

**Council for Accreditation of Counseling and Related Educational  
Programs (CACREP)  
California State University, Fullerton (CSUF)  
Self-Study**

**Start Here Document  
And Application**

Welcome to the Department of Counseling at California State University, Fullerton (CSUF) self-study document! This document provides you with an overview of our program to help you navigate the self-study and appendices.

**Navigating the Structure of the Department of Counseling**

The Department of Counseling is housed within the College of Health and Human Development (HHD); CSUF is divided into eight Colleges along with several other units that report to the President of the university. Within HHD, there are seven departments plus the School of Nursing who report to the Dean of the College. The Department of Counseling is only one of two graduate-only programs that falls under the responsibility of the Dean; the other is Social Work.

The Department of Counseling is a stand-alone, graduate-only program, offering a few undergraduate classes to help lower enrollments for our graduate classes. We offer one degree, a Master's of Science in Counseling with a specialty in Marriage and Family Therapy. All students are required to take all courses (63 units) in order to graduate, and by doing so, all students are eligible to seek the Licensed Professional Clinical Counselor (LPCC) and the Licensed Marriage and Family Therapist (LMFT) credentials in the state of California.

We offer our program in two locations: (1) our main campus at 800 N. State College Blvd in Fullerton, CA; and (2) our Garden Grove location at 12901 Euclid Street, Garden Grove, CA. There are more similarities than differences between these two sets of students.

1. **Funding:** The students at our main campus are matriculated, meaning that they are subsidized by the state. The students at our Garden Grove campus are not matriculated, meaning they privately pay their full tuition and fees through University Extended Education (UEE). The difference is that the main campus is state-supported and non-profit, while the Garden Grove program is self-supported and is profitable. Ironically, students at the Garden Grove campus pay only slightly more than at the Fullerton campus because parking is free at Garden Grove. For the department, profits are split between University Extended Education and the Department of Counseling (with a small percentage going to HHD for administrative costs), which helps support additional faculty and travel expenses. In 2012-2013, the Department earned an additional \$27,000 from this UEE Garden Grove program to pay for additional faculty, release time, and travel expenses.
2. **Coursework:** The classes in these programs are exactly the same; all 63 units must be taken. The dates for the semesters in fall and spring are exactly the same. The structure for summer classes is different. Students on campus meet twice per week at six hours per week for eight weeks for each class. The students at Garden Grove meet for 10-12 weeks

(depending on the length of summer that year), twice per week with a few extra meeting days at eight hours per week for two classes. The summers at Garden Grove are different to accommodate students who work full time. Additionally, there are some slight differences in how students can take courses. On campus, students can take as few as two classes per semester or up to four classes per semester. They require close advisement to ensure they meet prerequisites as they move through the program. Summer is optional except for the year they are seeing clients. At Garden Grove, students meet every Monday and Wednesday during each semester and summer in the evenings, and they are told which two classes they will take each semester. Consequently, they develop a strong rapport with each other at Garden Grove. The enrollment numbers are the same both on and off campus. For instance, in COUN 500 Introduction to the Profession, we have all students in one section (60 on campus and 30 off campus). For COUN 511 Pre-Practicum, we have enrollment caps at 15-18 regardless of location.

3. Faculty: Full and part time faculty members teach in both programs. Nearly all of our full time faculty members teach at Garden Grove at least once if not more frequently. Faculty members who are unable to teach at Garden Grove will often attend as special speakers so that students have the opportunity to meet them. Therefore, students have the same educational experience at both campuses. Full time faculty members have the opportunity to earn overload income each semester, which has been an added financial incentive in the department.
4. Parking: Students at the Fullerton campus have to pay for parking and usually have to work hard to find a parking space, which can take up to an hour during certain times of the day. Students at Garden Grove do not need to pay for parking, and spaces are always available.
5. Facilities: Both campuses have “smart” classrooms. Classrooms at both campuses all have projectors, computers with Internet access, and DVD/VHS capability. Both sets of students can use all resources on campus including financial aid, the library, Disability Support Services, the student health center, and other student services.

### **Navigating the Files on the Disk**

My hope is that you started with this document to provide you with an overview of our logic. This section will help you understand the overall organization of the files you see when you open the folder.

Your initial open file should look like the below screen shot except with the ability to scroll further down to other documents:


























Name	Date modified	Type	Size
Links organized by topic	1/8/2014 10:09 AM	File folder	
1 Start Here Document	1/24/2014 1:31 PM	Microsoft Word D...	478 KB
2 Self-Study Document	1/24/2014 12:38 PM	Microsoft Word D...	10,517 KB
500	12/16/2013 11:13 ...	Adobe Acrobat D...	575 KB
502	12/16/2013 11:13 ...	Adobe Acrobat D...	118 KB
511	12/16/2013 11:13 ...	Adobe Acrobat D...	95 KB
518	12/16/2013 11:14 ...	Adobe Acrobat D...	106 KB
520	12/16/2013 11:14 ...	Adobe Acrobat D...	121 KB
521	12/16/2013 11:14 ...	Adobe Acrobat D...	197 KB
522	12/16/2013 11:14 ...	Adobe Acrobat D...	243 KB
523	12/16/2013 11:14 ...	Adobe Acrobat D...	148 KB
524	12/16/2013 11:14 ...	Adobe Acrobat D...	67 KB
525	12/16/2013 11:15 ...	Adobe Acrobat D...	92 KB
526	12/16/2013 11:15 ...	Adobe Acrobat D...	104 KB
527	12/16/2013 11:15 ...	Adobe Acrobat D...	60 KB
528	12/16/2013 11:15 ...	Adobe Acrobat D...	67 KB
530	1/2/2014 3:18 PM	Adobe Acrobat D...	162 KB
535	12/16/2013 11:15 ...	Adobe Acrobat D...	72 KB
538	12/16/2013 11:16 ...	Adobe Acrobat D...	225 KB
560	12/16/2013 11:16 ...	Adobe Acrobat D...	52 KB
562	1/8/2014 9:29 AM	Adobe Acrobat D...	67 KB
584	1/2/2014 3:18 PM	Adobe Acrobat D...	108 KB
590a	12/16/2013 11:16 ...	Adobe Acrobat D...	73 KB
590b	12/16/2013 11:16 ...	Adobe Acrobat D...	72 KB
597	12/19/2013 9:26 A...	Adobe Acrobat D...	96 KB
ADVANCE to PRACTICUM STANDING	12/11/2013 3:05 PM	Adobe Acrobat D...	40 KB
Advisement Study Plan Blank	12/13/2013 1:24 PM	Adobe Acrobat D...	103 KB
Advisement Study Plan Completed	12/16/2013 1:46 PM	Adobe Acrobat D...	142 KB
Agency Policy Manual Chino Community Center Pol...	1/8/2014 9:54 AM	Adobe Acrobat D...	89 KB

- “1. Start Here Document” – this is the document you are using.
- “2. Self-Study Document” – this is the actual self-study and the organization is described in the next section.

- Other documents (starting with “500”) are the links used in the self-study document. You will be linking to them directly inside the self-study (usually highlighted in yellow as hyperlinks).

“Links Organized by Topic” – If you click into this directory, you will find all of the back-up documentation organized in the following way for easy navigation should you want to explore them separately outside of the existing linkages in the self-study:

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Name	Date modified	Type	Size
 538 Documents	12/16/2013 5:09 PM	File folder	
 Advising	12/16/2013 1:46 PM	File folder	
 Agency Policy Manuals	1/23/2014 9:12 AM	File folder	
 Budget and FTES	12/17/2013 10:51 ...	File folder	
 CV Core Faculty	12/13/2013 1:29 PM	File folder	
 CV Regular Non-Core Faculty	12/17/2013 3:43 PM	File folder	
 Diversity Documentation	12/13/2013 1:32 PM	File folder	
 Doctoral Program Documentation	12/13/2013 1:32 PM	File folder	
 Faculty Meeting Minutes	12/18/2013 2:40 PM	File folder	
 Links to Assignments and Forms	12/18/2013 3:18 PM	File folder	
 Position Descriptions	12/12/2013 3:54 PM	File folder	
 Practicum and Internship Documentation	12/16/2013 1:30 PM	File folder	
 Student Learning Outcomes	12/17/2013 3:00 PM	File folder	
 Surveys	12/17/2013 4:00 PM	File folder	
 Syllabi	1/8/2014 9:29 AM	File folder	
 Admissions Application Review Form 2013	12/13/2013 1:21 PM	Adobe Acrobat D...	9 KB
 Catalog	8/14/2013 12:38 PM	Adobe Acrobat D...	102 KB
 Counseling Orientation Sign in Sheet 2013	8/28/2013 3:09 PM	Adobe Acrobat D...	145 KB
 Degree Program webpage	8/14/2013 12:43 PM	Adobe Acrobat D...	48 KB
 Millennial Counselors and the Ethical Use of Facebook	12/11/2013 3:43 PM	Adobe Acrobat D...	282 KB
 new student orientation letter 2013	12/13/2013 1:22 PM	Adobe Acrobat D...	16 KB
 OFFICE HOURS_FALL 2013	12/13/2013 1:22 PM	Adobe Acrobat D...	19 KB
 Personnel_Standards	12/13/2013 1:22 PM	Adobe Acrobat D...	115 KB
 Student Handbook updated 7 22 2013 FINAL	12/13/2013 1:23 PM	Adobe Acrobat D...	149 KB
 STUDY PLAN_updated_7 17 13	12/13/2013 1:23 PM	Adobe Acrobat D...	93 KB

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## Navigating the Self-Study Document

The format of the self-study document mirrors the accreditation standards. In each box, the 2009 CACREP standard have been copied from CACREP.org.

You have a Table of Contents on the first five pages which will link to each section of the standards. For easier navigation in Word, you can go to “View”, and then click the box next to “Navigation Pane” to get a menu on the left. By simply click on the left, you can move more

easily within the Self-Study. At the end of each section, you can also return to home by linking “Return to Top of Document.” Because the document is in Word and not a PDF, you will need to hold the control (Ctrl) key down while clicking for each link inside the Self-Study document. However the navigation pane on the left does not require you to hold down Ctrl.

For Section I, below each standard is a description explaining how the Department meets each standard. In addition, evidence is inserted in two types of formats: (1) a copy of screen prints from the Department or University website; and/or (2) a link leading to an Appendix for that item. Again, hold the “Ctrl” while clicking to open the document in the Appendix.

For Section II, the Department created courses for each curricular experience to fully match accreditation standards. A link is available for each curricular experience to look at a most recently disseminated syllabus that was used in fall 2012 or spring 2013. For each course, we have designated either one or two faculty members to be responsible for that course and for educating any part time faculty who may be teaching the course for the first time. We have provided links to supplemental information such as Power Point Presentations or Exams to provide deeper evidence of how that standard is met. You will see each standard met in several possible ways: through the objectives, and through an assignment and or through class discussions/activities.

Section III is structured like Section I with descriptions and links demonstrating how the Department meets each standard. In each case, we tried to link you to an assignment as evidence of how we meet the standard.

For the Clinical Mental Health track portion of standards, we sometimes have a course that meets the standard, or in other cases, we have several courses that meet that standard. A link is provided to demonstrate how we meet the standard, and we highlighted on the syllabus, assignment, or exam the particular area to direct the reader to the precise section where the evidence exists.

### **On-going Changes in the Department**

We are currently moving our admissions process, advising, and student files into an electronic format, which is connected to the assessment work on student learning outcomes we are conducting. At this time, the Admissions database and Student Learning Outcomes database is fully operational and running. The Advising portion of the Student Learning Outcomes database will be adjusted in spring 2014 for full use beginning in fall 2014. However, we are at present using our paper student files. When the team arrives, we will be able to provide evidence for how we have historically been keeping records and how we have made use of technology to improve the efficiency of many administrative tasks such as record-keeping and advising.

### **Application Materials**

Below you will find the information required from the application. To link to Appendices within this document, please use “Ctrl” and then click with your mouse.

## Closing Thoughts

We hope the structure of this self-study is intuitive and user-friendly. Thank you for volunteering to be a reviewer. Your service is greatly valued and appreciated!

If you have any questions, you may reach me by email at [lbrew@fullerton.edu](mailto:lbrew@fullerton.edu) or by cell (714) 606-6658. Please remember we are on Pacific Standard Time before calling.

Sincerely,  
Leah Brew  
Department Chair  
&  
The Department of Counseling Faculty & Staff

## Application for Accreditation Requirements

Below is the information required as part of the application:

1. We have two programs:
  - a. The Main Campus in Fullerton – admissions is each fall, and students can choose to take anywhere from 6 to 12 units a semester. They can modify their schedule from semester-to-semester. Students are matriculated and receive some support from the state to cover tuition, but not fees.
  - b. The Garden Grove Campus – these students have a separate spring admissions process every three years. Students are in cohorts taking all 63 units together over 3 years and 9 months. Faculty members who teach at Garden Grove are the same faculty who are teaching at Fullerton, and the majority of classes are taught by our full time faculty members. The only difference is the fee structure. Students pay through University Extended Education (UEE) and are not subsidized by the state. The department receives 50% of the profits from this program. This is an important source of funding for the department to support release time and other needs. Despite not being matriculated through the state, the differences students pay here are not much different than what they pay on campus when the parking fees are included.
2. Conditions
  - a. The program, regardless of where it is offered, operates under a single institutional budget and reports to a single academic unit leader who oversees all counseling programs offered by the institution (Standard I.X.1).

We offer our program in two locations: (1) our main campus at 800 N. State College Blvd in Fullerton, CA; and (2) our Garden Grove location at 12901 Euclid Street, Garden Grove, CA. The Department Chair and faculty members are the same in both programs, but they operate under different budgets.

