Treatment in Counseling (3) COUN 5140 Introduction to Rehabilitation Counseling (3) **13 units**	COUN 5103 Multicultural Counseling (3) COUN 5142 Medical and Psychosocial Aspects of Disability Part A (3) COUN 5160 Group Counseling (3) COUN 5330 Trauma and Crisis Counseling (3) **12 units** *COUN 5115 Couples and Family Counseling (3) (CCC)	COUN 5000 Lifespan Human Development for Counselors (3) COUN 5003 Research in Counseling (3) COUN 5188 Supervised Internship in Rehabilitation Counseling (6) **12 units** *COUN 5161 Seminar: Higher Education Counseling (3) (CHECC)
Spring	COUN 5002 Assessment in Counseling (3) COUN 5114 Advanced Theories and Techniques in Counseling (3) COUN 5650 Substance Use and Co-Occurring Disorders Counseling (3) EDSP 5000 Disability in Schools and Society (3) **12 units**	COUN 5113 Case Management in Counseling (3) COUN 5143 Medical and Psychosocial Aspects of Disability Part B (3) COUN 5149 Employment and Career Development (3) COUN 5187 Supervised Practicum in Rehabilitation Counseling (6) **15 units** *COUN 5100 Counseling Students in Higher Education (3) (CHECC)	COUN 5188 Supervised Internship in Rehabilitation Counseling (6) COUN 5960 Comprehensive Examination (0) **6 units** + Prepare for and take Comprehensive Exam *COUN 5112 Psychopharmacology for Counselors (3) (CCC)

Thesis or Project Students will enroll in COUN 5990A and 5990B (Thesis) or COUN 5995A and 5995B (Project), and will not need to enroll in COUN 5960. **Schedule subject to changes**.

4. Expectations of students, CACREP Standard 1.N.4

Students are expected to review this Student Handbook, Course Catalog, and Graduate Student Handbook for all Cal State LA-related policies and procedures reviewed in all syllabi.

Student Conduct
The Charter College of Education faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see Student Conduct: Rights and Responsibilities, and Student Discipline, Cal State LA eCatalog): https://www.calstatela.edu/studentservices/california-code-regulations-standards-student-conduct
Academic honesty is expected of all students in the Charter College, in accordance with University policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act.

Also, information on student rights and responsibilities, academic honesty, standards of conduct, etc., can be found in Schedule of Classes for the current semester visit the Cal State LA Schedule of Classes Information under Policies and Procedures.

Other questions about university policies on student and academic support can be answered at the following Web portals:

Information on Cal State LA student support resources for students: Student Services

Information on CSULA academic support resources for students: Academic Support

Information for students on how to be a successful online student and how to use Canvas: Canvas Community.

Services for Students with Disabilities
Students are responsible for registering with the Office for Students with Disabilities if they require reasonable accommodations. For more information visit the Office for Students with Disabilities home page http://web.calstatela.edu/univ/osd/atlc.php.

Personal Counseling Services for Students

CACREP Standard 1.H, The institution provides information to students in the program about personal counseling services provided by professionals other than counselor education program faculty and students.

Counseling and Psychological Services (CAPS) provides confidential and non-judgmental help with your personal growth and psychological wellness. CAPS specializes in mental health services which can help you express thoughts and feelings, gain perspective, alleviate emotional symptoms, improve coping skills, and make healthy changes in your life.
http://www.calstatela.edu/studenthealthcenter/caps

Competency with Technology

Courses in the Charter College of Education (CCOE) require a high level of technological literacy along with access to current technology in order to assure student success. In all undergraduate, credential, certificate, and graduate courses, students in the CCOE are expected to:

- Have access to an internet accessible device that will meet the technology requirements of the course in which the student is enrolled.
- Have sufficient working knowledge of this device, its applications and operating system to use it for their classes, as well as how to keep its operating system and application up-to-date.
- Use a Cal State LA email account for all course and university-related communication.
- Access the current campus learning management system (e.g. Canvas) on a regular basis as required by the course in which they are enrolled.
- Use campus technology resources including the Cal State LA portal, Open Access labs and ITS Help Desk as needed: the ITS Helpdesk Student Resources page. Information on CSULA technical support resources for students: Technical Support

Students should anticipate that their use of these skills will be integrated into courses within their programs. Students who are unable to meet any of the above expectations are strongly advised to take an introductory technology course or ITS workshop upon enrollment in the College of Education

Responsibilities of Students

Advanced planning is essential as most courses are offered only once a year. We offer the following general recommendations:

1. Complete a program plan with your advisor; it is required for credit for COUN 5005.
2. Apply for "advancement to candidacy" after completing 16 units. To be advanced to candidacy you need credit in COUN 5005. Forms are available in the Charter College of Education Office of Graduate Study.
3. Complete all coursework on your program plan with a minimum "B" (3.0) overall GPA and a minimum "C" grade in all courses, with no incompletes.
4. Students who are considering a thesis should take COUN 5003 as soon as practicable. The COUN 5003 assignment is a good place to begin planning a thesis or project.
5. Students take the comprehensive examination in their final Spring semester.
6. Deadlines should be carefully noted on a personal calendar. The Charter College of Education Student Advisement Handbook for Master's Degree Programs, the Supervision Manual, and each semester's Schedule of Classes specify deadlines.
7. Students should carefully organize all program-related material from Cal State LA and keep it in a safe place.
8. Students who fail to take classes for more than two consecutive semesters will be disenrolled by the university unless they fill out a "leave of absence" form. They will then have to re-apply to the university.
9. Apply for graduation two semesters before you plan to graduate. The degree will be posted for the semester in which you complete all requirements for the degree.

Responsibilities of Advisors

1. Confidential student advisement files are established on Sharepoint for exclusive program faculty access.
2. Advisors should review student files each semester.
3. Counsel and help develop a plan of action for any student earning less than a 3.00 grade point average.
4. Make sure the student has reviewed and followed the procedures within the Graduate College Student Handbook.
5. Encourage students in need of financial assistance to explore resources available at Financial Aid and Scholarships: https://www.calstatela.edu/financialaid
6. Faculty should address student retention issues throughout the academic year.

5. Academic appeal policy, CACREP Standard 1.N.5

The academic appeal policy for graduate studies can be found in the Graduate Student Handbook at http://www.calstatela.edu/graduatestudies

6. Written endorsement policy explaining the procedures for recommending students for credentialing and employment, CACREP Standard 1.N.6

Students requesting faculty recommendations for certification, licensure, or clinical supervision opportunities or employment should make their request via email (e.g. mmahr@calstatela.edu; rhender9@calstatela.edu; hpaul@calstatela.edu;) providing required contact information, access to forms if necessary, and any other useful information for the cause, providing no less than a three week notice, exceptions will be accommodated when possible.

7. Policy for student retention, remediation, and dismissal from the program, CACREP Standard 1.N.7

Student Retention

Student Recruitment, Eligibility for Application and Admission

CSULA and the MS in Counseling, Option in Rehabilitation Counseling Program serve the culturally and linguistically diverse population of the urban community that is Los Angeles and the surrounding area. The program recruits qualified individuals with strong interests in working with people who have disabilities. It is the philosophy of the program to include in recruitment efforts persons with disabilities and individuals from culturally diverse backgrounds. Applicants to the program must meet the academic requirements for Classified Graduate Standing described in the Cal State LA General Catalog.