1. Funding: The students at our main campus are matriculated, meaning that they are subsidized by the state. The students at our Garden Grove campus are not matriculated, meaning they privately pay their full tuition and fees through University Extended Education (UEE). The difference is that the main campus is state-supported and non-profit, while the Garden Grove program is self-supported and is profitable. Ironically, students at the Garden Grove campus pay only slightly more than at the Fullerton campus because parking is free at Garden Grove. For the department, profits are split between University Extended Education and the Department of Counseling (with a small percentage going to HHD for administrative costs), which helps support additional faculty and travel expenses. In 2012-2013, the Department earned an additional \$27,000 from this UEE Garden Grove program to pay for additional faculty, release time, and travel expenses.

- b. The program, regardless of where it is offered, requires completion of identical curricular requirements, culminates in the same degree title, and provides identical entries on student transcripts (Standard I.A).

On our website, we make no differences known between our two campuses except on the Admissions page during a Garden Grove Admissions cycle; we admit to this off-campus program every three years. The curriculum and all resources are precisely the same. Link here to see transcripts demonstrating this similarity: [Fullerton Campus Graduate Transcript](#) and [Garden Grove Campus Graduate Transcript](#). Note that the degree says “Masters of Counseling (Marriage and Family Therapy). We are seeking the Clinical Mental Health track, but the marriage and family notation is to meet licensure law so students will be eligible to seek the LPCC and the LMFT.

- c. The program, regardless of where it is offered, demonstrates that core faculty across sites share in the program curriculum development (Standard I.W.6).

[Link here to link to Section I.M.](#)

- d. The program, regardless of where it is offered, demonstrates access to appropriate resources at each site where the program is offered (Standards I.E, I.G, I.H, and I.T).

The student resources are primarily held at the Fullerton campus, only a 20 minute drive from Garden Grove. However, most of the resources are offered electronically, such as library resources or technical help. Students at our Garden Grove campus are given resources to see therapists at the Fullerton campus counseling center as well. (Link to standards here: [I.E.](#), [I.G](#))

Classroom and practica resources are discussed based upon location in Section I.H. and are equal when comparing campuses.(Link here to [Section I.H.](#))

Our department has only one graduate assistantship position, and when we filled the position, the Garden Grove campus students were about to graduate, so we filled it with a Fullerton student. However, when this student graduates, students from both campuses will be considered. Link here to [Section I.T.](#) to see details.

- e. Students are admitted and advised under the same procedures and processes, regardless of which site they attend (Standard I.K, I.L, and I.O).

The admissions process is precisely the same. Link here to see [Standard I.K.](#)

The orientation process is slightly different between campuses and is outlined in the self-study document. Link here to [Standard I.L.](#)

The advising structure is different between campuses and is explained in the self-study. Link here to see [Standard I.O.](#)



- f. The program, regardless of where it is offered, follows identical student retention and dismissal procedures (Standard I.L.2.d)

All policies are from the same student handbook. To see the retention policy in the self-study, link here to [Standard I.L.2.d](#). Link here to the [Student Handbook](#) and go to page 12.

- g. The program's comprehensive assessment plan applies to all sites, regardless of where the program is offered, and the same assessment procedures are used at each site. Data are reviewed at each site individually and in aggregate across sites (Standard. I.AA).

Data pulled from the various resources (surveys, exit interviews, student learning outcomes) are combined and do not differentiate between campuses. Link here to [Standard I.AA](#) to see details.

- h. The program demonstrates that regardless of the site where students complete coursework that the number of credit hours delivered by noncore faculty at each site does not exceed the number of credit hours delivered by core faculty (Standard I.M).

Link here to see [Standard I.M](#), which outlines that the number of credit hours delivered by non-core faculty does not exceed the number of credit hours delivered by core faculty at either site.

- i. The FTE student-to-faculty ratio is met at each site (Standard I.N).

Link here to see [Standard I.N](#), which outlines how we meet the ratio at each site.

- j. Institutions that meet these conditions may choose to submit a single application for the counseling program with the understanding that if even one of the sites where the program is offered is deemed "unaccreditable" by CACREP, then the entire program will be denied accreditation. Institutions may decide to bring sites in as separate applications and students must be informed that only specific sites offer the CACREP accredited program.

Okay. We understand and how that both locations are worthy of accreditation. We do not see these as different programs except for the fee structure and physical location.

3. [Link here to see sample transcript](#) of a student who started in Fall 2010 and graduated Fall 2013. The COUN 538 Crisis Intervention & Trauma Treatment course was only available in his last semester, and he wasn't obligated to take it for licensure based upon his start date in the program. Students who started in 2012 will have COUN 538 on their transcripts.

4. Program of Study and Practicum/Internship hours documentation:

Link here to see the [Advisement Study Plan](#) where we plan which courses students take; this document contains all the course numbers.

Students are required to take 63 units to graduate. Below is a part of the website that indicates that requirement and you can link here to see the whole [Degree Program](#) portion of that website. This information is also located on page 15 of the [Student Handbook](#) and is also pasted below:

## Student Handbook:

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### Program Prerequisite Curricular Experiences

The Department of Counseling requires students to complete four pre-requisites. At least two of the four must be taken prior to beginning the program; remaining prerequisites must be completed during the student's first semester. Courses meeting the prerequisite requirements are offered at CSUF in several undergraduate departments. Equivalent courses offered at other universities and community colleges may also meet the requirements.

1. Counseling Theory, Personality Theory, or History of Psychology  
HUSR 380; PSYC 431 or 481, or equivalent
2. Research Methods or Statistics  
HUSR 315; PSYC 201 or 202; SOCI 302 or 303; CAS 301, or equivalent
3. Abnormal Psychology or Psychopathology  
PSYC 341; SOCI 466; or equivalent
4. Human Development or Developmental Psychology  
CAS 312; PSYC 361; or equivalent

### Core Curriculum (63 Units)

COUN 500 The Counseling Profession  
 COUN 502 Career & Lifestyle Development  
 COUN 511 Pre-Practicum (basic counseling skills)  
 COUN 518 Human Development & Functioning  
 COUN 520 Modes of Individual Counseling  
 COUN 521 Research in Counseling  
 COUN 522 Techniques of Brief Treatment & Assessment  
 COUN 523 Counseling & Culture  
 COUN 524 Child and Adolescent Counseling  
 COUN 525 Psychopharmacology for Counselors  
 COUN 526 Professional, Ethical, & Legal Issues in Counseling  
 COUN 527 Systems of Family Counseling  
 COUN 528 Groups: Process and Practice  
 COUN 530 Practicum  
 COUN 535 Addictions Counseling  
 COUN 538 Crisis Intervention and Trauma Treatment  
 COUN 560 Appraisal in Counseling  
 COUN 562 Couples Counseling  
 COUN 584 Advanced Practicum  
 COUN 590 Advanced Counseling Techniques  
 COUN 597 Research Project

Below is from the website under Degree Program:

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## **The Curriculum**

The Curriculum comprises 63 units. Full-time students typically take four courses during the Fall and Spring semesters, and one or two Summer courses. Part-time students typically take two to three courses during Fall and Spring semesters and one course in the Summer. In the second semester students who have met all pre-requisite requirements and have completed at least 6 units are eligible for Classified Standing.

### **The Curriculum**

COUN 500 The Counseling Profession

COUN 511 Pre-Practicum (basic counseling skills)

COUN 518 Human Development & Functioning

COUN 502 Career Counseling

COUN 520 Modes of Individual Counseling

COUN 522 Techniques of Brief Treatment & Assessment

COUN 523 Counseling & Culture

COUN 524 Child & Adolescent Counseling

COUN 525 Psychopharmacology

COUN 526 Professional Ethics & Legal Issues in Counseling

COUN 527 Systems of Family Counseling

COUN 528 Groups: Process and Practice

COUN 535 Addictions

COUN 562 Couples Counseling

COUN 530 Beginning Practicum (fieldwork in a community agency)

COUN 521 Research in Counseling (first half of the final research project)

COUN 538 Crisis Intervention & Trauma Treatment

COUN 560 Appraisal in Counseling

COUN 590 Advanced Counseling Techniques

COUN 584 Advanced Practicum

COUN 597 Final Project (second half of the final research project)

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Clinical and Internship Hours are in the [Clinical Training Manual](#), pages 22-23. Below is a screen print of the first page specifying hours requirements:

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**Minimum Practicum Experience Defined**

Students should plan to devote approximately 15-20 hours per week for three (3) consecutive semesters of supervised practicum. Please refer to **Section II, Summary of BBS**

**LMFT/LPCC Licensure Regulations** or the BBS website for minimum/maximum experience requirements.

The Department of Counseling requires that students have a total of 700 Practicum hours (defined below) during their practicum year, with a minimum of 280 direct client contact hours during the course of COUN 530, 584, and 590. These totals meet or exceed the BBS regulations for LMFT/LPCCs and CACREP accreditation standards.

Direct client contact (DCC) hours are accrued through providing counseling services to clients in the following categories: individual children and/or adults, couples, families, and groups. Groups should be facilitated by two clinicians (including, but not limited to, student trainees) as co-leaders whenever possible. **Note:** co-leaders for groups are mandatory during COUN 530.

Students will gather all 280 of their direct client contact (DCC) hours during the (minimum of) 3 semesters in which they are enrolled in practicum courses COUN 530, 584, and 590. DCC hours may be performed and counted as of the date the semester begins [**Note:** Non-DCC hours may be counted from the date listed in the 4-Way Agreement.] Students in their first semester of practicum (COUN 530) need to earn a **maximum** of 40 DCC hours of the 280 required for graduation (by CACREP, not the BBS). The remaining 240 DCC hours will be gathered in COUN 584 and COUN 590. If necessary, students may take extra semesters of 590 to cover enrollment in practicum as they finish gathering their DCC hours. In this case, students may 1) stay at their original site beyond the calendar year commitment, or 2) seek placement in another approved site. Either scenario requires consultation with the Clinical Training Director. In **NO** circumstances may a student change sites/begin at a new site without the express **PRIOR** knowledge of and permission from the Clinical Training Director.

The remaining 420 non-DCC practicum hours (of 700 total practicum hours) are made up of educational and service activities that further the student's clinical knowledge and practical experience in the counseling field. These activities may include (but are not limited to) supervision, trainings, client-centered advocacy, staff meetings, readings and/or using multimedia for professional development, consuming and conducting research, record keeping, administrative tasks, case reviews, and case management, interdisciplinary team meetings, community outreach, etc. The appropriateness of these ancillary activities (for 420 practicum hours) will be determined by the Site Supervisor based on the student's training goals, and approved by the Practicum Instructor and Clinical Training Director. **Note:** Of the 420 practicum hours that are **not** direct client contact hours, **only** those hours for supervision, client-centered advocacy, record keeping, and professional (CEU) workshops (authorized by Site Supervisor) count towards the BBS required 3,000 experience hours for LMFT licensure. [**Note:** no pre-graduation hours of experience may be counted toward LPCC licensure.]

## 5. Charts

## a. Faculty

## i. Full Time Faculty

	<b>Credit hour (spring 2013/fall 2013)</b>	<b>Licenses/ Certifications</b>	<b>Terminal Degree And Major</b>	<b>Primary Teaching Focus</b>	<b>Program Involvement</b>
Brew	15/15	LPCC, NCC	Ph.D. Counselor Education	Skills, Culture, Theories, Group, and Ethics	Department Chair
Cervantes	15/15	Psychology	Ph.D. Clinical Psychology	Ethics, Advanced Practicum, and Psychopharmacology	Teaching
Chopra	15/15	Psychology	Ph.D. Counseling Psychology	Development, and Culture,	Advisor for Graduate Student Counseling Association
Englar-Carlson	15/15	N/A	Ph.D. Counseling Psychology	Intro, Advanced Practicum, Group, Advanced Techniques, and Final Project	Advisor for Advancement to Final Project
Kottler	15/0 – pre retirement	Psychology	Ph.D. Counselor Education	Intro, Group, and Final Project	Advisor for New Students
Mejia	15/15	Psychology	Ph.D. Counseling Psychology	Family Systems, Advance Practicum, Advanced Techniques, and Research	Teaching and ad hoc department committees
Read	15/15	LMFT	Ph.D. Counseling Psychology	Practicum and Career	Clinical Training Director and Advisor for Alumni Association
Shepard	15/15	Psychology	Ph.D. Counseling Psychology	Skills, Practicum, and Couples	Advisor: (1) Graduate Advisor; (2) Advancement to Practicum Advisor; and (3) Garden Grove Advisor. Director of Admissions
Smart	15/15	Psychology	Ph.D. Counseling Psychology	Brief Treatment (DSM), Crisis & Trauma, Practicum, and Research	Teaching and ad hoc department committees

- ii. Part Time Faculty – note, all noncore faculty members are considered part time adjuncts with only teaching responsibilities.

Part Time Faculty Member Name	Teaching load (Spring 2013/ Fall 2013)	Terminal Degree and Major	Primary Teaching Focus	Professional Memberships	Licenses and Certifications
Nguyen	6/6	Ph.D. in Counselor Education	Child and Practicum	ACES WACES ACA	LPCC TX- LPC
Iyengar	6/6	Ph.D. in Clinical Psychology	Final Project	APA	Psychologist MFCC
Corey	3/0	Ed.D in Counseling Psychology	Ethics	ACA APA Assoc. for Specialists in Group Work ACES WACES National Org for HUSR Education	-Psychologist CA Board Medical Examiners -National Certified Counselor -American Board Professional Psychology
Sayeddi	6/6	Ph.D. in Clinical Psychology	Testing, and Theories	APA ACA ACES WPA Charles F. Menninger Society	Psychologist
Stout, Debra	6/6	Psy.D. in Counseling Psychology	Fills in for everything needed: Skills, Theories, Practicum, Research	ACA APA	APA ACA CAMFT
Stout, Dallas	3/3	Psy.D. in Counseling Psychology	Addictions	ACA APA	APA ACA CAMFT LPCC
Gottlieb	6/3	Psy.D. in Counseling Psychology	Skills, Practicum, and Theories	CAMFT O.C. CAMFT EMDRIA	LMFT DV CERT. EMDR Certified

Englar-Carlson, Alison	3/0	Ph.D. in School Psychology	Practicum, and Advanced Practicum	ACA APA	LPCC LEP SCPSS WA State ESA Cert
Tonkins	3/3	Ph.D. in Clinical Psychology	Pre-Practicum (Skills)	APA	Psychology

- b. Current Students
- i. Clinical Mental Health Counseling beginning fall 2013 statistics:
    1. Fullerton campus – 198 total; 47 part time/151 full time; FTES 140
    2. Garden Grove campus – 28 total; 28 part time/0 fulltime; FTES 11.2
  - ii. The Clinical Mental Health Counseling specialty/program includes all students. We currently do not have students in other areas.
- c. Graduated Students
- i. Clinical Mental Health Counseling
    1. Fullerton campus – 159 students
      - a. 2012-2013 - 60
      - b. 2011-2012 - 48
      - c. 2010-2011 - 54
    2. Garden Grove campus (all in 2013) – 20 students
  - ii. The Clinical Mental Health Counseling specialty/program includes all students. We currently do not have students in other areas.
6. CSUF is accredited by the Western Association of Schools and Colleges. [Link here to see the WASC Approval letter.](#) Below is further evidence pulled from the WASC website indicating our accredited status:




[Printer-friendly version](#)

## Directory Links

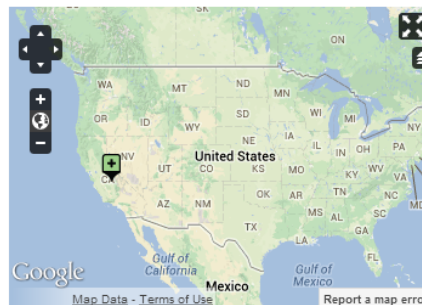
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## Statement of Accreditation Status

## California State University Fullerton

PO Box 34080  
 Fullerton, CA 92834-9480  
 657-278-3602  
 Fax: 657-278-7238  
<http://www.fullerton.edu>



<b>Financial Structure Type</b>	State Supported
<b>Sponsorship or Control Type</b>	Multi-institution system
<b>Academic Calendar</b>	Semester Plan
<b>FTE Student Enrollment</b>	Undergraduate (26743); Graduate (3540)
<b>Degree Levels Offered</b>	Masters (62), Professional Doctorate (3), Bachelors (54)
<b>Granted Candidacy</b>	None
<b>First Accredited</b>	1961
<b>Current Accreditation Status</b>	<a href="#">Accredited</a>
<b>Most Recent Commission Action</b>	06/15/2012
<b>Upcoming Reviews*</b>	Spring 2015 -- Report, Interim Report Spring 2019 -- Comprehensive, Offsite Review Fall 2019 -- Comprehensive, Accreditation Visit

Click on Tab for a complete listing of information.

[Commission Actions](#) | [Personnel](#) | [Locations](#) | [Programs](#)

- ▶ [Commission action letter, June 2012](#)
- ▶ [Team report, June 2012 action](#)

Statement Last Revised: 11/14/2013

7. Standard I.AA. is fully developed within the self-study. [Link here to see Standard I.AA.](#) Most of the assessment processes outlined in I.AA. have been ongoing, and evidence is provided in the self-study. Below is a chart indicating each of the measures and how the assessment has been or will be ongoing. Note that broad evaluations are with the following reviews: New Programs, Existing Programs/Curricular, Applicants, Graduates, and Site Supervisors. Detailed level measures are with Learning Goals and are at many points throughout the students' program of study. Link here to see the ["SLO Assessment of Student Learning Outcome Grid,"](#) which outlines the point at which each area is evaluated in addition to the SLO Database.

The only evaluation measure that is new is in using our Student Learning Outcome (SLO) database. This database was finalized in early December 2013. We pulled data from the

previous two years and printed reports to discuss out our final faculty meeting of the semester on December 17<sup>th</sup>. [Link here to see the minutes to the 12/17/13 meeting](#) where the report results were briefly discussed. Modifications to the program were not needed based upon this initial evaluation of this data. More information is provided in Section I.AA. of the self-study.

As you will notice below, future reports will be generated each February to assess the fall semester, and September to assess the spring semester and summer session. Simple modification will be made by consensus in faculty meetings. More complex changes would involve establishing a committee at the faculty meeting, and then the committee will conduct research and potential solutions that will be presented to the whole faculty at a meeting.

Once a decision is made and the project is executed, we will inform the appropriate stakeholders in our usual way. The university has to make the first round of approval, and therefore will be informed. If relevant, changes will be made to the website upon approval. Changes to the catalog would be made every other year when that process is underway. Notifications to students would include announcements in classes, portal messages, and emails. We may also include the information in the Student Handbook or Clinical Training Handbook (where relevant), which students sign a Declaration as having read. Agencies will be notified via email and at our bi-annual Practicum Meet & Greet, where we provide lunch for our agencies, update them on changes, and conduct a brief training. If adjunct faculty need to be informed of changes, we will send an email for simple changes or we will meet with them if the change is more complex.

Note that in the below chart, review of existing programs and curricular offerings are contained in the same row as the process is the same.

**Program Evaluation Chart**

	<b>When to Assess</b>	<b>What evidence to collect</b>	<b>Who collects evidence</b>	<b>How is evidence assessed</b>	<b>How “closing the loop” decisions are made</b>	<b>How results will be distributed</b>
<b>New Program Review</b>	Spring Semester for Annual Report	Needs based upon student demand in admissions and from faculty members’ involvement in organizations to inform us of other needs.	All full time faculty participate in brainstorming and coming to a consensus based upon needs from prospective and existing students and service activities.	Once a decision is made, assessment is individualized. For the doctoral program, we surveyed alumni and other counselor education programs to determine the interest. Of course CACREP is a big part of needing doctoral level counselor education programs in CA since none currently exist.	A committee is established to determine the need. If a need is found, as it was for the doctoral program, an individual takes the lead and works with the chair to establish a program. See self-study I.AA. for details of the doctoral program.	Community members and prospective students are informed from our website which would contain the information (as we did for the LPCC). We email and make announcements in class to our students to inform them. In addition, at the semi-annual Practicum Agency Meet & Greet, we inform our agencies; we also email them in case they are unable to attend.

	<b>When to Assess</b>	<b>What evidence to collect</b>	<b>Who collects evidence</b>	<b>How is evidence assessed</b>	<b>How “closing the loop” decisions are made</b>	<b>How results will be distributed</b>
<b>Existing Programs and Curricular Review</b>	Spring Semester for the Annual Report. In addition, at the end of each semester when reviewing surveys from graduates, alumni, and our agencies. Finally, through our student learning outcome process. See Learning Goals for more details.	Results from Agency/Supervisor, alumni, and graduate exit surveys. Reviews from the SLOs each semester. Requirements from the licensing board or accreditation.	Then Department Chair is responsible for initiating the sending of surveys each fall. The Chair is also responsible for pulling reports from the SLOs once the information has been uploaded. The Clinical Training Director and the Chair are involved in service activities that inform us about changes with the licensing board. The Chair is also the CACREP coordinator.	Results are brought to faculty meetings for discussion. See I.AA for evidence. If further research is needed, we form a committee to conduct further research.	In faculty meetings, we execute any needed changes, usually through a committee and then from full consensus. The ways the changes are made depend upon the change. Changes to courses might be handled through Olga, who is on the college level curriculum committee, for example. Changes to particular courses are made by the person in charge of that course.	Same as above.
<b>Applicant Review</b>	Each year during the admissions process, and again in the fall semester when looking at the new cohort.	Review of the files for academic information, and the admissions committee also notes diversity during the interview process.	Director of Admissions with the help from the Admissions Committee	Review of files and from interviews for prospective students. In COUN 500, the introductory course that all students take in the first semester.	Decisions are made in faculty meetings by consensus. If further work is needed, others volunteer to assist.	Same as above.

	<b>When to Assess</b>	<b>What evidence to collect</b>	<b>Who collects evidence</b>	<b>How is evidence assessed</b>	<b>How “closing the loop” decisions are made</b>	<b>How results will be distributed</b>
<b>Graduate Perceptions</b>	Every semester we ask students who are about to graduate to complete a survey in their last 3 weeks of the program.	Survey Data. See I.AA.2. for sample survey and results.	The Clinical Training Director conducts the graduate exit interview and collects the data.	The Department Chair reviews the data and brings it to faculty meetings for discussion.	Decisions are made in faculty meetings and subcommittees are formed if action is needed.	Same as above.
<b>Site Supervisor, Agency, Employer Evaluations</b>	Every other year a survey is sent to our agency supervisors. Informally, agencies provide us feedback at the semi-annual Practicum Meet & Greet, and also when we meet with them at the end of the semester to talk about students.	Survey Data. See I.AA.3. for sample survey and results.	Department Chair distributes survey through the Clinical Training Director. Department Chair reviews results, and shares with faculty in faculty meetings.	The Department Chair reviews the data and brings it to faculty meetings for discussion.	Decisions are made in faculty meetings and subcommittees are formed if action is needed.	Same as above.

	<b>When to Assess</b>	<b>What evidence to collect</b>	<b>Who collects evidence</b>	<b>How is evidence assessed</b>	<b>How “closing the loop” decisions are made</b>	<b>How results will be distributed</b>
<b>Learning Goals (SLOs)</b>	In February to assess Fall semester, and September to assess Spring and Summer to evaluate performance on SLO measures. We also assess in student’s first semester with the New Student Advisor, in the middle of their program prior to practicum with the Advancement to Practicum Advisor, and their second-to-last semester to prior to entering Final Project with the Advancement to Final Project advisor. For the mid-program assessment, we discuss every student in detail who wants to begin practicum. We also assess as needed.	Performance in particular classes, which involve experiential exercises as well as key assignments to assure they demonstrate knowledge and skills for each particular learning goal. Every student will meet with the 3 advisors throughout their program, and the advisors have a structure to these meetings to assess student’s readiness to move forward in the program. If there are concerns (whether from advisement meetings or from classes), the faculty members will discuss students and then the faculty member who has the best relationship will set up a meeting with that student to discuss concerns.	Department Chair collects data on SLOs and brings them to faculty meeting for discussion. Three advisors meet with students: New Student Advisor; Advancement to Practicum Advisor; and Advancement to Final Project Advisor.	SLO reports are brought to faculty meetings for discussion to look for areas of strengths and weaknesses. The New Student Advisor and Advancement to Final Project Advisor only brings problematic students to the meetings; otherwise, if they assess that the student is ready to advance, only a note is made in the student file. The Advancement to Practicum Advisor will collect all the files, and the entire faculty will discuss each and every student who wants to advance. We also email all adjuncts to get feedback from them as well.	At the program level, when trends that need improvement are discovered, we discuss them in a faculty meeting to decide how to take action. So far, we have had only one review of SLOs, and we did not find any weaknesses. With advising, the most prevalent result has been in modifying our admission process such as making sure students are emotionally stable enough to successfully navigate graduate education. See section I.AA.5 for further discussion.	Community members and prospective students are informed from our website which would contain the information (as we did for the LPCC). We email and make announcements in class to our students to inform them. In addition, at the semi-annual Practicum Agency Meet & Greet, we inform our agencies; we also email them in case they are unable to attend.

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**Council for Accreditation of Counseling and Related Educational  
Programs (CACREP)  
California State University, Fullerton (CSUF)  
Self-Study**

**SECTION I THE LEARNING ENVIRONMENT: STRUCTURE AND EVALUATION**

**THE INSTITUTION**

**A. The institutional media accurately describe the academic unit and each program offered, including admissions criteria, accreditation status, delivery systems used for instruction, minimum program requirements, matriculation requirements (e.g., examinations, academic-standing policies), and financial aid information.**

The Department of Counseling website is updated each year to reflect changes as they occur and no less frequently than each summer.

The Department Home page is the gateway for existing and prospective students to learn about our program. Note the various links that makes it easy for prospective or current students to navigate our website.