Entry into the Option in Rehabilitation Counseling begins with application submitted to Cal State Apply. The Cal State LA Graduate Admissions Office requires (a) a completed application form, (b) official transcripts of all college and university work, (c) two letters of reference, (d) a

personal statement, (e) an application fee and (f) typically an interview with two program faculty members. The online application is available through Cal State Apply on the Cal State LA website. The General Catalog and each semester's Schedule of Classes discuss details such as the number of copies of transcripts, deadline dates, and the application fee. Inquiries concerning the general Cal State admissions process should be addressed to the Admissions Office. This information can be found at the following link:
http://www.calstatela.edu/academic/ccoe/programs/ms_rehab

Applications are due by January 15th of the year for which the student is applying. When the College of Education has received all applicant materials an admissions interview may be scheduled. Among other qualifications, applicants are expected to have (a) experience (paid work, volunteer work, other life experiences) which provides a sound basis for choosing a career working with people; (b) sufficient knowledge about the work of rehabilitation counselors to provide a reasonable basis for choosing to undertake training in this work; and (c) skill at recognizing and responding to the ideas and feelings expressed by other people. These issues will be evaluated through the application form and interview. Upon completion of interviews, applicants will be notified by e-mail concerning their admission.

The program has developed and implemented the following retention policy:

1. Students should meet with their assigned advisor at least once per semester to discuss their academic progress.
2. If your grade point average (GPA) falls below 3.00, see your advisor to develop a plan for improvement.
3. We encourage you to meet with your advisor or instructor during posted office hours. Be proactive (earlier is better than later) if you have any concerns.
4. You must make up an "Incomplete" (IN) grade within one year or the grade automatically becomes a "Fail" (F) which cannot be removed.
5. If you are in financial need, apply for CSULA's many financial loans and scholarships. See the Financial Aid and Scholarship Office for details.
6. **New Student Orientation**
    a. ***CACREP Standard 1.M***
    b. Prior to fall semester, typically mid-May, the program provides a new student orientation during which this Student Manual is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.
7. **Student Advisement**
    a. ***CACREP Standard 1.P***
    b. Students in the Option in Rehabilitation Counseling are advised based on the first letter of their last name, distribution among faculty will be determined at the beginning of the student's program.
    c. A student should meet with this advisor at least once each semester to discuss professional goals, course selections, fieldwork, and progress through the program. As preparation for advisement sessions, we recommend that students
        i. review this handbook

ii. review academic records showing which courses have already been taken
iii. review and adhere to the program roadmap for timely graduation

8. Student remediation and dismissal from the program

a. CACREP Standard 1.O

Our program adopts and adheres to two ethical codes, the first from the American Counseling Association, 2014 ACA Code of Ethics, https://www.counseling.org/resources/aca-code-of-ethics.pdf and the second from the Commission on Rehabilitation Counselor Certification, Code of Professional Ethics for Rehabilitation Counselors https://www.crccertification.com/filebin/pdf/ethics/CodeOfEthics_01-01-2017.pdf

The codes are very complementary with a few differences that reflect the scope of practice of rehabilitation counselors. If a student engages in behavior(s) that violate these ethical codes while in the program, program faculty and University administration follow their due process policies in determining the basis for remediation and/or dismissal from the program.

b. Prior to any formal process of dismissal, faculty will meet with a student who has engaged in behavior(s) that violate these ethical codes, or if the student appears unable to perform the essential functions of a graduate student in training, to discuss ways to possibly remediate the difficulties present. Program faculty members will consult within the program and involve the Division Chair if it appears necessary. The program faculty may consult with the Associate Dean or Dean when necessary.

c. As mentioned earlier under Student conduct, inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see Student Conduct: Rights and Responsibilities, and Student Discipline, Cal State LA eCatalog): https://www.calstatela.edu/studentservices/california-code-regulations-standards-student-conduct

Also, information on student rights and responsibilities, academic honesty, standards of conduct, etc., can be found in Schedule of Classes for the current semester visit the Cal State LA Schedule of Classes Information under Policies and Procedures.

9. Comprehensive exam policies

University regulations require a comprehensive examination (or thesis) for completion of a Master's Degree. The Counseling programs administer a comprehensive examination to all students who do not pursue a thesis. The exam is comprehensive and reflects the content in the candidate's specific program option.

All of the courses in a program must be completed before taking the comprehension

examination, with the exception that one course or fieldwork experience may be taken concurrently during the semester of the Comprehension Examination. Any courses with a grade of "Incomplete" (with the exception of a final fieldwork) must be completed with a satisfactory grade at least two weeks prior to taking the comprehension examination and show on the student's GET record.

The exam is administered on campus and is proctored by faculty and staff in the Division of Special Education & Counseling. The exam is taken on university computers in a computer lab. Students requiring accommodations must register with the Office of Students with Disabilities **the semester they take the exam**.

Students must apply for a permit to take the exam. The deadline for application is the semester BEFORE the comprehensive exam is administered. This allows the office to check that students meet all requirements and may sit for the exam.

If a student registers for the exam but decides not to take it, they must drop the exam BEFORE the exam date. This may require a drop form signed by a faculty and the division chairperson. If a student does ***not*** withdraw from COUN 5960 before the exam, a grade of NC (No credit) will automatically be issued and will count as a failed attempt.

GRADING

Students will receive grades of either PASS or FAIL for the exam. All portions of the exam must be graded PASS before the student can be given credit for passing the comprehensive exam.

RETAKING A FAILED EXAM

If a student receives a grade of **FAIL** on any section of the exam, the student ***must*** retake the exam at the next administration date in a subsequent semester. **The student must once again register for the exam, COUN 5960.** University regulations limit the number of attempts to three times. If a student fails the exam a second time, they are referred to their academic advisor to create a remediation plan. A student may be recommended to complete remedial work and then attempt the exam a third time or an alternative form of assessment may be recommended.

- If a student fails the Comprehensive Exam a third time, he/she/they will not be permitted to retake the exam and will not be granted a Master's Degree in Counseling.
- If a student must retake the Comprehensive Exam, the student will only need to retake the parts of the exam they did not pass.
- When completing a retake, students must wait till the next semester that the exam is offered and must enroll into COUN 5960 a second or third time. If all coursework has completed, students pay only a nominal fee to retake the exam.

- University rules do **NOT** allow a student to change to thesis after failing the Comprehensive Exam, nor change from a thesis to the comps after COUN 5990 in the thesis process.

Questions or concerns about the exam not addressed in the handbook should be addressed to the division chair.

Defining the Profession of Rehabilitation Counseling

Certified Rehabilitation Counselors (CRC) are nationally accredited counselors educated and trained at the graduate level. They have specialized knowledge, skills, and abilities to collaborate with persons with all types of disabilities to overcome barriers to employment or other life domains. Through a comprehensive and holistic approach, CRCs work with the whole person, supporting individuals in achieving their personal, social, psychological, vocational, and independent living goals. CRCs provide a bridge between the individual and self-sufficiency, assisting their clients in living fully integrated lives. CRCs are unique in comparison to other counseling professionals given their interaction with individuals with disabilities. No other counseling profession is primarily dedicated to working with individuals with all types of disabilities (from the CRCC Code of Ethics).