CALIFORNIA STATE UNIVERSITY, FULLERTON

College of Health and Human Development  
Department of Counseling

<ul style="list-style-type: none"> <li style="background-color: #0056b3; color: white; padding: 5px; margin-bottom: 2px;">Mission Statement</li> <li style="background-color: #0056b3; color: white; padding: 5px; margin-bottom: 2px;">Degree Program</li> <li style="background-color: #0056b3; color: white; padding: 5px; margin-bottom: 2px;">Accreditation</li> <li style="background-color: #0056b3; color: white; padding: 5px; margin-bottom: 2px;">Admissions</li> <li style="background-color: #0056b3; color: white; padding: 5px; margin-bottom: 2px;">Faculty and Staff</li> <li style="background-color: #0056b3; color: white; padding: 5px; margin-bottom: 2px;">Current Students</li> <li style="background-color: #0056b3; color: white; padding: 5px; margin-bottom: 2px;">Student Handbook</li> <li style="background-color: #0056b3; color: white; padding: 5px; margin-bottom: 2px;">Clinical Training Handbook</li> <li style="background-color: #0056b3; color: white; padding: 5px; margin-bottom: 2px;">Student Organizations</li> <li style="background-color: #0056b3; color: white; padding: 5px; margin-bottom: 2px;">Alumni</li> <li style="background-color: #0056b3; color: white; padding: 5px; margin-bottom: 2px;">Useful Links and Resources</li> <li style="background-color: #0056b3; color: white; padding: 5px; margin-bottom: 2px;">Survey Results</li> <li style="background-color: #0056b3; color: white; padding: 5px; margin-bottom: 2px;">Latina/o Counseling Emphasis</li> <li style="background-color: #0056b3; color: white; padding: 5px; margin-bottom: 2px;">Center for Boys and Men</li> <li style="background-color: #0056b3; color: white; padding: 5px; margin-bottom: 2px;">Contact Us</li> </ul>	<p><b>Welcome to the Counseling Department at California State University, Fullerton</b></p> <p>Our Masters of Science counseling program is accredited by the Council for the Accreditation of Counseling and Related and Educational Programs (CACREP), the premier accrediting body in the field of counseling. Our 63-unit program prepares students to seek the Licensed Marriage and Family Therapist license and the Licensed Professional Clinical Counselor credentials. The training program emphasizes human diversity, self-growth, and a positive learning environment, where you will feel the support of the faculty.</p>	
		<p><b>Counseling Faculty</b>            Jose Cervantes   Jeffrey Kottler   Leah Brew            Olga Mejía   Mary Read   Sapna Chopra            Rebekah Smart   Matt Englar-Carlson   David Shepard</p>

This page is maintained by CHHD Web Team at Cal State Fullerton's College of Health and Human Development. Comments and suggestions to CHHD Web Team. ©2012 Cal State Fullerton. All rights reserved. This site may contain links to Web sites not administered by California State University, Fullerton, or one of its divisions, schools, departments, units or programs. California

Within the Department Home page, a link will send students to information about the Degree Program which contains information about: Masters of Science in Counseling, Program Objectives; our CACREP accreditation; Important Facts About our Program; MFT and LPCC Licensure Information; Advisement; The Curriculum; Classification and Advancement to Candidacy; and Student Learning Outcomes. Below is a screen print of the top of the page. [You can link here to view the full \*Degree Program Website\*.](#)

CALIFORNIA STATE UNIVERSITY, FULLERTON	
College of Health and Human Development Department of Counseling	
Home	<b><i>Degree Program</i></b>
Mission Statement	<b>The Degree Program</b>
Degree Program	The Department of Counseling offers a Masters of Science in Counseling, emphasizing community counseling in clinical mental health settings. Our program is approved by the California State Board of Behavioral Sciences (BBS) to meet the educational requirements preparing students for state licensure as Marriage and Family Therapists (MFT) and as Licensed Professional Clinical Counselors (LPCC). We are also nationally accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP).
The Degree Program	
Program Objectives	
CACREP Accreditation Statement	
Important Facts About our Program	Our emphasis is on the training of clinicians who can serve the needs of individuals and families in their communities. We train students to provide brief and long-term counseling while maintaining professional identities as counselors and marriage and family therapists.
LMFT and LPCC Licensure Info	
Advisement	The program strongly emphasizes a multicultural perspective. We prepare counselors who will be sensitive to the diverse heritages, lifestyles and special needs of individuals and families. Both our student body and our faculty encompass a wide range of backgrounds and values.
The Curriculum	
Classification and Advancement to Candidacy	Our theoretical orientation is grounded in humanistic, relational, and integrative principles. This means that we are respectful of different counseling philosophies, flexible in our approaches depending on client and student needs, and united in our belief that relationships remain at the core of all helping encounters. We also believe that counselors can best help people by understanding the relationship of emotional distress to family dynamics and to the social and cultural contexts that shape our lives.
Accreditation	
Admissions	
Faculty and Staff	

From the Home Page, prospective students can link on to our Admissions page which contains: Admissions Requirements; Program Prerequisites; Admission Procedures; Application Deadlines; and Online Application. Students also have the opportunity to talk with or email our Prospective Student Advisor. Here is what students first see on the Admissions Webpage.

CALIFORNIA STATE UNIVERSITY, FULLERTON	
College of Health and Human Development Department of Counseling	
<i>College of Health and Human Development</i>	
Home	<b>Admissions</b>
Mission Statement	<b>Admission Requirements</b>
Degree Program	The Department of Counseling accepts students once-a year for it's on-campus program and every other year for the off-campus program.
Accreditation	
<b>Admissions</b>	<ul style="list-style-type: none"> <li>◆ Applications for the Fall 2014 on-campus class will be accepted October 1, 2013 through March 1, 2014.</li> </ul>
Admission Requirements	The Department welcomes applicants from diverse academic, social, and cultural backgrounds. International, minority, underrepresented, older students, and students with disabilities are encouraged to apply.
Program Prerequisites	
Admissions Procedure	Preparation for the counseling profession is rigorous and multifaceted, necessitating the student's development in interpersonal, self-reflective, and academic realms. Admission is therefore based upon indicators of the applicant's potential for becoming an effective counseling practitioner, including but not limited to grade point average (GPA), letters of reference, personal statement and Departmental interview. Admission is not based upon any single factor but on a composite assessment of all factors. The following are required for consideration to the program:
Application Deadlines	
Online Application for CSUF	
Faculty and Staff	
Current Students	<ul style="list-style-type: none"> <li>◆ An acceptable Bachelor's Degree (or equivalent) from a regionally accredited institution.</li> </ul>
Student Organizations	<ul style="list-style-type: none"> <li>◆ A minimum GPA of 3.0 for the undergraduate degree.</li> </ul>
Alumni	<ul style="list-style-type: none"> <li>◆ A minimum GPA of 3.0 for four prerequisite courses in behavioral science courses (or equivalents): counseling theory, research methods or statistics, abnormal psychology, and human development.</li> </ul>
Useful Links and Resources	<ul style="list-style-type: none"> <li>◆ At least two of the four prerequisites must be completed at the time of entrance; any remaining prerequisite(s) must be completed during the first semester of enrollment.</li> </ul>
Survey Results	
Latino/a Mental Health	
Center for Boys and Men	<ul style="list-style-type: none"> <li>◆ Three letters of recommendation. These letters should address the author's assessment of your suitability for pursuing graduate studies and entering the counseling profession. At least one letter must be academic (i.e., written by a professor or an instructor). The Department understands that for some applicants, contacting former instructors is not feasible; in these situations, professional references, written by supervisors or managers who are familiar with your work, are also appropriate.</li> </ul>
Contact Us	<ul style="list-style-type: none"> <li>◆ An interview with Department faculty.</li> <li>◆ The GRE is not required.</li> <li>◆ A detailed personal statement (approximately 3,000 words) should inform the faculty about the applicant's:               <ul style="list-style-type: none"> <li>◆ Educational Background</li> </ul> </li> </ul>

The Financial Aid website is updated each semester to provide the information students need in order to apply for financial aid. Prospective students can also contact our Prospective Student Advisor from the Admissions page to obtain this information.

CALIFORNIA STATE UNIVERSITY, FULLERTON

## Office of Financial Aid

**What is Financial Aid?**

**Costs**

**Apply Online**

**Awards**

**Disbursements**

**Scholarships**

**Teacher Credential**

**Federal Perkins Loan**

**Federal Direct Stafford and PLUS Loans**

**Federal Work Study**

**Cal Grants**

**Summer Aid**

**Veterans**

**Links & Phone Numbers**

**Publications**


**Student Portal (TITAN Online)**

**FAQ's**

**Code of Conduct**

**Contact Us**

**Managing Your Money**



### Financial Aid News

**State University Grant Program Changes**

**State University Grant > New Limits**

Due to the on-going budget constraints and in an effort to award State University Grant funds to eligible students on track for graduation, the CSU has adopted new policies effective Fall 2013 for the State University Grant (SUG) program. Students are subject to these changes beginning Fall 2013, regardless of when they may have initially received a SUG award or begun attendance at a CSU. State University Grant is limited to students who


- a. Have not completed more than 150 undergraduate units in their CSU undergraduate career.
- b. As an undergraduate transfer student to CSU, has not completed more than 75 semester units at a CSU campus.
- c. Teacher Credential students cannot have completed more than 30 units.

### What Every Student Should Know:


1. Consumer Disclosure Information
2. Get *online*, not in line
3. Using financial aid to pay fees
4. How to get a Stafford Loan
5. Disbursement dates and policies
6. Get your money safer, faster, easier!
7. Enrollment Q & A
8. Satisfactory Academic Progress
9. Your Responsibilities
10. Tax Rebate Information
11. Important deadlines
12. CSUF School Code: 001137

IMPORTANT DEADLINES

FORMS BANK



In contrast to the website, the most recent 2013-2015 Catalog reflects a moment in time prior its publication. Several areas are not yet up-to-date which include: the newer Student Learning Outcomes, a 3-unit course in Crisis Intervention & Trauma Treatment (COUN 538) and requiring 63 units (up from 60 units) for graduation which includes this new course. At the time the Catalog was updated, approvals were not fully obtained to include the 3-semester unit course in Crisis Intervention & Trauma Treatment (COUN 538), which was added to meet 2012 counselor licensure requirements. All other information is accurate. A sample is below or [you can link here to the \*Catalog\* pages for Counseling](#).



**INTRODUCTION**

The Department of Counseling offers a Master of Science In Counseling, with a specialty in marriage and family therapy.

Our program meets the educational requirements established by the California State Board of Behavioral Sciences (BBS) to pursue licensure as a Marriage and Family Therapist (LMFT, Business and Professions Code Section 4980.36 and 4980.37) and as a Professional Clinical Counselor (LPCC, Business and Professions Code Section 4999.32 or 4999.33, which took effect Aug. 1, 2012).

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation until March 31, 2015, to the following program in the Department of Counseling at California State University, Fullerton: Community Counseling (M.S.).

We emphasize training clinicians who can serve the needs of individuals, couples, families and groups in their communities. We train students to provide counseling to adults, children, adolescents, couples and families. Our students learn to diagnose and design treatment plans, provide short-term and long-term counseling, conduct group therapy, work with addictions, provide crisis intervention, provide career counseling and maintain a professional identity as a counselor and marriage and family therapist in the community. The program strongly emphasizes a multicultural perspective. We are a culturally diverse faculty that specializes in working with students from different backgrounds. We prepare culturally competent counselors who will be sensitive to the diverse cultural heritages, lifestyles and special needs of individuals and families living in our community.

**LEARNING GOALS AND STUDENT LEARNING OUTCOMES**

The following learning goals and learning outcomes have been established for students pursuing a degree in Counseling:

**Clinical Skills**

- Demonstrate effective individual (adults and children), couples, families, and group counseling skills which facilitate client growth
- Demonstrate the ability to evaluate progress toward treatment goals during practicum experiences
- Develop an awareness of and appreciation for social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process

**DEPARTMENT CHAIR**  
Leah Brew

**DEPARTMENT OFFICE/WEBSITE**  
Education Classroom 405  
657-278-8444  
[hhd.fullerton.edu/counsel](http://hhd.fullerton.edu/counsel)

**PROGRAMS OFFERED**  
Master of Science In Counseling

**FACULTY**

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**B. The academic unit is clearly identified as part of the institution’s graduate degree offerings and has primary responsibility for the preparation of students in the program. If more than one academic unit has responsibility for the preparation of students in the program, the respective areas of responsibility and the relationships among and between them must be clearly documented.**

The Department of Counseling is represented within Graduate Studies. Below is a copy of the Graduate Studies webpage where students might look for graduate education.

**GRADUATE ADMISSION**

**LIST OF PROGRAMS OFFERED AT CSUF**

The following list displays the graduate study program offered as well as the degree type, department home page, and adviser. For catalog descriptions of programs, please click [here](#).

Program	Degree	Dept. Bldg. Area code/527	Adviser
Accountancy	M.S.	275-3822	Dr. Fatima Alai
American Studies	M.A.	275-2441	Dr. Gina Bell
Anthropology	M.A.	275-3828 275-3864	Dr. Mitch Avila Contact: Debra Redinger
Art	M.A., M.F.A.	275-2471	Dr. Mike McGee Contact: Laura Garcia
Biology	M.S.	275-3814	Dr. Paul Snapp Contact: Karen Lau
Biochemistry	M.S.	275-3814	Dr. David Dyer Contact: Karen Lau
Business Administration	M.B.A.	275-3822	Contact: Dana Massey
Chemistry	M.S.	275-3823	Dr. Zhangle Li
Civil Engineering	M.S.	275-2012	Dr. Ukun Kim
Communications	M.A.	275-2818	Dr. Andi Shan Contact: Liz Ragan
Communication Studies	M.A.	275-2817	Dr. Gary Rudd
Communicative Disorders	M.A.	275-5207	Dr. Ying-Chao Tsao
Computer Science	M.S.	275-3700	Dr. Chang-Hyun Jo Contact: Sandra Schaller
Computer Engineering	M.S.	275-2840	Dr. Kian George
Counseling	M.S.	275-3042	Dr. David Shepard Contact: April Grinner (Admissions) Contact: Alison Dugley
Credentials			
Multiple Subject Credential		275-4726 275-4257	Heather Terry Jacque Russell
Single Subject Credential		275-3305	Dr. Kristen Shand
Special Education Credential		275-3305	Supervisor Lori Seiler
Economics	M.A.	275-3822	Dr. Dipanker Punjastine
Education			
Bilingual-Bicultural Education (Spanish-English)	M.S.	275-4721	Dr. Michele VanderVeldt
Education Administration	M.S.	275-4022	Dr. Ken Coo
Education Technology (Online)	M.S.	275-4721	Dr. Michele VanderVeldt



The Chair of the Department of Counseling is an elected position. The Department Chair is responsible for running the program and with the other full time faculty and has the primary responsibility for the preparation of students in the program. The Department Chair is given a budget by the Dean of the College of Health and Human Development (HHD) to make decisions about providing resources for instruction, for operating expenses, and for hiring full and part time faculty members. The Department Chair is also responsible for scheduling classes and leading the department to make any modifications to the curriculum. Since CSUF is a state institution, major changes such as changes to the curriculum have an approval process that goes up to the College and then at the University Level. However, all changes are initiated by the Department of Counseling. You can link to the Chair appointment letter that specifies the duties and responsibilities here under the document called: [Department Chair Responsibilities](#).

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**C. The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program's learning environments.**

**General budgeting.** California State University, Fullerton (CSUF) is funded by state general fund allocations originating from the Chancellor's Office to each of the 23 universities in the California State University (CSU) system. Within the CSU, funding is tied to enrollments (full-time equivalent students, FTES) with annual budget allocations based on the previous year's baseline budget plus new enrollment targets. This process calls for each campus to set FTES enrollment targets, with targets based on past performance and on anticipated enrollment figures for the upcoming year. Based on total requests from all campuses, the CSU Chancellor's Office then negotiates with the Governor and State Legislature to receive approval for this target and for the system-wide budget allocation.

Once CSUF receives its approved target and budget, the President, with input from the President's Advisory Board and from the Academic Senate's Planning, Resource, and Budget Committee, determines final budgetary allocations to major campus units including Academic Affairs. The Vice President for Academic Affairs works with Deans to allocate funds to Colleges based primarily on FTES targets and assigned Student/Faculty Ratios (SFRs). Deans, in turn, are responsible for establishing and managing College budgets, with department allocations also based primarily on FTES targets and SFRs. Throughout the year, the College Dean and Department Chairs regularly meet and consult regarding budgetary and other College-related matters. The College Council of Chairs also meets twice a month to address College and Department issues, including budget and other needs and concerns.

**Faculty expenditures.** The College of Health and Human Development's student-to-faculty ratio (SFR) target for The Department of Counseling is 14:1. In the 2012-2013 the Department of Counseling's full time equivalent student (FTES, which equals one student taking 15 units) was 145. This equates (145/14) to a budget which supports 10.4 full time equivalent faculty (FTEF). **The Department Chair is provided with a budget document that specifies the formulas and can be viewed here in the document called: Budget and FTES – [Basic Budget Principles](#).**

**Release time.** The College Dean supports release time for the Department Chair who receives 50% release time for this position (leaving a 2/2 teaching load). All other release time comes from the department personnel budget or is funded from other sources such as university grant initiatives, funding from non-matriculated students who take courses, or from our University Extended Education program in Garden Grove where students are not state-funded and pay full tuition.

**Operating expenses.** The Department of Counseling is allocated \$5,000 per academic year in operating expenses. Twenty-five percent of this amount (\$1,250) is directed to the Counseling-Human Services complex office and is used for general office supplies for faculty and staff of both departments. The remainder of expenses (e.g. printing, work

orders, telephone, counseling operating supplies, postage, freight) is for the Counseling Department.

**Miscellaneous course fees.** Each academic year, the Department of Counseling is allocated \$6,000 in miscellaneous course fees to cover testing materials, supplies for the Child & Adolescent Therapy course, or other classroom needs. This number is usually based upon what we use each year. These funds are part of additional student fees that students pay in addition to their tuition.

**Travel.** The travel support varies from year-to-year based upon the budget. For 2012-2013, the Department of Counseling was given \$800 for each tenure/tenure-track faculty member; we have seven tenured/tenure-track faculty members, and we received a total of \$5,600 for the department to share.

**Support staff.** The Department of Counseling is also provided with staff to support the program. Our “complex” consists of two departments, Counseling and Human Services. We have one full time administrative person to support the Department of Counseling. We also share a person who is our complex receptionist who handles the ordering of supplies, teaching evaluations, and book orders. We also share a Fieldwork Advisor with Human Services who manages student paperwork related to their practicum/internship. We also have a graduate assistant who works 16 hours per week as our Prospective Student Advisor.

**CACREP expenses.** The cost of accreditation is covered by the university.

Link here to see the document called the: Budget and FTES - [Budget Detail Report](#) from our CMS finance database; you can see these and other complicated line balancing calculations for 2012-2013.

**Other Evidence of Support.** CSUF is primarily focused on undergraduate education, and as an institution, all expectations such as SFR, FTES and FTEF are normed on undergraduate assumptions. However, it is the prerogative of the HHD Dean to allow the Department of Counseling some latitude to meet accreditation standards. Consequently, the other departments that have undergraduate students tend to have higher numbers to help compensate for our lower numbers in Counseling. For instance, HHD general requires an SFR of 20, and as stated above, Counseling has been reduced to 10:1. We are appreciative of the Dean’s support for Counseling. Link here to see the following documents which indicate our FTES, FTEF, and SFR for Fall 2012 and Spring 2013 (Bottom of 2<sup>nd</sup> page):

- Budget and FTES – [Copy of Fall 2012 FTES CACREP](#)
- Budget and FTES – [Copy of Spring 2013 FTES CACREP](#)

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**D. The institution provides encouragement and support for program faculty to participate in professional organizations and activities (e.g., professional travel, research, and leadership positions).**

CSUF highly values research and service in addition to teaching. These values are represented in the mission and goals of the University as indicated by our website:

The screenshot displays the CSUF website's 'About CSUF' page. The navigation bar includes links for ABOUT, ADMISSIONS, ACADEMICS, RESEARCH, LIBRARY, CALENDAR, ATHLETICS, and SUPPORT CSUF. The main content area is divided into several sections:

- Our Mission and Goals:** A dropdown menu that is currently open, showing the university's mission and goals.
- Our Mission:** A paragraph stating that learning is preeminent at CSUF and that the university aims to combine teaching and research with active student, faculty, and staff collaboration.
- Our affordable undergraduate and graduate programs provide students the best of current practice, theory and research and integrate professional studies with preparation in the arts and sciences.** A paragraph describing the university's commitment to providing high-quality education and professional preparation.
- We are a comprehensive, regional university with a global outlook, located in Orange County, a technologically rich and culturally vibrant area of metropolitan Los Angeles.** A paragraph highlighting the university's location and its role as a center of activity in the region.
- Goals:** A list of seven goals, including ensuring the preeminence of learning, providing high-quality programs, enhancing scholarly activity, making collaboration integral, creating an environment for success, increasing external support, expanding connections, and strengthening institutional effectiveness.
- Rankings and Honors:** A section with two links: 'Rankings and Honors' and 'CSUF At a Glance', each with a circular icon.
- Did You Know...:** A series of statistics presented in large orange numbers:
  - 34,168** students enrolled in spring 2013 with 57% female.
  - More than 217,000** graduates as of January 2013.
  - 79** international students from nations.
  - ethnic distribution (fall 2012 census):** A pie chart showing the following distribution:
 

Race/Ethnicity	Percentage
WHITE	29%
HISPANIC	33%
ASIAN / PACIFIC ISLANDER	21%
BLACK	2.5%
AMERICAN INDIAN	0.25%
UNKNOWN	5%
MULTI RACE NON-HISPANIC	4%
INTERNATIONAL	5%

 A note below the chart states: "Total exceeds 100% due to rounding".
  - No. 1** in California and eighth in the nation among top universities.

As further evidence for support of research, the university invested \$22.8 million in research initiatives to faculty as seen by this “Facts” sheet on the website (bottom right portion of page):

## For the Media

FAST FACTS	LEADERSHIP	BUDGET	ACCREDITATIONS & RANKINGS	COSTS OF ATTENDANCE	LOCATIONS & FACILITIES	AUXILIARIES
<b>Enrollment History</b> 34,168 enrolled spring 2013 (57% female) 37,677 enrolled fall 2012 (57% female) 34,467 enrolled spring 2012 (57% female) 36,156 enrolled fall 2011 (57% female) 34,912 enrolled spring 2011 (57% female) 35,590 enrolled fall 2010 (58% female)		<b>Ethnic Distribution (fall 2012)</b> American Indian 0.25% Asian/Pacific Islander 21% Black 2.5% Hispanic 33% White 29% Multiple Race Non-Hispanic 4% Unknown 5% International Students 5% <i>total below 100% due to rounding</i>		<div style="text-align: right;"> <a href="#">DOWNLOAD FACT SHEET</a> </div> <b>Media Contacts</b> <b>Christopher Bugbee</b> Director of Media Relations 657-278-8487 Cell: 323-338-1781 <a href="mailto:cbugbee@fullerton.edu">cbugbee@fullerton.edu</a>  <b>Paula Selleck</b> Associate Director of Media Relations 657-278-2414 <a href="mailto:pselleck@fullerton.edu">pselleck@fullerton.edu</a>  <b>Mike Mahi</b> Assistant Director of Media Relations 657-278-5143 <a href="mailto:mimahij@fullerton.edu">mimahij@fullerton.edu</a>  <b>Strategic Communications</b> 657-278-2414  <b>Media Visiting CSUF:</b> <a href="#">Campus Maps and Directions A</a>  <b>Parking:</b> Members of the media who wish to visit the campus will need a visitor parking pass. Please contact Strategic Communications at 657-278-2414 to request parking pass and directions to campus parking.		
<b>Average Age of Student</b> 24 years Median age: 22		<b>International Students</b> from 79 nations total 1,318 (fall 2012)				
<b>Number of Graduates</b> more than 217,000 graduates as of January 2013		<b>Faculty Awards</b> Faculty members were awarded \$22.8 million in grants and contracts for research and scholarly activities in 2011-12.				
<b>Faculty &amp; Staff</b> Faculty: 1,958 full- and part-time Staff: 1,780 full- and part-time		<b>Degree Programs Offered</b> 107 - 55 undergraduate, 52 graduate, including a doctorate in education and doctor of nursing practice:				

Travel funds have been allocated each year to assist faculty who present at presentations. As stated before, the Department of Counseling was given \$5,600 (\$800 per tenured/tenure-track faculty member). [Link here to see the Budget and FTES - Budget Detail Report.](#)

Our Personnel Standards, written by the Department and approved by the Dean and the Provost also reflect research and service. Below are the particular standards required for promotion. [Link here to review the full Personnel Standards document.](#)

### **Pulled from Department Personnel Standards VI.B.3. Scholarly & Creative Activities**

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#### **3. Guidelines for Rating Scholarly and Creative Accomplishments**

It is expected that the faculty member will demonstrate an on-going, program of scholarly work. Scholarly publication that stems from a sustained program of work over the entire period is required to achieve tenure, with some of this work being first authored. The Department recognizes the mentoring process in a faculty member's first year, thus scholarly and creative accomplishments are expected to flow from the second year onward from an organized plan of activity. Based upon the totality of the evidence presented, reviewers shall rate the faculty member's overall scholarly and creative accomplishments as "**excellent**," "**good**," "fair," or "**poor**" as follows:

- A rating of "**excellent**" shall be given for a comprehensive self-assessment and outstanding performance in depth and/or breadth of scholarly activity. A total of six items of high quality scholarship, including at least three refereed publications, one of which should be first authored, over the entire tenure and/or promotion review period, are expected for a rating of "excellent".
  - A rating of "**good**" shall be rendered for a comprehensive self-assessment and clearly acceptable performance in depth and/or breadth of scholarly activity. A total of four items of high quality scholarship, with at least three scholarly publications over the entire tenure and/or promotion review period, are expected for a rating of "good".
  - A rating of "**fair**" shall be rendered for an adequate self-assessment and marginally acceptable performance in depth and/or breadth of scholarly activity. A total of two items of high quality scholarship, with at least one scholarly publication over the entire tenure and/or promotion review period, are expected for a rating of "fair".
  - A rating of "**poor**" shall be rendered for an inadequate self-assessment and/or unacceptable performance in depth and/or breadth of scholarly activity.
-

### Copied from the Departmental Personnel Standards VI.C.3. Service

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#### 3. Evaluating Service

The Department believes that the quality, quantity, and impact of a faculty member's service contributions need to be considered in the context of the potential benefits to the profession, community, and/or University, and in light of prevailing professional standards.

- For untenured faculty, a rating of "**excellent**" will be given for a record of service that includes active, quality involvement in **three or more** professional/community service activities **and** active, quality involvement in **three or more** Department, College and/or University service activities.
- For untenured faculty, a rating of "**good**" will be given for a record of service that includes active, quality involvement in **at least two** professional/community service activities and active, quality involvement in **at least two** Department, College, and/or University service activities.
- For untenured faculty, a rating of "**fair**" will be given for a record of service that includes active, quality involvement in **at least one** professional/community service activity or active, quality involvement in **at least one** Department, College, or University active.
- For untenured faculty, a rating of "**poor**" will be given for a record of service that **fails to include** active, quality involvement in professional/community service or in service to the Department, College, and/or University.

The untenured faculty member is reminded that the first two criteria, teaching and scholarly and creative accomplishments are of primary importance and must be developed in the probationary years. The other criterion, professional, university, and community service, needs to be developed, but is less heavily weighted for probationary faculty.

Tenured faculty are expected to provide leadership at the Department and College levels and to demonstrate on-going, active, high quality participation in **at least three** professional/community and/or University service activities for promotion to Professor.

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All faculty members who were hired tenure-track are now tenured and have met these standards. In order to review the faculty curriculum vitae which reflect the productivity of our department, link to each name to see individual CVs and look for the items highlighted in yellow which represent service and publications in the last 7 years:

[CV Brew](#)

[CV Cervantes](#)

[CV Chopra](#)

[CV Englar-Carlson](#)

[CV Kottler](#)

[CV Mejia](#)

[CV Read](#)

[CV Shepard](#)

[CV Smart](#)

Below is a report of our service and scholarly contributions from our 2012-2013 annual report.