Licensed Professional Clinical Counselor (LPCC) at Cal State LA

The Master of Science in Counseling, Option in Rehabilitation Counseling, with the addition of the Certificate in Clinical Counseling, prepares a graduate to apply for the LPCC. The coursework and supervision provided at Cal State LA prepare clinical counselors with unique specialization in disability, health, and function via rehabilitation counseling.

What follows is a brief overview of the LPCC, descriptions of the scopes of practice for Clinical Counseling and Rehabilitation Counseling, a summary of the requirements for the LPCC in California, a comparison of State requirements with Cal State LA curriculum, requirements for pre-graduate practicum, and post-graduate requirements for internship and examination requirements leading to licensure as an LPCC. Readers are ultimately responsible for their preparation and should reference the online Cal State LA catalog http://ecatalog.calstatela.edu and the BBS website http://www.bbs.ca.gov for any clarification or updates.

WHAT IS A LICENSED PROFESSIONAL CLINICAL COUNSELOR (LPCC)?

LPCCs apply counseling interventions and psychotherapeutic techniques to improve mental health. The LPCC in the State of California is one of three licensed professionals (i.e. LCSW, LMFT) approved as independent mental health practitioners to perform psychotherapy by the California Board of Behavioral Sciences (BBS). The BBS considers these licenses to be on par with each other in performing psychotherapy within their scope of practice based upon training and supervision.

HOW DO LPCCs COMPARE WITH LMFTs and LCSWs?

Licensed Professional Clinical Counselors (**LPCCs**, a.k.a. LPCs, LCPCs, LCMHCs), number over 162,000 nationwide (American Counseling Association [ACA], 2017), with over 1,400 LPCCs in California, and over 1,900 registered as Associate Professional Clinical Counselors (post graduate supervisees; Board of Behavioral Sciences [BBS), 2017). By comparison, Licensed Marriage & Family Therapists (**LMFTs**) number about 70,000 nationwide (American Association for Marriage and Family Therapy [AAMFT], 2017), with 35,000 in California (BBS, 2017). Finally, Licensed Clinical Social Workers (**LCSWs**) number about 241,000 nationwide (ACA, 2017) with 22,000 in California (BBS, 2017).

LPCC SPECIALTY AREAS

LPCCs must take coursework in specialty areas, which can ultimately relate to a variety of employment opportunities:

- Rehabilitation counseling
- School counseling
- Mental health counseling
- Marriage and family counseling
- Creative arts counseling
- Career counseling

SCOPE OF PRACTICE of CLINICAL COUNSELING

The California Board of Behavioral Sciences (BBS) http://www.bbs.ca.gov/ is the entity that governs the Licensed Professional Clinical Counselor (LPCC) credential. The scope of practice of an LPCC as indicated in Section 4999.20 of the relevant code:

> Professional clinical counseling is the application of counseling interventions and psychotherapeutic techniques (cognitive, affective, verbal or nonverbal, systemic or holistic counseling strategies that include principles of development, wellness, and maladjustment that reflect a pluralistic society) to identify and remediate cognitive, mental, and emotional issues, including personal growth, adjustment to disability, crisis intervention, and psychosocial and environmental problems. Professional clinical counseling includes conducting assessments (limited by law) 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.

Cal State LA offers coursework leading to application for licensure as a professional clinical counselor within the context of our rehabilitation counseling program. We believe the foundation of rehabilitation counseling, counselors with advanced training in the medical and psychosocial aspects of disability and function, along with clinical counseling course complements, prepare a unique and talented independent mental health practitioner.

REQUIREMENTS FOR LICENSURE

The core curriculum, supervision, and post-graduation requirements for students in the Rehabilitation Counseling Program to obtain their LPCC include:

a. Complete a graduate program with appropriate coursework and no less than 60 semester hours. The Master of Science in Counseling, Option in Rehabilitation Counseling requires 70 semester units, and the Certificate in Clinical Counseling requires an addition 6 units. ***To apply for the LPCC, students may have no more than three course deficiencies post-graduation. Courses covering the diagnostic and assessment processes (LPCC Content Areas E and G) may not be taken post-graduation, they must be taken prior to graduation***.
b. The program must include a 280-hour, face-to-face (or telehealth) supervised clinical practicum experience (600 hours total in COUN 5188).
c. Successful application for the LPCC with the BBS and pass the California Law & Ethics Exam.
d. Post-graduate training with 3,000 hours of supervised practice as an intern.
e. Pass the National Clinical Mental Health Counselor Examination (NCMHCE).

Cal State LA Clinical Counseling Coursework/LPCC Content Areas

Cal State LA Coursework	**LPCC Content Area**
COUN 5005, Individual Counseling Strategies (4 units)	A. Counseling and psychotherapeutic theories and techniques
COUN 5000, Lifespan Human Development for Counselors (3 units)	B. Human growth and development across the lifespan
COUN 5149, Employment and Career Development (3 units)	C. Career development theories and techniques
COUN 5160, Group Counseling (3 units)	D. Group counseling theories and techniques
COUN 5002, Assessment in Counseling (3 units)	E. Assessment, appraisal, and testing of individuals
COUN 5103, Multicultural Counseling (3 units)	F. Multicultural counseling theories and techniques
COUN 5111, Diagnosis and Treatment in Counseling (3 units)	G. Principles of the diagnostic process
COUN 5003, Research in Counseling (3 units)	H. Research and evaluation
COUN 5001, Ethical, Legal, and Professional Issue in Counseling (3 units)	I. Professional orientation, ethics, and law in counseling
COUN 5112, Psychopharmacology for Counselors (3 units; **Certificate Course**)	J. Psychopharmacology
COUN 5650, Substance Use and Co-Occurring Disorders Counseling (3 units)	K. Addictions Counseling
COUN 5330, Trauma and Crisis Counseling (3 units)	L. Crisis or trauma counseling
COUN 5114, Advanced Theories and Techniques in Counseling (3 units)	M. Advanced counseling and psychotherapeutic theories and techniques
COUN 5113, Case Management in Counseling (3 units) COUN 5115, Couples and Family Counseling (3 units; **Certificate Course**) COUN 5140, Introduction to Rehabilitation Counseling (3 units) COUN 5142, Medical and Psychosocial Aspects of Disability, Part A (3 units) COUN 5143, Medical and Psychosocial Aspects of Disability, Part B (3 units	15 semester units of **advanced coursework**
COUN 5188, Supervised Internship in Rehabilitation Counseling (6 of 8 units required by RC program)	Supervised practicum or field study experience (6 semester units, **280 hours of face-to-face**)

Face-to-face time required will be 280 hours, or 40 hours more than what CACREP requires with 40% of 600 hours at 240 hours. See Supervised Practicum further on for details on required activities in practicum.	

Additionally, the BBS requires the following areas of instruction be integrated into the curriculum. The Rehabilitation Counseling program option and the Clinical Counseling certificate address these areas in the coursework listed in the table below:

BBS/LPCC Instruction Area	***Relevant Coursework***
(1) The understanding of human behavior within the social context of socioeconomic status and other contextual issues affecting social position.	COUN 5000, COUN 5103, COUN 5111, COUN 5112, COUN 5114, COUN 5115, COUN 5002, COUN 5140, COUN 5160
(2) The understanding of human behavior within the social context of a representative variety of the cultures found within California.	COUN 5000, COUN 5103, COUN 5111, COUN 5112, COUN 5114, COUN 5115, COUN 5002, COUN 5140, COUN 5160
(3) Cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California.	COUN 5000, COUN 5103, COUN 5111, COUN 5112, COUN 5114, COUN 5115, COUN 5002, COUN 5140, COUN 5160
(4) An understanding of the effects of socioeconomic status on treatment and available resources.	COUN 5000, COUN 5103, COUN 5111, COUN 5112, COUN 5113, COUN 5114, COUN 5115, COUN 5002, COUN 5140, COUN 5160
(5) Multicultural development and cross-cultural interaction, including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability and their incorporation into the psychotherapeutic process.	COUN 5000, COUN 5103, COUN 5111, COUN 5112, COUN 5114, COUN 5115, COUN 5002, COUN 5140, COUN 5160
(6) Case management, systems of care for the severely mentally ill, public and private services for the severely mentally ill, community resources for victims of abuse, disaster and trauma response, advocacy for the severely mentally ill, and collaborative treatment. The instruction required in this paragraph may be provided either in credit level coursework or through extension programs offered by the degree-granting institution.	COUN 5111, COUN 5113, COUN 5140, COUN 5142, COUN 5143, COUN 5330
(7) Human sexuality, including the study of the physiological, psychological, and social cultural variables associated with sexual behavior, gender identity, and the assessment and treatment of psychosexual dysfunction.	COUN 5000, COUN 5111, COUN 5114, COUN 5115, COUN 5142, COUN 5143
(8) Spousal or partner abuse assessment, detection, intervention strategies, and same-gender abuse dynamics.	COUN 5330, COUN 5002
(9) Child abuse assessment and reporting.	COUN 5330, COUN 5002
(10) Aging and long-term care, including biological, social, cognitive, and psychological aspects of aging. This coursework shall include instruction on the assessment and reporting of, as well as treatment related to, elder and dependent adult abuse and neglect.	COUN 5000, COUN 5111, COUN 5112, COUN 5002

A final requirement of the BBS for programs preparing LPCCs is to:

(1) Integrate the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.
(2) Integrate an understanding of various cultures and the social and psychological implications of socioeconomic position.
(3) Provide the opportunity for students to meet with various consumers and family members of consumers of mental health services to enhance understanding of their experience of mental illness, treatment, and recovery.

Summary of Required Units

Units from 13 core areas	40 semester units
Advanced Coursework	15 semester units
Practicum (listed as Internship)	12 semester units (COUN 5188, 6 required for the LPCC)
Practicum (CACREP Requirement)	6 semester units (COUN 5187, **not required** for the LPCC)
Disability in Schools and Society	3 semester units (EDSP 5000, **not required** for the LPCC)

Total Units **76 semester units**

Requirements for Graduate Student Practicum

The final clinical component of our program is a 12 credit (6 required by the BBS) supervised practicum (or internship, COUN 5188) in a clinical setting that provides a range of professional clinical counseling experience, including the following:

(A) Applied psychotherapeutic techniques.
(B) Assessment.
(C) Diagnosis.
(D) Prognosis.
(E) Treatment.
(F) Issues of development, adjustment, and maladjustment.
(G) Health and wellness promotion.
(H) Professional writing including documentation of services, treatment plans, and progress notes.
(I) How to find and use resources.
(J) Other recognized counseling interventions.
(K) **A minimum of 280 hours of face-to-face supervised clinical experience counseling individuals, families, or groups**.

Requirements After Graduation

Experience: Upon graduation with the Master of Science in Counseling, Option in Rehabilitation Counseling, and the Certificate in Clinical Counseling, graduates complete the LPCC application, and upon acceptance they are issued an intern number and can begin hours to satisfy requirements for post-graduate supervised experience.

- Interns have the first year of internship to pass the California Law & Ethics Exam.
- The requirements for supervision include 3,000 post degree hours of specified supervised experience, including 1,750 hours of direct service provision, 1 to 2 hours of individual weekly supervision, or 90 minutes to 3 hours of group supervision, depending upon their caseload.
- At least 150 hours of their training must be in a hospital or community mental health setting.
- Upon completion of their 3,000 hours of internship, they apply to take the National Clinical Mental Health Counselor Examination (NCMHCE).

Detailed LPCC Knowledge Areas

The following list provides you with detailed information directly from the LPCC code (Business and Professions Codes Section 4999.33), and expands each of the knowledge areas above to more specific foci (the letters in front of each knowledge area correspond with those listed in the table above).

A. Counseling and psychotherapeutic theories and techniques, including:
   1) the counseling process in a multicultural society
   2) an orientation to wellness and prevention
   3) counseling theories to assist in selection of appropriate counseling interventions
   4) models of counseling consistent with current professional research and practice
   5) development of a personal model of counseling
   6) multidisciplinary responses to crises, emergencies, and disasters

B. Human growth and development across the lifespan, including normal and abnormal behavior and an understanding of how the following affect both normal and abnormal behavior:
   1) developmental crises
   2) disability
   3) psychopathology
   4) situational and environmental factors

C. Career development theories and techniques, including
   1) career development decision-making models and

2) interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development

D. Group counseling theories and techniques, including
1) principles of group dynamics, group process components, developmental stage theories
2) therapeutic factors of group work
3) group leadership styles and approaches
4) pertinent research and literature
5) group counseling methods, and
6) evaluation of effectiveness[L SEP]

E. Assessment, appraisal, and testing of individuals, including
1) basic concepts of standardized and non-standardized testing and other assessment techniques
2) norm-referenced and criterion-referenced assessment
3) statistical concepts
4) social and cultural factors related to assessment and evaluation of individuals and groups
5) ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in counseling[L SEP]

F. Multicultural counseling theories and techniques, including
1) counselors' roles in developing cultural self-awareness
2) identity development
3) promoting cultural social justice
4) individual and community strategies for working with and advocating for diverse populations
5) counselors' roles in eliminating biases and prejudices
6) processes of intentional and unintentional oppression and discrimination

G. Principles of the diagnostic process, including
1) differential diagnosis
2) use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual
3) the impact of co-occurring substance use disorders or medical psychological disorders
4) established diagnostic criteria for mental or emotional disorders
5) treatment modalities and placement criteria within the continuum of care[L SEP]

H. Research and evaluation, including
1) studies that provide an understanding of research methods, statistical analysis, the use of research to inform evidence-based practice
2) the importance of research in advancing the profession of counseling
3) statistical methods used in conducting research, needs assessment, and program evaluation

I. Professional orientation, ethics, and law in counseling, including
1) professional ethical standards and legal considerations
2) licensing law and process
3) regulatory laws that delineate the profession's scope of practice
4) counselor-client privilege, confidentiality
5) the client dangerous to self or others
6) treatment of minors with or without parental consent
7) relationship between practitioner's sense of self and human values
8) functions and relationships with other human service providers
9) strategies for collaboration, and
10) advocacy processes needed to address institutional and social barriers that impeded access, equity, and success for clients

J. Psychopharmacology, including
1) the biological bases of behavior
2) basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications
3) so that appropriate referrals can be made for medication evaluations and so that the side effects of those medications can be identified

K. Addictions counseling, including
1) substance abuse
2) co-occurring disorders
3) addiction
4) major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction
5) legal and medical aspects of substance abuse
6) populations at risk
7) role of support persons, support systems, and community resources

L. Crisis or trauma counseling, including
1) crisis theory
2) multidisciplinary responses to crises, emergencies, or disasters
3) cognitive, affective, behavioral, and neurological effects associated with trauma
4) brief, intermediate, and long-term approaches
5) assessment strategies for clients in crisis and principles of intervention for individuals with mental or emotional disorders during times of crisis, emergency, or disaster

M. Advanced counseling and psychotherapeutic theories and techniques, including
   1) the application of counseling constructs, assessment, and treatment planning
   2) clinical interventions, therapeutic relationships, psychopathology, or other clinical topics

SUPERVISION OF PROFESSIONAL PRACTICE

FIELDWORK HANDBOOK

COUN 5187 and COUN 5188
Practicum and Internship in Rehabilitation Counseling

Our Model of Supervision

This manual will serve as your companion during your studies for your Master of Science in Counseling, Option in Rehabilitation Counseling. You should read it right away, as it will help you understand your development as a counselor in training, especially as it relates to our clinical training sequence.