#### Professional Leadership

Username	From (Month)	From (Year)	To (Month)	To (Year)	Organization Name (full name)	Position/Leadership Title
jcervantes	January	2013	December	2013	American Psychological Association, Diversity and Public Interest, Division 43 (Society for Family Psychology)	Vice President
jcervantes	January	2012	December	2013	American Psychological Association, APA Presidential Task Force on Immigration	Advisory Committee
lbrew	July	2012	July	2012	California Association for Licensed Professional Clinical Counselors	Past President
lbrew	July	2012	July	2013	California Board of Behavioral Sciences	Governor Appointed LPCC Board Member
mread	July	2012	June	2013	MFT Consortium of Orange County	Co-Chair
mread	July	2012	June	2013	MFT Consortium of Greater Los Angeles	Steering Committee member
mread	July	2012	June	2013	MFT Leadership Collaborative	Co-host member
omejia	July	2012	June	2013	California Latina/o Psychological Association	Member-at-Large
rsmart	July	2012	July	2013	Association for Women in Psychology	Staffer and Regional Coordinator (National Board Member)



**Peer Reviewer for Conference Paper/Presentation**

Username	From (Month)	From (Year)	To (Month)	To (Year)	Conference/Paper/Presentation Name
dshepard	July	2012	January	2013	American Psychological Association Division 51
mattec	November	2012	March	2013	American Psychological Association, APA Division 51: The Society for the Psychological Study of Men and Masculinity
rsmart	February	2013	March	2013	Association for Women in Psychology conference

**Community Based Presentation/Trainings**

Username	From (Month)	From (Year)	To (Month)	To (Year)	Presentation/Training Title
dshepard	July	2012	June	2013	Counseling Men -- Airport Marina Community Mental Health Agency
dshepard	July	2012	June	2013	Counseling Men: Southern California Women in Psychology
mattec	October	2012	October	2012	Engaging men in psychotherapy, Counseling and Psychological Services, California State University, Fullerton,
mattec	March	2013	March	2013	Engaging Men in Psychotherapy, Continuing Education Workshop, Counseling and Psychological Services, San Jose State University,
mread	November	2012	November	2012	Bridging the Rainbow: Using Narrative Techniques to Support LGBT TAY & Elders
mread	July	2012	June	2013	The Transformed Supervisor: Clinical Supervision in California Public Mental Health
mread	June	2013	June	2013	Supervision for Empowerment: Negotiating Boundaries to Highlight Strengths
mread	August	2012	August	2012	The Recovery Orientation to Mental Wellness: What is it & Why do we care?
omejia	March	2013	March	2013	Pursuing an Academic Faculty Career
rsmart	March	2013	March	2013	Careers in Academia: Workshop for interns at the Counseling and Psychological Services at CSUF
rsmart	September	2012	September	2012	Using the DSM with Diverse College Populations: Workshop for USC's Student Counseling Services

**Refereed (peer-reviewed) Conference Presentation (poster or platform)**

Brew, L. (2012, October). *Department Chair talk: Collaborating for a bright future*. Regional presented at Western Association for Counselor Education and Supervision, Portland, OR.

Brew, L., Read, M., & Chopra, S. (2012, October). *Managing plagiarism in the 21st century: Is TurnItIn.com a blessing or a curse?*. National presented at Western Association for Counselor Education and Supervision, Portland, OR.

Kottler, J. A. (2012, November). *Narrative Myths and Deceptions*. Keynote speech presented at Newfoundland and Labrador Counselling and Psychology Conference, St. Johns, NF.

Kottler, J. A. (2013, March). *Personal Transformations among Counselors Involved in Advocacy and Social Justice*. Presentation presented at American Counseling Association Conference, Cincinnati, OH.

Kottler, J. A. (2012, December). *Promoting Advocacy and Social Justice through Brief but Sustained Action*. Presentation presented at Brief Therapy Conference, San Francisco, CA.

Kottler, J. A. (2012, December). *Relationships in a Therapist's Life*. Presentation presented at Brief Therapy Conference, San Francisco, CA.

Kottler, J. A. (2013, March). *Stories We've Heard, Stories We've Told: Life-Changing Narratives in Counseling and Everyday Life*. Keynote speech presented at New Mexico Counseling Association Conference, Albuquerque, NM.

Kottler, J. A. (2013, March). *What Really Makes a Difference? Change processes in Counseling*. Presentation presented at American Counseling Association Conference, Cincinnati, OH.

Kottler, J. A. (2012, November). *When the Counselor is Changed by Stories*. Keynote Speech presented at Newfoundland and Labrador Counselling and Psychology Conference, St. Johns, NF.

Kottler, J. A. (2013, March). *Changing People's Lives While Transforming Your Own*. Keynote speech presented at New Mexico Counseling Association Conference, Albuquerque, NM.

Kottler, J. A., & Carlson, J. (2012, December). *Duped: Lies and Deception in Therapy*. Presentation presented at Brief Therapy Conference, San Francisco, CA.

Kottler, J. A., & Englar-Carlson, M. (2012, December). *Advanced Group Therapy*. Presentation presented at Brief Therapy Conference, San Francisco, CA.

Kottler, J., Perel, E., Turffo, C., & Yapko, M. (2012, December). *Therapy and social issues*. Panel Discussion presented at Brief Therapy Conference, San Francisco, CA.

Smart, R., & Tsong, Y. (2013, March). *Asian and Asian American women's experiences of body, weight, and eating concerns*. Paper presented at National Association for Women in Psychology Conference, Salt Lake City, UT.

**Invited Scholarly Presentations**

Brew, L. (2013, February). *Cultural identity and privilege*. University presented at CSUF CAPS, Fullerton, CA. Director

Brew, L. (2012, October). *Issues for children from multiethnic and multiracial families*. County presented at Orange County Association for the Education of Young Children Workshop, Fullerton, CA. Chair

Carlson, J.D. & Englar-Carlson, M. (2012, December). *Beyond the 50-minute hour: What therapists do outside of the clinic*. Workshop presented at Brief Therapy Conference, San Francisco, CA. Milton H. Erickson Foundation.

Kottler, J.A., & Englar-Carlson, M. (2012, December). *Advanced group therapy*. Workshop presented at Brief Therapy Conference, San Francisco, CA. Milton H. Erickson Foundation.

[Return to Top of Document](#)

**E. Access to learning resources is appropriate for scholarly inquiry, study, and research by program faculty and students.**

CSUF offers excellent library resources for faculty and students. In addition to going to the library to check out books or look at hard copy resources, the library website offers the easiest way to obtain research. From the library website below, you can see that any faculty member or student can search by database, journal, or article.

CALIFORNIA STATE UNIVERSITY, FULLERTON A-Z INDEX | SEARCH CSUF

## Pollak Library

RESEARCH SERVICES VISITING ABOUT GIVING

Basic Search Articles Databases Guides Books & eBooks Journals Library Web

journal of counseling and development Begins With ▾ Search

### Data Center Scheduled Downtime

Friday, August 16 (6pm) - Saturday, August 17 (9am)

**Please Make Note of Scheduled Server Downtime**

Library servers and most of our electronic services will be down for scheduled power maintenance overnight between Friday August 16th and Saturday August 17th. We apologize for any inconvenience this might cause our patrons.

← Previous
Next →

**QUICK LINKS**

Renew Books ▾ Go

**LIBRARY NEWS**

- ▶ Tech Tuesdays: Mobile Video Production Tips
- ▶ Submit Your Exhibit Ideas to the Library
- ▶ Retirement Best Wishes to Pollak Library Facility & Security Coordinator Dennis Morris

**LIBRARY ALERTS**

- ▶ ALERT: Basic Search linking problems
- ▶ ALERT: Data Center Scheduled Downtime Friday, 8/16 (6pm) to Saturday 8/17 (9am)

**CONNECT WITH US**

CALIFORNIA STATE UNIVERSITY  
**FULLERTON**

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To report problems or comments, please contact [libraryanswers@fullerton.edu](mailto:libraryanswers@fullerton.edu). Tell us about a [web accessibility problem](#).

This library is a congressionally designated depository for U.S. Government documents.

Local

Initiating a search on the Journal of Counseling & Development, you can see our library's access to this information electronically below.

The screenshot shows the EBSCO database interface for the Journal of Counseling & Development. The top navigation bar includes links for New Search, Publications, Thesaurus, and Indexes. The user is logged in as 'CALIFORNIA STATE UNIV FULLERTON'. The main content area displays the following information:

**Publications**  
 Previous Record | Next Record Share \*

Search within this publication

**Publication Details For "Journal of Counseling & Development"**

**Title:** Journal of Counseling & Development  
**ISSN:** 0748-9633  
**Publisher:** Wiley-Blackwell  
**Information:** 9600 Garsington Road  
 Oxford OX4 2DQ  
 United Kingdom

**Title History:** Journal of Counseling & Development (1984 - present)  
 Personnel & Guidance Journal (1982 - 1984)  
 Changed to Journal of Counseling & Development.

**Bibliographic Records:** 10/01/1982 to present  
**Full Text:** 09/01/1984 to present  
**Publication Type:** Academic Journal  
**Subscriber:** Mental Health Counseling

On the right side, there is a list of years with expandable options: All Issues | Current Title Only. The list includes years from 2013 down to 2000, each with a '+' icon to expand the view.

When we discover that our library does not have a particular resource we commonly use, we have been able to request that they add that resource. Any information that may not be available by our library can also be ordered online and will be emailed directly to the student or faculty member, if in electronic format, or can be picked up at the library. One recent technological improvement at the library is the addition of kiosks so students and faculty members can check-out materials using the student/faculty identification (ID) card without waiting in line to have a librarian process the book for them.

The library also has an online chat feature for anyone who has questions either in navigating the website or to help with searches.

CALIFORNIA STATE UNIVERSITY, FULLERTON ▾
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# Pollak Library

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## Ask For Help

Use one of the options of this page for immediate online assistance or visit the [research assistance page](#) to learn about other options for getting help.

### Chat With A CSUF Librarian

CSUF Librarian

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Chat will be available during normal [reference hours](#).

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 (657) 278-3284

Circulation Desk  
[libcirc@fullerton.edu](mailto:libcirc@fullerton.edu)  
 (657) 278-2721

**LIBRARY NEWS**

- ▶ Tech Tuesdays: Mobile Video Production Tips
- ▶ Submit Your Exhibit Ideas to the Library
- ▶ Retirement Best Wishes to Pollak Library Facility & Security Coordinator Dennis Morris

**LIBRARY ALERTS**

- ▶ ALERT: Basic Search linking problems
- ▶ ALERT: Data Center Scheduled Downtime Friday, 8/16 (6pm) to Saturday 8/17 (9am)

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**F. The institution provides technical support to program faculty and students to ensure access to information systems for learning, teaching, and research.**

CSUF has state-of-the art technology, which was noted by the regional accrediting body Western Association for Schools and Colleges (WASC).

- Each building has Wi Fi where students and faculty can log in to the Internet.
- Each classroom has a projector with computer and DVD/VHS capabilities.
- Students and faculty can receive the latest versions of Microsoft Office at no cost.
- Students can purchase laptops inexpensively on campus.
- The campus has a 24-hour HELP desk to answer any and all technology questions. They also have an Academic Technology Center where faculty can obtain assistance with laptops and I-Pads for faculty members. See the below website.

The screenshot shows a web page for the CSUF IT Helpdesk. The page has a navigation menu on the left with various service links. The main content area is titled "The Right Helpdesk For You" and provides information on how to get help from IT, including contact numbers and email addresses. It also lists services for students, faculty and staff, and TitanCard users.

**Academic Technology Center**  
 Audio/Visual Technology Support  
 Call Center and Campus Operator  
 Computer Labs  
 Data Center  
 Data Repositories  
 Deskside & Access Services  
 Email  
 Enterprise Resource Planning  
 Learning Management System  
 Lynda.com  
 TITANIum Summer 2013  
 Project Management Office  
 Reprographics  
 Software  
 Student Assistants  
 Telecommunications  
 TitanCard  
 Virtual Computer Lab  
 VPN  
 VPN FAQ  
 Web Publishing

Text Size: [A](#) [A](#) [A](#) [Print](#)

## The Right Helpdesk For You

There are many ways you can get help from IT. Choose from the convenience of your desk or at home, or visit our walk-in service centers.

Call (657) 278-7777 (available 24 hours, 7 days per week)

Email [Helpdesk@fullerton.edu](mailto:Helpdesk@fullerton.edu)

**For walk-in services:**

**Students**  
 All CSUF students can go to the [Student Genius Corner \(SGC\)](#) located in the Titan Lab (PLN- 30).

**Faculty and Staff**  
 All CSUF faculty and staff can go to the [Academic Technology Center \(ATC\)](#) located in PLS-237.

**TitanCard**  
 All CSUF faculty, staff, and students can get limited services from the [TitanCard](#) desk for things like software distribution and TitanCard replacements.

- Faculty members are provided with laptops with remote capabilities to access the office desktop. I-Pads are also provided to all faculty members.
- For the classroom, CSUF uses Moodle software which we affectionately call Titanium (our mascot is the Titans). Information can be posted for traditional classes, or this software can be used for hybrid or full online courses. Most faculty in the Department of Counseling post all handouts and presentations on Titanium; use Titanium for students to upload papers with a Turn It In.com function to assess for plagiarism; and provide grade sheets on Titanium so students can track their grades in the class. Below is a screenshot of Titanium for COUN 523 Counseling & Culture weeks 5 and 6. Notice in Topic 5, there is something called “Movie Review Outline.” When this assignment is due, the font is dark and allows students to upload their papers here.

**Topic 5**



The Poisonwood Bible 22KB Word document

We're giving away the ending in class. So, make sure and finish it. The attached document is how we will structure class lecture.



Movie Review Outline

Turn in your movie review outline here.

Restricted: 'Available from June 17, 2013 to June 24 2013, 6:00 PM.'

---

**Topic 6**

Socioeconomic Status (SES) - you should have read Ehrenreich for this class



South Los Angeles Social Justice

This is a great youtube video about one man making a huge difference in South Central LA.