What Courses Will I Take?

The clinical training experience begins with COUN 5005 taken your first semester, when you will become oriented to professional and ethical issues associated with becoming a counselor. You will learn the basic skills essential to counseling service provision, referred to as the counseling microskills hierarchy, and the process of intentional interviewing involved in Narrative Therapy. You will become very familiar with two theoretical approaches to counseling, Narrative Therapy and Solution Focused Therapy, and you will learn some of the basics of other evidence-based theoretical approaches to counseling.

During the second year of your studies in the spring semester, after you have taken three semesters of foundational coursework, you will take COUN 5187, when under the supervision of your practicum site supervisor, along with 90-minutes of weekly group supervision with your professor and five of your fellow students, you will begin to apply what you learned to date to a small caseload of clients. You will accumulate 100 hours of supervised experience over 15 weeks, about 7 hours each week, with 40% or 40 hours of which must involve direct contact with clients.

Catalog Description for COUN 5187: Application of counseling theory and the development of counseling skills under supervision. Course requires 100 hours of practice, 40 of which must be in direct service with actual clients that contributes to the development of counseling skills. Grade CR/NC only.
Prerequisites: COUN 5005, consent of instructor, application filed by division deadline.

During your third year of study you will begin your supervised internship experience in COUN 5188. For each of two semesters you will provide supervised counseling services for 300 hours, a minimum of 40% of which must be direct contact with clients. After two semesters you will have provided at least 240 hours of supervised counseling services directly to clients. If you are a Clinical Counseling certificate student, you will need at least 280 or 40 more hours of direct service experience, as well as follow a prescribed set of experiences according to the Board of Behavioral Science Examiners (BBS; see your Student Handbook for detailed information on requirements for the LPCC).

Catalog Description for COUN 5188: Prerequisites: COUN 5005, COUN 5187, consent of instructor, application filed by the division deadline. Application of counseling theory and the development of counseling skills under supervision. Course requires 300 hours of supervised counseling internship in roles and settings with clients relevant to one's specialty area, 120 of which must be in direct service. Two sessions are required to satisfy 600 hours of internship with 240 hours of direct service. Grade CR/NC only. Must be repeated to total of 12 units.

What Can I Expect, and What Will My Professor Expect of Me?

It is a great comfort to know what to expect as you go through the clinical training sequence of your program. To inform you about how you will be supervised, and to help you know what to expect of yourself as a counselor in training, we use the Integrated Developmental Model of Counselor Supervision (IDM). The IDM is the best known and most widely used stage developmental model of counselor supervision (Stoltenberg & McNeill, 2010). The model can help you understand the processes involved with your development of expertise as a developing counselor, as well as things your supervisor may do to help you with your training.

You can expect to proceed through **four** stages of development as a counselor in training. For each stage there are three aspects of your professional growth that we want you to be aware of, and about which we will provide you with feedback during your training. We will provide you with feedback as you go along (formative assessment), as well as summary feedback at the end of each course in the clinical training sequence (summative assessment).

Summary of the IDM Stages and Aspects of Your Professional Growth

The four stages of the IDM are developmental, and for each stage there are three aspects of your professional development that you can anticipate and become more aware of in your supervision courses. Those aspects include your: Self-awareness, other-awareness, motivation, and autonomy.

At the beginning of your training you may experience changes in your awareness of yourself, your fellow students, your supervisors, as well as your clients. You may note changes in your emotions and feel a bit anxious and self-preoccupied. You will likely be very motivated to learn, but also a bit nervous about the whole process. You may find it hard to focus on what you are learning while you are acquiring or sharpening your counseling skills. You will probably feel very dependent upon your peers and supervisor for advice and support, yet a bit wary about getting feedback about your performance. These are all normal feelings and experiences according to the IDM when you begin your clinical supervision as a developing counseling professional.

As you progress from pre-practicum (COUN 5005) to practicum (COUN 5187) you will find your confidence growing in your mastery of basic counseling skills. You will be more eager to try new things and more comfortable with receiving feedback from your peers and supervisors. There will still be moments of anxiety about new learning and making mistakes, but you will have the support of your peers and supervisor as you learn.

The last phase of your clinical training in COUN 5188 will be providing the full scope of counseling services appropriate to your training site. After building confidence in working with

a relatively small caseload of clients, you will assume more and more responsibility as your site supervisor feels that you are ready to do so. You will need to balance your dependence on your supervisor with your developing autonomy as a future counseling professional. You may deal with resistance to ongoing feedback as you are developing as an independent counseling practitioner. You will be reminded of how important this supervised time is for your development, so be encouraged to keep an open mind.

As you near the end of your supervised training, you will feel less dependent on your supervisor, but also more aware of your strengths and limitations, and of how much more there will be to learn as you develop professionally after graduation. This awareness of how much there is left to learn is balanced by an awareness of how much you have learned over your clinical supervision sequence. Your confidence will grow in your professional autonomy, and you will know when to seek consultation and additional training in your future work. You will accept your strengths and liabilities, you will have an increased awareness of yourself, others, and the influence of accurate empathic understanding on the counseling relationship. You will use your counseling skills and theoretical framework with increasing confidence, knowing that you will continue to grow and develop professionally well after you graduate.

What Should I Focus on As My Training Progresses?

According to the IDM there are eight domains of professional functioning as a counselor. You supervisor will be evaluating your development over time with different techniques that focus on these eight domains:

1. Intervention skills competence
    - Confidence and ability to carry out counseling interventions
2. Assessment Techniques
    - Confidence and ability to conduct psychological assessments
3. Interpersonal Assessment
    - Extends beyond the formal assessment period and includes the use of self in case conceptualization
    - Its nature varies according to theoretical orientation
4. Client conceptualization
    - Diagnosis
    - Counselor's understanding of how the client's circumstances, history, and characteristics affect his or her functioning
5. Individual Differences
    - Understanding of ethnic and cultural influences on individuals
6. Theoretical Orientation
    - The level of complexity and sophistication of the counselor's understanding of their theoretical orientation
7. Treatment plans and goals
    - How the counselor plans to organize his or her efforts in working with clients (e.g., the DO A CLIENT MAP model)
8. Professional Ethics
    - How professional ethics intertwine with personal ethics, both the ACA and CRCC codes of ethics

References for Our Model of Supervision

Stoltenberg, C.D., McNeill, B. and Delworth, U. (1998). *IDM Supervision: An Integrated Developmental Model of Supervising Counselors and Therapists*. San Francisco: Jossey-Bass.

Stoltenberg & McNeill (2010), integrated IDM with cognitive learning theory, interpersonal influence and social learning, motivation theory, and models of human development into IDM.

The Supervisee Levels Questionnaire-Revised (McNeill, Stoltenberg & Romans, 1992), Roxy did a revision for us.

CACREP Standards

Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship (***CACREP Standard 3.A***)

While you are required to purchase liability coverage from Cal State LA that covers you while enrolled in COUN 5187 and COUN 5188, we strongly recommend that you purchase your individual professional liability insurance policy to cover you outside of the time you are enrolled in class, and after you graduate from the program. Very reasonable rates are available for student-level memberships with American Counseling Association/American Rehabilitation Counseling Association (ACA/ARCA), California Association for Licensed Professional Clinical Counselors (CALPCC), and other providers.

Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients (CACREP Standard 3.B)

Formative (over time) and summative (at the end of your experience) evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship (***CACREP Standard 3.C***).

Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship (***CACREP Standard 3.D***).

In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group (***CACREP Standard 3.E***).

CACREP Standards Section 3: Professional Practice

	PRACTICUM Standards in Addition to A through E Above:
F.	Students complete supervised counseling practicum experiences that total a minimum of

	100 clock hours over a full academic term that is a minimum of 10 weeks.
G.	Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
H.	Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
I.	Practicum students participate in an average of 1 ½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

	INTERNSHIP Standards in Addition to A through E Above
J	After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
K	Internship students complete at least 240 clock hours of direct service.
L	Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
M	Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

	SUPERVISOR QUALIFICATIONS
N.	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.
O.	Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in

	counseling supervision, and (3) be under supervision from counselor education program faculty.
P.	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.
Q.	Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.
R.	Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

	PRACTICUM AND INTERNSHIP COURSE LOADS
S.	When individual/triadic supervision is provided by the counselor education program faculty or a student under supervision, practicum and internship courses should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment (*Cal State LA arranges for individual triadic supervision provided by the site supervisor, as well as maintaining a 1:6 faculty:student ratio for the complementary faculty supervision on campus*).
T.	When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, practicum and internship courses should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment. (*Cal State LA requires individual/triadic supervision to be provided by the site supervisor, which is supplemented by group supervision capped at 6 students per group*)
U.	Group supervision of practicum and internship students should not exceed a 1:12 faculty:student ratio. (*Cal State LA policy provides more intensive faculty group supervision of students, requiring a cap of 6 students*)
V.	When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty:student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment. (Cal State LA does not use supervised doctoral students for

	supervision)

Roles Responsiblities

CACREP Standard 3.R

Roles and Responsibilities of the Faculty Supervisor

- At the initial class meeting the faculty supervisor makes sure that they have the most current and correct record of:
    - (a) the agency supervisor's name, telephone number, and email address
    - (b) the site location
    - (c) telephone numbers and times when faculty supervisor can be reached
    - The agency supervisor is the person directly supervising a student's work.
- As individual/triadic supervision will be conducted by the site supervisor, the faculty supervisor will conduct weekly scheduled on-campus program faculty supervision meetings for 90 minutes with a cohort of 6 students (CACREP requirement for this group supervision experience is a cohort of no more than 12 students).
- Review the students' **Practicum/Internship Log Sheets** uploaded to the Tevera course site.
- The faculty supervisor will be in regular contact with site supervisors as necessary to facilitate clinical training.
- The faculty supervisor will meet each semester with the site supervisor, either in site visit or phone or video conference. During these contacts agency supervisors provide the program with valuable feedback for program development, as well as future employment opportunities.
- Program faculty supervisor is responsible for coordinating the student evaluation process, informing the student if his or her progress is not satisfactory, and in collaboration with the site supervisor develop a plan of action to correct deficiencies.
- ***Students receive a grade of "CR" (Credit) if the student has (a) participated as required in the weekly scheduled on-campus meetings, (b) satisfactorily met all of the semester's commitments in the agency, including the required number of hours, and (c) received a satisfactory assessment of performance by both the university and site supervisors. If some of these requirements are not met, the grade is "NC" (No Credit). A grade of "NC" (No Credit) indicates the semester's activities cannot be counted toward meeting degree requirements. For example, a "NC" grade is given if (a) circumstances (e.g., illness) have interrupted the student's work so early in the placement, and for so long a time period, that an entirely new placement must be undertaken when the student is again ready to resume field work, or (b) the student's performance is unsatisfactory, or (c) the site supervisor or agency has asked the student to leave their placement. "NC" grades do not affect a student's grade point average.***

Roles and Responsibilities of the Site Supervisor

- The site supervisor will meet weekly with their supervisee for no less than one hour, or if providing triadic supervision they will meet as a group for no less than 90 minutes.
- The site supervisor will orient the trainee as quickly as practicable into the agency's normal counseling functions. In the very rare instances that client contact should be deferred beyond the end of the second week of practicum or internship, the decision should be undertaken in consultation with the faculty supervisor.
- The site supervisor will provide the student supervisee with a broad range of client contacts. Before the trainee's assignment is ended, these contacts should include:
    - Experiences that increase their awareness and understanding of the differences in values, beliefs, and behaviors of individuals from diverse populations and promote cultural competence
    - Foster personal and professional growth
    - Introduce trainees to counseling approaches and rehabilitation issues that affect service delivery.
    - The full range of rehabilitation services provided by the agency.
- During the supervisory meeting the site supervisor will review the weekly log completed by the student, providing positive feedback as well as constructive criticism of activities, time spent, reflections on quality of services provided, and areas for improvement.
- The site supervisor will carefully monitor student learning and with periodic communication throughout the semester as needed report any difficulties to the faculty supervisor in a timely fashion.
- Initial practicum and internship supervision meetings will include a review and discussion of client confidentiality based upon the CRCC and ACA codes of ethics, agency policy and procedures, and the establishment of the supervised student's learning goals and specific measurable objectives as mutually constructed on the form outlined in this manual.
- Toward the conclusion of the semester, supervisors complete the **Supervisor Evaluation of Student Practicum/Internship** form online, through a URL link that the student will provide them. As the supervisor nears completion of the form, they will be asked to enter their email address in a text box. After the form has been submitted, a PDF version of the form will be sent to the email address entered. In the final weeks of the semester the supervisor should review with the student the feedback on the form.

Roles and Responsibilities of the Supervised Student

- To begin practicum or internship a student must file the application in this manual **by the end of the 10th week** of the semester before the semester in which placement is to begin.
    - Before submitting the name of an agency on the practicum or internship application, a student should discuss and provide this ***Supervision of Professional Practice Manual*** to prospective supervisor at the agency the student and supervisor requirements in this manual.
    - The student should discuss the site with their assigned program faculty advisor for approval.
    - Applications for internship may be completed online through Tevera.