Wealth Distribution Video



The Culture of Poverty 357KB PDF document

Social Class is a strong culture sometimes superceding race and ethnicity.



Economic Distress and Masculinity PPT 868.5KB PDF document

This PPT presentation was from a presentation I attended that shows the impact of social class and speaks to the discussion about taxing the top 1% of earners differently than we currently do.

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**G. The institution provides information to students in the program about personal counseling services provided by professionals other than program faculty and students.**

The Department of Counseling strongly recommends to students that they seek counseling during the program, both to work on their own issues that might interfere with the client work and to understand what it is like to be a consumer of counseling services. The LMFT license even allows students to count personal psychotherapy hours with a licensed individual toward their 3000 hours. They can use up to 100 actual hours, which are then multiplied by three, equaling 300 hours or 10% of their total hours. Consequently, students are highly motivated for all these reasons to pursue therapy as they feel the need emerges throughout the program.

There are two resources we provide to students. The first is our campus Counseling & Psychological Services (CAPS) offered to all CSUF students.

CALIFORNIA STATE UNIVERSITY, FULLERTON A-Z INDEX Search

Student Health and Counseling Center

HEALTH SERVICES COUNSELING SERVICES FAMILY PACT HEALTH EDUCATION

STUDENT HEALTH AND COUNSELING CENTER

ACCREDITATION ASSOCIATION for AMBULATORY HEALTH CARE, INC.

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Text Size: A A A Print

**About Counseling and Psychological Services**

Counseling and Psychological Services (CAPS) strives to help students achieve their academic, professional, and personal goals. Counselors can help students improve coping skills, strengthen personal relationships, navigate the college transition, recover from traumatic experiences, and engage in self-exploration. CAPS offers brief counseling for individuals and couples, group counseling, psychiatric services, referrals, crisis intervention, and workshops to eligible CSUF students. CAPS counselors are also available to consult with faculty and staff about concerns related to student mental health. In addition, CAPS offers a doctoral internship training program (pre-doctoral internship) for graduate students in counseling and clinical psychology.

**Confidentiality**

CAPS staff members are required by law and professional ethics to protect the confidentiality of all communications with clients. Client information and client records cannot be released to anyone outside of CAPS without the client's written permission. Client records are kept separate from academic, administrative, disciplinary, and medical records. No information about a client's contact with CAPS (including whether a student is a client at CAPS) is released without the written consent of the client. Legally mandated

**Titan Health Online Medical Appointments**

Click Here

**STUDENT health101**

**Contact Information**

**Health Center:**  
Phone: (657) 278-2800  
Fax: (657) 278-3069  
**CAPS:**  
Phone: (657) 278-2800

**About CAPS**  
**Clinical Services**  
**Eligibility**  
**Privacy Notice**  
**Information for Faculty/Staff**  
**Workshops**  
**Training**  
**Resources**  
**Staff**  
**Emergency**  
**Groups**  
**Helping Students in Distress Guide**

The second is a list of providers we give students who include people we know who offer lower cost services to students or are alumni from our program. Below is the beginning of that list by city:



### Therapist Referrals

(updated 3-27-13) [Note: \* = CSUF COUN Alumni]

#### Anaheim

Lynette L. Torres, M.A., LMFT #48733 EMDR Certified  
Student Rate: \$60  
714.691.0002 (voice-mail)  
Trinity Counseling Center  
1661 N. Raymond Ave. (corner of Orangethorpe Ave.)  
Suite 140 Anaheim 92801  
714.992.9165 (fax)  
[www.trinitycounselingcenter.org](http://www.trinitycounselingcenter.org)  
[www.linkedin.com/in/lynettetorres](http://www.linkedin.com/in/lynettetorres)

#### Brea

\*Jodi Blackley (714) 212-1160

#### Cerritos

Dennis Steele, Ph.D. (562) 924-7307

#### Chino

\*Stuart Kaplowitz (909) 576-3889

#### Corona del Mar

\*Lisa Quinn, MFT, 2721 East Coast Hwy (949) 222-4200

#### Fullerton

\*Nan Alvarez, MFT (562) 698-1272  
Executive Director, Intercommunity Counseling Center

Yuki Frazier (who has no accent if that is an issue for people) 310-403-7143

Melissa Fisher Goldman 714-584-8072.

Mercedes Galante, Ph.D. (714) 284-9609

Michelle Gottlieb, Psy D (714) 879-5868

Dennis Kraemer, LMFT (714) 315-8909  
Villa Del Sol, 305 North Harbor Blvd, Suite 307

Vance Shepperson, Ph.D. (714) 992-4240

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**H. A counseling instruction environment (on or off campus) is conducive to modeling, demonstration, supervision, and training, and is available and used by the program. Administrative control of the counseling instruction environment ensures adequate and appropriate access by faculty and students. The counseling instruction environment includes all of the following:**

1. Settings for individual counseling, with assured privacy and sufficient space for appropriate equipment.
2. Settings for small-group work, with assured privacy and sufficient space for appropriate equipment.
3. Necessary and appropriate technologies and other observational capabilities that assist learning.
4. Procedures that ensure that the client's confidentiality and legal rights are protected.

**Classroom resources at CSUF.** For training purposes, the Department of Counseling has a laboratory on the first floor of the Education Classroom building (EC) which contains five individual therapy rooms and one group room. These rooms are mostly used for COUN 511 Pre-Practicum, where they work in triads to practice skills of empathy and COUN 524 Child & Adolescent Therapy where they practice play therapy, sand-tray therapy, and expressive arts therapy.

We also have a control room with

- monitors and headphones to watch each room;
- DVD/VHS recorders to record sessions; and
- a microphone system with bug-in-the-ear technology.

Each room contains:

- Four chairs (or ten chairs for the group room)
- Tissues and a trash can
- Video camera and microphones
- Plug for the student in the counselor role to insert the ear-bud to get feedback from the control room.

We have six portable play therapy kits/bags for students to borrow who do not have the means to purchase play therapy materials, a sand-tray table with a multitude of objects for demonstration, and several sets of markers to use in class for the expressive arts segment of the class.

**Classroom resources at Garden Grove.** At the Garden Grove campus, we are able to break out into other classrooms for small group work in COUN 511 Pre-Practicum and COUN 524 Child & Adolescent Counseling. The faculty member moves between rooms for COUN 511, and for COUN 524, we often use alumni to monitor each small group with the instructor, moving from room-to-room.

**Practicum resources.** Students are asked in the beginning of the program to purchase video recording equipment that they will use throughout the program to record sessions. Students are asked to make this purchase in their first semester in COUN 511 Pre-Practicum. Below is the portion of the syllabus that makes this request, or [you can link here to see the full COUN 511 syllabus.](#)

---

**Textbooks & Supplies:**

Video Recorder Requirement.

Students are expected to purchase a video recorder by the second week of class. The recorder needs to have the capability to save on to a DVD or thumb drive that can be played using Windows Media Player or Quick Time. Thumb drives are preferred.

Students will also need to purchase a secure way to transport the thumb drive or DVD from home, in the car, and into the class (or anywhere else). You will be expected to bring your session in a secure way and will lose 3 points out of 100 each time the DVD/thumb drive is not delivered securely. Options include:

- Locked box
  - Locked briefcase or backpack
  - Encrypted Thumb Drive – please be aware that opening sessions from a thumb drive may create problems when moving between platforms (Mac vs. IBM). In addition, these sessions will need to be deleted, which is difficult in this format. Finally, make sure that you have sufficient memory (gigs) to hold 3 sessions for this class.
- 

Students will use this equipment in COUN 511 Pre-Practicum in small practice groups. In COUN 524 Child & Adolescent Counseling students will use the equipment to record practice sessions with non-clinical, volunteer children or adolescents. In COUN 530 Practicum and COUN 584 Advanced Practicum students use the equipment to record at least three sessions each semester with real clients at their agency site.

In order for an agency site to be included in our Clinical Training Handbook, they must agree that students will be able to record at least three sessions with clients, offer one hour of individual and two hours of group supervision each week, and provide an environment that meets both legal and ethical standards. The Clinical Training Director is responsible for discussing these requirements and visits each site prior to placing them on our list. [Link here to see the Practicum Agency Application](#) and [link here to see this information repeated in the Practicum 4-way Agreement](#) signed between the student, supervisor, agency, and department located on Appendix B, number 4 of the [Practicum Clinical Training Handbook](#).

In each COUN 530 Practicum and COUN 584 Advance Practicum classes, the instructors will go to the agency at the end of the semester to meet with the student and his or her supervisor at the site so that we can ensure that the facilities are appropriate and meet ethical and legal standards in the profession. Evidence can be provided to support this procedure when the site team visits and can meet with each instructor and the agency supervisors.

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## THE ACADEMIC UNIT

**I. Entry-level degree programs in Career Counseling, School Counseling, and Student Affairs and College Counseling are comprised of approved graduate-level study with a minimum of 48 semester credit hours or 72 quarter credit hours required of all students. Entry-level degree programs in Addiction Counseling and in Marriage, Couple, and Family Counseling are comprised of approved graduate-level study with a minimum of 60 semester credit hours or 90 quarter credit hours required of all students. Beginning July 1, 2009, all applicant programs in Clinical Mental Health Counseling must require a minimum of 54 semester credit hours or 81 quarter credit hours for all students. As of July 1, 2013, all applicant programs in Clinical Mental Health Counseling must require a minimum of 60 semester credit hours or 90 quarter credit hours for all students.**

The Department of Counseling is seeking accreditation for the Clinical Mental Health Counseling track. For many years, our program has been a 60-semester unit degree, and in January 1, 2014, we should have full approval to increase the degree to 63-semester units, which will include a new course in Crisis Intervention & Trauma Treatment (COUN 538). Evidence can be found as follows:

- [Link here to see a completed Advisement Study Plan – Completed](#) indicating 63 units. There are 2 showing both a full time schedule and a part time schedule.
- [Link here to see a blank Advisement Study Plan- Blank](#) indicating 60 units, which will change in January 2014.
- Below is picture from the Department webpage, under Degree Program indicating 63 units.

---

### Important Facts About our Program

- ❖ We offer a 63 unit program, which can be completed in as little as two and-a-half years and up to four and-a-half years, depending on the pace chosen by the student.
- ❖ Fall and Spring classes meet once a week in late afternoons and evenings. Some daytime classes are available for students who prefer this time period. Summer classes meet twice a week.
- ❖ We encourage students to go through the program at a pace that fits with their family and work needs.
- ❖ Our program maintains strong links to community non-profit organizations throughout Southern California.
- ❖ Our students begin working as therapists in non-profit community agencies by their third or fourth semesters.
- ❖ Our graduates work in schools, community agencies, hospitals, government agencies, businesses and in private practice.

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**J. The counselor education academic unit has made systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.**

Diversity is an important value within the Department of Counseling. This may be because we have a diverse faculty who are ethnically different, had different religious and social class upbringings, and different affectual/sexual orientations. We have made diversity a priority in our department by integrating issues of diversity in our mission statement (see below screen print of our Department Homepage), as part of our research agendas (see faculty curriculum vitae), and as part of our on-going teaching with students.

CALIFORNIA STATE UNIVERSITY, FULLERTON	
College of Health and Human Development Department of Counseling	
Home	<b>Welcome to Dept. of Counseling Website!</b>
Mission Statement	<b>Mission Statement</b>
Degree Program	<p>The faculty in the Department of Counseling are committed to training competent professionals who are eligible for licensure as Marriage and Family Therapists or Professional Clinical Counselors in clinical mental health settings in the state of California. We work with students from diverse cultural and economic backgrounds who are committed to improving the quality of life for children and adults in the community. We utilize an integrated approach in conceptualizing prevention, assessment, treatment, and research. Practice-based student learning is constructed through partnerships with nonprofit agencies in diverse communities. Students are expected to engage in reflective practice, to consistently apply ethical standards, to practice cultural sensitivity, and to take responsibility for social change. We collaborate with students as they develop cultural competence and professional identities that incorporate a dedication to service and life-long learning. We strive to create an education that is guided by relevant community needs and research on learning.</p>
Accreditation	
Admissions	
Faculty and Staff	
Current Students	
Student Organizations	
Alumni	
Useful Links and Resources	
Survey Results	
Latino/a Mental Health	
Center for Boys and Men	
Contact Us	



We emphasize diversity during the interview so students can decide if our program is the best fit for them. We explicitly state that we are supportive of all individuals and lifestyles, and that we are a gay-affirmative program. We further state that we appreciate students who come from religious backgrounds may struggle to work with LGBTQ clients, and as long as students are willing to work on being accepting of all people, then our program may be a good fit. In this way, students can weed themselves out of our program.

The way in which we represent ourselves on our website and with students in all our interactions has created a reputation for our department in the community. We have LGBT faculty and consequently, we have about 8-10% of student who “come out” as

being LGBTQ each year. We have conversation about religion in our culture class, and the diversity is reflected in this way with students identifying as Catholic, Protestant, Jewish, Muslim, Buddhist, Mormon, spiritual, and atheist, although we do not collect data for any of these groups. I would encourage the visiting team to attend a large class and simply ask students to identify their affectual orientation/gender identity or religious affiliation. CSUF is known to work with students from all social classes, and we have many stories of students who were raised in neighborhoods over-run with gangs and students who were raised with homes by the beach in high income areas. Our diversity closely reflects the extreme diversity of our county and our state. Below is a chart reflecting 2012 racial and ethnic demographics as evidence of this value.