    - The completed form must be downloaded, approved and signed by your assigned program faculty advisor, and submitted through the online application for processing.
    - Before beginning a fieldwork placement, a student is responsible for arranging with the agency supervisor such details as the work schedule and any processing requirements. Processing requirements may include forms to complete, visits to a personnel office, or a medical examination, perhaps more.
    - The student should become aware of the agency's expectations regarding such matters as appropriate dress, employee-supervisor relations, and administrative procedures.
- Students will complete COUN 5187 during the spring of their second year, and COUN 5188 during the fall and spring of their third year.
    - Practicum requires a minimum of 100 hours of clinical experience (a prerequisite to internship), with at least 40 hours of direct service to persons with disabilities (3.G).
    - Internship requires a minimum of 600 hours of supervised experience in rehabilitation counseling, with at least 240 hours of direct service to individuals with disabilities (3.J, K), or for clinical counseling certificants 280 hours of direct service in a clinical setting that provides a range of professional clinical counseling experience, including the following:
        - (A) Applied psychotherapeutic techniques.
        - (B) Assessment.
        - (C) Diagnosis.
        - (D) Prognosis.
        - (E) Treatment.
        - (F) Issues of development, adjustment, and maladjustment.
        - (G) Health and wellness promotion.
        - (H) Professional writing including documentation of services, treatment plans, and progress notes.
        - (I) How to find and use resources.
        - (J) Other recognized counseling interventions.
        - (K) A minimum of 280 hours of face-to-face supervised clinical experience counseling individuals, families, or groups.
- Students will inform the agency supervisor of the faculty supervisor's name and contact information.
- Students arrange for regular weekly supervision from their site supervisor as described above and meet with their faculty supervisor in group supervision for 90 minutes each week. Students are also encouraged to seek supervision outside these meetings as necessary, including e-mail and phone contact with your faculty supervisor.
- Students will promptly inform the faculty supervisor of any difficulties which student and agency supervisor cannot resolve satisfactorily without assistance.
- Forms generated related to your practicum and internship will become part of your Professional Portfolio first constructed in COUN 5005. These forms include:
    - Students will upload their signed **Practicum/Internship Log Sheet** of activities to the Canvas course site for review and grading.
    - The **Practicum and Internship Goals and Objectives Form** serves to guide and structure the learning experience. Work with your site supervisor to develop

goals and objectives that allow you to participate as much as is practical in the agency's normal professional activities.

- Use the **Practicum/Internship Log Sheet** to log daily activities. Document specific activities, and the approximate length of time given to each. It should show what clients were served and in what ways (e.g., vocational exploration with T.J.). The hours accumulated for that week, in person contact hours, and the cumulative hours for the semester should be indicated. Reflective practice will include your self-evaluation of the effectiveness of your interventions, and ideas for improvement. You should discuss the contents of your log every week with your supervisor, get it signed and then upload the form to Canvas for review and grading.
- In the 13th week of the semester, remind the agency supervisor to begin completing the **Supervisor Evaluation of Practicum/Internship form**. Provide them with the URL link available on Canvas.
- In the 15th week of the semester, turn in your completed and signed **Supervisor Evaluation of Student, Student Self Evaluation**
- Students complete the **Supervisee Evaluation of Supervisor** form, which will not be shared with the site supervisor. When the student nears completion of the online form, they will be asked to enter their email address in a text box. When the form has been submitted, a PDF of the responses will be sent to the student.
- Student's Supervision Portfolio may be completed online or hard copy. If the student uses the online form they will be asked to enter their email address in a text box. When the form has been submitted, a PDF of the responses will be sent to the student.

PLANNING YOUR SUPERVISED PRACTICE

When should I complete the Site Placement Process on Tevera for my Practicum COUN 5187 that occurs during the spring semester of my second year?

- Start your research as soon as possible following instructions below
- You may want to select a site for practicum that is different from your intended site for internship to expand your clinical experience
- You should start reaching out to sites of interest during late summer or early fall semester prior to placement

When should I complete the Site Placement Process on Tevera for my Internship COUN 5188 that occurs during the last two semesters of my third year?

- Start your research as soon as possible following instructions below
- You should start reaching out to sites of interest during late fall semester or early spring semester prior to placement
    - If you are in the Certificate in Clinical Counseling and plan on applying for licensure:
        - for COUN 5188 you need to be supervised at an agency providing the scope of practice of clinical counseling, supervised by a licensed therapist
        - These agencies accept applications during the January prior to beginning internship in August, so plan ahead.
    - If you are in the Certificate in Higher Education and Career Counseling:
        - There are no specific supervised practice requirements for this certificate
        - It may be to your advantage to be supervised in a higher education setting to have a "foot in the door" for future employment

Exploring Potential Supervision Sites on Tevera

You can begin your exploration of sites any time in the program, both for your 100-hour Practicum in COUN 5187 that occurs during the spring semester of your second year, and for your 600 hour Internship that occurs over two semesters during your third year. You will begin to have access to Tevera during COUN 5005.

If you choose an agency that is not yet listed in our Tevera database, you can follow the instructions on "Suggesting a New Site" below. If you do reach out to a new agency, please provide your potential agency supervisor with a copy of the Supervision of Professional Practice Manual so that they understand the requirements for your supervision.

1. Go to your Tevera account Home page or dashboard and click on the My Site Placements button
2. At the top left of the Site Placements page click on the My sites heading
3. Click on the Browse all Program Sites tab, and you will see over 200 potential site placements that have been pre-screened for your supervised experience

a. Please note that agencies and staffing changes regularly
b. Please report any changes you discover to a faculty member to update the Program Sites

4. You can filter your search using the four filter drop down menus at the top of the list
    a. Type in all or part of the name of the site
    b. If exploring certain geographic locations, enter a zip code of interest and miles distance from that zip code
    c. Clicking on the "more" filter you can filter by city, state, and most useful "Tags".
        i. The tags filter will appear, where you can click on three areas of interest
        ii. Traditional RC is the longest list of typical rehabilitation counseling supervision sites. Just click the tag title again to return to viewing all sites
        iii. Higher Ed and Career tag will show sites useful for the Certificate in Higher Education and Career Counseling
        iv. Clinical Counseling tag will show sites that qualify for applying for your LPCC in the Certificate in Clinical Counseling
        v. AGAIN, PLEASE LET FACULTY KNOW OF ANY CHANGES YOU ENCOUNTER AS YOU REACH OUT TO AGENCIES, AS CHANEGES OCCUR REGULARLY AND THIS WILL ALLOW US TO UPDATE OUR DATABASE.
    d. As you identify sites of interest, click on the Star to the right of a site making it a favorite, so it will appear with the favorites filter

I Have Identified Sites of Interest, What Next?

Once you identify sites in Tevera, you should do the following to investigate further:

1. Note the contact information and research their website using a Google search to develop more in-depth understanding of the agency to consider whether it meets your supervision needs.

2. Update any contact information and prepare to reach out by email or phone to express your interest.

3. Once you've done your research you can reach out to the site contact to express your interest in doing supervision at that site. Prepare a script so that your outreach is professional:

    a. Introduce yourself, your program, where you are in your studies

    b. Explain your familiarity with their agency and your interest in exploring further supervision opportunity.

    c. Explain how your training and experience have prepared you to benefit from a supervised experience at their agency

    d. Request an interview

4. If you are offered an opportunity you can begin the Tevera Site Placement Process, instructions follow below.

You Have Decided on a Site, Interviewed, Have Been Offered and Accepted a Position, Now You Are Ready to Begin the Tevera Site Placement Process!

If You Have Selected an Existing Site on Tevera

- From your Home page click on the My site placements tab.
- Under Site Placements in the upper left of your screen select either Practicum or Internship
- **Click on the Pre-applications task tab**
    - Under Start click the Pre application tasks tab, then complete all red pen icons (and the blue for apartment number), select appropriate buttons
        - Program faculty note: in your Customization environment this is form CALSTATELA-1018
    - Upload evidence of your liability insurance
    - Use your password to sign the form
- **Next complete step 2, click on the Select Site tab**
    - As you have selected an existing site, locate your site from the list (navigate pages using number tabs at the bottom of the page), and click Start next to your selected site
    - A window will open up, click on Yes, I'm Ready tab
    - Click on the + sign next to "Please Complete Task and Move On To Supervision Selection" to open the next window
    - Click the Start tab
    - Then click the green Submit button, and Step 2 is complete, proceed to step 3.
- **Next complete step 3, click on the Select supervisor tab**
    - Supervisors of record will appear here. If your supervisor is listed, click the + sign by their name. If they are not listed, you can click the Suggest a Supervisor tab at the bottom of the page
    - Supervisor is listed:
        - Click the + to the left of their name, then click the blue Start tab.
        - A window will open, click the Yes, I'm Ready tab
        - A form will be sent to the selected supervisor for signature
    - Suggest a Supervisor
        - Type in the correct spelling of the first and last name of your supervisor, then click I'm Ready tab
        - Click the + sign next to Supervisor Approval, then click the blue Start tab below
        - The window will open:
            - select from the first drop-down menu "Send by Email",
            - and type in the correct email address for your supervisor.
            - Then select Email link to form, and the email you typed in will automatically populate in the second space.
            - Select from the Signer drop down menu one of the faculty members listed for approval
            - Click Submit and the form will be Waiting On signatures from your supervisor and the faculty member

If You Are Suggesting a New Site for Tevera

- From your Home page click on the My site placements tab.
- Under Site Placements in the upper left of your screen select either Practicum or Internship
- **Click on the Pre-applications task tab**
    - Under Start click the Pre application tasks tab, then complete all red pen icons (and the blue for apartment number), select appropriate buttons
        - Program faculty note: in your Customization environment this is form CALSTATELA-108
    - Upload evidence of your liability insurance
    - Use your password to sign the form
- **Next complete step 2, click on the Select Site tab**
    - As you are suggesting a new site, you will scroll past the list that shows to the bottom of the screen, and select Suggest site
    - Enter the name of site in the window that pops up, make sure to check for the correct agency name and spelling as you are creating a new entry in the Tevera database of supervision sites.
    - Also check to see if a site closely matching what you have typed is listed, you may have missed that the site already exists in our database
    - Click the My site is not listed button if your site is not listed
    - Click the + next to the Please Forward Site Profile Form to Site Representative
        - Program faculty note: in your Customization environment this is form CALSTATELARC-1002
    - Click the Start tab The window will open:
        - select from the first drop-down menu (Person Completing the Assignment), "Send by Email",
        - and type in the correct email address for your supervisor (the person completing the supervisor form)
        - Then select Email link to form, and the email you typed in will automatically populate in the second space.
        - Select from the Signer drop down menu one of the faculty members listed for approval
        - Click Submit and the form will be Waiting On signatures from your supervisor and the faculty member
            - Program faculty note: in your Customization environment this is form CALSTATELA-1017

FORMS IN YOUR CANVAS COURSE

Some forms are the same across COUN 5187 and 5188, so we will review those first.

Each semester you will work with your site supervisor to develop your **goals and objectives** for supervision. You will use the following form located on Canvas, and submit it as an assignment:

SAMPLE: Practicum and Internship Goals and Objectives Form

Student: _____ Agency: _____

Agency Supervisor: _____ Phone: _____

Semester and Year: _____

Please file this form in your professional portfolio after obtaining necessary signatures.

Students should generate at least three major goals for their experience. Each goal should be measureable through specific objectives under each goal. For example:

Goal 1: To orient myself to the agency policies and procedures.
Objective A: Read the policy and procedures manual.
Objective B: Attend agency orientation session.
Objective C: View agency video.

GOAL 1: _____

Objective A: _____

Objective B: _____

Objective C: _____

GOAL 2: _____

Objective A: _____

Objective B: _____

Objective C: _____

GOAL 3: _____

Objective A: _____

Objective B: _____

Objective C: _____

Signatures

Student: _____ Date:_____

Faculty Member:_____ Date:_____

Agency Supervisor:_____
Date:_____

You will also complete a form with **your schedule** to make sure you are going to achieve the required supervised hours of practice. That will also be an assignment on Canvas.

You will also find a Daily Reflection Form in your Canvas course that you will complete during your supervised practice week, to encourage reflective supervised practice:

SAMPLE: DAILY REFLECTION ASSIGNMENT
COUN 5187/5188

In addition to daily logging your time and activities in Tevera, each day complete a reflective supervised practice entry addressing the following questions. Bring these reflections to your supervisor meetings for discussion.

Focus on an important rehabilitation/clinical/career counseling-related intervention you used today:

1. **Describe the rehabilitation/clinical/career counseling intervention you performed today.**

2. **What was your theoretical orientation that informed your intervention?**

3. **What counseling skills did you use in your intervention?**

4. **How effective was your intervention?**
    a. **Excellent**
    b. **Very good**
    c. **Adequate**
    d. **It could use a little improvement**
    e. **It was not effective**

5. **What can you do now to prepare for more effective interventions in the future?**

6. **Feedback from your supervisor during our weekly supervision meeting:**

FORMS IN TEVERA

Each week you will complete a **Timesheet** within Tevera. The Timesheet allows to define by activity category your supervised activity. Direct hours involve counseling an individual, group, or family/couple. Indirect hours involve everything else that you do in supervised practice. Here are some examples of activities that constitute direct vs. indirect hours. It is not an all encompassing list, but is meant to be a guideline. If you have specific questions about what entails direct vs. indirect hours at your practicum site, please contact your Faculty Supervisor. Remember, the identified client is the recipient or target of agency services, i.e. the individual or group of individuals that the agency is delivering services to.

DIRECT HOURS

- Individual (face-to-face) services with client (assessment, crisis services, brokering, personal advocacy, counseling, therapy, including family therapy)
- Group contact (educational or therapy type)
- Phone calls to client
- Phone calls to family members regarding client
- Phone calls to other professionals regarding client, excluding phone calls to the Judicial and School systems, and Child Protective Services, and Supervisor
- Interacting and attending activities with client; (court, visitations, meetings with other professionals, case management activities with client-including discharge planning)

INDIRECT HOURS

- Learning about agency, reading policy and procedures manual
- Administrative supervision (non-clinical)
- Work on task groups, committees, or agency board work
- Developing, planning, and implementing agency programs, groups, or public service functions
- Trainings and conferences
- Supervisory sessions
- Agency administrative work, including budgeting and agency policy issues
- Organizing for social and political action
- Observing or shadowing clinical work with a client - not participating or contributing to the process
- Research and evaluation
- Assessing community needs and problems
- Observing court with no client interaction
- Writing client or case progress notes
- Writing clinical reports, assessments, treatment plans
- Developing a resource list for clients or the agency in general - not for a specific client
- Client staffings, where clients cases are reviewed

At the end of your supervision your Supervisor will complete a **Supervisor Evaluation of Student**, you will complete a **Student Self Evaluation**, as well as a **Student Evaluation of the Site**. You will find these forms on Tevera.