<b>Race/Ethnicity in 2012</b>	<b>CSUF M</b>	<b>CSUF F</b>	<b>CSUF Total</b>	<b>Orange County</b>	<b>California</b>
<b>African American</b>	<b>0.5%</b>	<b>2%</b>	<b>2.5%</b>	<b>2%</b>	<b>6.6%</b>
<b>American Indian/Native American</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>1.1%</b>	<b>1.7%</b>
<b>Asian American</b>	<b>3.6%</b>	<b>9.3%</b>	<b>12.9%</b>	<b>18.9%</b>	<b>13.9%</b>
<b>Caucasian/White non-Hispanic</b>	<b>6.7%</b>	<b>34.1%</b>	<b>40.8%</b>	<b>43.1%</b>	<b>39.4%</b>
<b>Hispanic/Latino/Spanish American</b>	<b>4.1%</b>	<b>18.7%</b>	<b>22.8%</b>	<b>34.1%</b>	<b>38.2%</b>
<b>Native Hawaiian/Pacific Islander</b>	<b>3.6%</b>	<b>9.3%</b>	<b>12.9%</b>	<b>0.4%</b>	<b>0.5%</b>
<b>Multiracial</b>	<b>0.5%</b>	<b>1.6%</b>	<b>2.1%</b>	<b>3.2%</b>	<b>3.6%</b>
<b>Undisclosed</b>	<b>0</b>	<b>4.1%</b>	<b>4.1%</b>		
<b>Non-resident</b>	<b>0</b>	<b>1.6%</b>	<b>1.6%</b>		

We do not have to advertise to solicit for applications to the program, especially since the economic downturn in 2008. We typically receive between 250-300 completed applications each year for 60 seats. The applicant pool is diverse, and so we have not actively recruited any particular groups beyond when we are invited to speak in undergraduate classes at CSUF. Our College (College of Health and Human Development) creates events for students to explore graduate education by organizing seminars for students to learn about the graduate programs. Since the CSUF population is diverse, we certainly reflect the diversity of the campus. However, we do have students from other institutions in California, other states, and internationally. We believe that the reputation of our faculty as speakers and authors (like Jeffrey Kottler and Jerry Corey) draws students from outside our area.

We attempt to create a safe environment for students to acknowledge and accept (not just tolerate) differences. We make accommodations when cultural differences may negatively impact student success, such as with students whose second language is English or when they may have limitations due to being undocumented immigrants.

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**K. Admission decision recommendations are made by the academic unit's selection committee and include consideration of the following:**

1. Each applicant's potential success in forming effective and culturally relevant interpersonal relationships in individual and small-group contexts.
2. Each applicant's aptitude for graduate-level study.
3. Each applicant's career goals and their relevance to the program.

The admissions process is highly structured. Students can use the website or contact our Admissions Advisor via email or phone to ask questions about the process. These options increase the chances that students are successful in applying to the program and submitting all materials on time. The materials that are required include: transcripts, completion of at least 2 of the 4 prerequisites, three letters of recommendation, a personal statement, and if invited, an interview.

The Admissions Advisor collects this information into files and helps to complete a form which indicates what information is available and is missing. The Director of Admissions reviews the applications and makes a cursory review based upon completeness of the file and the grade point average (GPA) for the last 60 units. Students whose GPAs are marginal will be reviewed more carefully. Then eligible files are disseminated to the Admissions Committee, a group of 4-6 faculty members who will review files and/or interview prospective students. Each faculty member has a form to complete evaluating the strength of the applicant. At the due date, all files are organized by rating (Excellent, Very Good+, Very Good, Very Good-, Good+, Good, Good-, Maybe, Deny), and the committee looks for inter-rater reliability within each rating. See the blank evaluation form below. Students who are not invited are most carefully reviewed to make sure we have appropriate reasoning for excluding them from the interview process.

We have two interview dates with 50 students at each date. Interviews are from 9am-noon, and start in a large meeting room in the library. Here students are informed about the process of the morning, the process of admissions as a whole, and the philosophy of the department. Questions are answered at this point. Students are then assigned to a small group room alphabetically (about 12-13 applicants/group). Four faculty members will conduct the interviews, and each faculty member will ask the same question to each group. We give prospective students about one-to-two minutes to answer each question and take notes on each response; we also score each applicant based upon his or her answer. The questions are:

1. Discuss an internal conflict you have had at any point in your life, or are having now. Talk about the conflict within yourself, and how you resolved it or are trying to resolve it.
2. All good counselors recognize that it is normal to have biases and prejudices that we have to monitor and work on overcoming in order to be the best possible counselor. What bias or prejudice will you have to work on in order to be a good counselor?

3. Describe an encounter or experience with a person from a culture different from yours that challenged you. Discuss the experience and how you grew from it.
4. Imagine you are a counselor, and a high school teacher comes to you for advice. She teaches 16 year-olds, and she has an openly-gay male student in her class who is being bullied by other students. She doesn't know how to handle it. What advice would you give her?

Notice that diversity issues are infused in these questions. We look for their ability to manage their anxiety, to have appropriate boundaries with the ability to provide some self-disclosure, and assess for rigid values and any mental health issues that might indicate they are not ready for the stress of graduate school.

We compare notes on each student to assess for inter-rater reliability and add these comments to the student files. The interview scores are integrated with the existing scores to determine the first 60 who are invited to the program. Another 20 students are placed on a wait list, and most of these students will be invited since some of our applicants do not accept the invitation; we find many get invited to doctoral programs. We also send out letters of denial. Students who have been denied can contact the Director of Admissions to get feedback on how to improve their chances the following year. It is not uncommon for some students to apply two or three times before they make it into the program.

In order to respond to the three areas, the specific areas are organized here by item:

1. Success in forming effective and culturally relevant interpersonal relationships in individual and small group contexts.
  - a. Interpersonal patterns are identified in personal statement. Cultural issues are often incorporated as part of personal statements.
  - b. Sometimes references allude to interpersonal dynamics.
  - c. Interpersonal dynamics and culturally appropriate responses are observed in group interview format.
  - d. The Admissions Advisor often interacts with many prospective students and will provide the committee with feedback on students who stands out.
2. Each applicant's aptitude for graduate-level study.
  - a. Overall grade point average.
  - b. Grade point average of the last 60 units.
  - c. Evaluation of grades based upon course. Many pre-med students have low GPAs overall, but strong grades in human services type courses.
  - d. Writing skills represented in personal statement.
3. Each applicant's career goals and their relevance to the program.
  - a. Information is provided on our website, and our Admissions Advisor answers many questions about career goals as part of the admissions process.
  - b. Reviewed in personal statement.
  - c. Often the issue of career goals emerges at the interview when students have time to ask questions. We can give clarity at that point.



Here is a screen print of the first page of our Admissions Requirements

---

### **Admission Requirements**

The Department of Counseling accepts students once-a year for its on-campus program and every other year for the off-campus program.

- ◆ Applications for the Fall 2014 on-campus class will be accepted October 1, 2013 through March 1, 2014.

The Department welcomes applicants from diverse academic, social, and cultural backgrounds. International, minority, underrepresented, older students, and students with disabilities are encouraged to apply.

Preparation for the counseling profession is rigorous and multifaceted, necessitating the student's development in interpersonal, self-reflective, and academic realms. Admission is therefore based upon indicators of the applicant's potential for becoming an effective counseling practitioner, including but not limited to grade point average (GPA), letters of reference, personal statement and Departmental interview. Admission is not based upon any single factor but on a composite assessment of all factors. The following are required for consideration to the program:

- ◆ An acceptable Bachelor's Degree (or equivalent) from a regionally accredited institution.
  - ◆ A minimum GPA of 3.0 for the undergraduate degree.
  - ◆ A minimum GPA of 3.0 for four prerequisite courses in behavioral science courses (or equivalents): counseling theory, research methods or statistics, abnormal psychology, and human development.
  - ◆ At least two of the four prerequisites must be completed at the time of entrance; any remaining prerequisite(s) must be completed during the first semester of enrollment.
  - ◆ Three letters of recommendation.  
These letters should address the author's assessment of your suitability for pursuing graduate studies and entering the counseling profession. At least one letter must be academic (i.e., written by a professor or an instructor). The Department understands that for some applicants, contacting former instructors is not feasible; in these situations, professional references, written by supervisors or managers who are familiar with your work, are also appropriate.
  - ◆ An interview with Department faculty.
  - ◆ The GRE is not required.
  - ◆ A detailed personal statement (approximately 3,000 words) should inform the faculty about the applicant's:
    - ◆ Educational Background
    - ◆ Personal biography and its relevance to your goal of becoming a counselor
    - ◆ Strengths and weaknesses
    - ◆ Understanding of the counseling profession, and motivation and suitability for entering it;
    - ◆ Long-term professional goals.
- 
- ◆ This statement is very important because it enables the faculty to make

This is a screen print of our Admissions Procedure.

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### Admissions Procedure

Applicants must apply to **both** the **University** and to the **Department of Counseling**. Please be sure to carefully read all information listed below and follow the admissions procedure as directed so that your application can be processed by both the University and the Department of Counseling.

#### Step (1): University application:

♦ **Apply on-line to the University** (see link below)

The application is **COUNSELING (MARRIAGE FAMILY THERAPY)**

**\*A note regarding application deadlines for the Fall 2014 Masters in Counseling Program:**

If you are applying for the Fall 2014 on campus program, applications will open October 1, 2013. This includes both the University application through CSU Mentor and the Departmental application. When you open CSU Mentor's homepage at [csmmentor.edu](http://csmmentor.edu), you will click on the link "Apply Today". Then, click the "Graduate Admission Applications" link. You will see two red boxes. Click on the box that reads "Fall 2014". You will then follow the instructions to create an account with CSU Mentor. When you are prompted to enter a Major Code, you will want to enter **COUNSELING (MARRIAGE FAMILY THERAPY)**.

Please [Click here](#) to complete the Online Application for CSUF.

♦ **Mail one set of official transcripts** from every college or university that you have attended to:

Admissions and Records  
California State University  
P.O.Box 6900  
Fullerton, CA 92834-6900

*\* Please note if you are currently attending or have graduated from CSUF and Admissions and Records has already received your official transcripts there is no need to send additional transcripts to them.*

#### Step (2): Department of Counseling application:

We do not have a separate form or on-line Department application for you to fill out. The Department of Counseling application consists of the following information:

- ♦ **Three letters of recommendation**(No form is required or available for these letters. Letters must be the original letter, not a copy, email or FAX. They must be submitted in a sealed envelope with the author's signature across the back seal of the envelope.)
- ♦ **A detailed personal statement** (approximately 3,000 words)
- ♦ **One copy of all transcripts from every college or university that you have attended** (official or unofficial)

*\* Please note if you are currently attending or have graduated from CSUF you still **must** provide that Department of Counseling with copies of **all** transcripts from every college or university that you have attended **including CSUF**.*

The **Department of Counseling application material** should be sent to:

Department of Counseling  
California State University Fullerton  
P.O. Box 6868  
Fullerton, CA 92834-6868

Below is the format we use to assess each file:

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Approximate GPA:

Personal Statement

Letters of Reference

Strengths that Stand Out

Potential Concerns

Any additional reason(s) you think this person would be an asset to the program:

Overall Ranking:

Excellent    Very Good +    Very Good    Very Good-    Good+    Good

Maybe                  Deny

---

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**L. Before or at the beginning of the first term of enrollment in the academic unit, the following should occur for all new students:**

1. A new student orientation is conducted.
2. A student handbook is disseminated that includes the following:
  - a. mission statement of the academic unit and program objectives;
  - b. information about appropriate professional organizations, opportunities for professional involvement, and activities potentially appropriate for students;
  - c. written endorsement policy explaining the procedures for recommending students for credentialing and employment;
  - d. student retention policy explaining procedures for student remediation and/or dismissal from the program; and
  - e. academic appeal policy.

A New Student Orientation is conducted on the first day of classes for each new group. On the Fullerton campus, all students are required to register for COUN 500 Introduction to the Profession, which is held on Mondays at 4pm. As a result, we have scheduled the New Student Orientation on that first Monday from 2:00pm-3:30pm. More details are discussed in COUN 500 Introduction to the Profession and are part of the COUN 500 syllabus.

Below is the letter requesting students attend the New Student Orientation:

July 30, 2013

Attention: New incoming class Fall 2013  
Master of Science in Counseling program

It is my pleasure to congratulate you upon admission to the Counseling Department. On Monday, August 26, 2013, we will be holding a **mandatory** orientation meeting for all new students from 2:00 p.m.–3:45 p.m. in Pollak Library North, PLN-130. This meeting will be your opportunity to meet our faculty and your classmates. You will also learn more about the specifics of the program and give us the chance to personally welcome you.

Each new student is required to obtain a copy of the Department of Counseling Student Handbook, which can be found on the department's website:

<http://hhd.fullerton.edu/counsel/Handbooks/StudentHandbook.pdf>

The handbook contains extensive information pertaining to the department, program, policies and procedures, and course of study, as well as professional expectations such as liability insurance and recommended counseling experience as a client. Students must read the handbook thoroughly prior to the student orientation. Students are required to print and sign the "Declaration form". By signing the Declaration form you agree to abide by the aforementioned rules, guidelines, and procedures and you understand that failure to do so could result in disciplinary actions taken against you as set forth in the Student Handbook and the policies of the Department of Counseling. **Please bring the signed Declaration form with you to the orientation;** we will be collecting the signed forms and putting them in your file.

**All new students are required to meet with the New Student Advisor, Dr. Jeffrey Kottler during their first semester for completion of their study plan and classification interview.** Please check the Counseling bulletin board (outside of EC-405) for important information relating to you as a student. It is your responsibility to check your **campus-assigned e-mail and student portal** on a regular basis (at least once per week) to be aware of department information, dates, meetings and events.

If you have any questions or concerns, please call Jamie Littleton at (657) 278-3042.

Sincerely,

Leah Brew, Ph.D.  
Chair, Department of Counseling

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At Garden Grove, the New Student Orientation is held on the first day of class in COUN 500 Introduction to the Profession. Below is the Garden Grove spring 2013 COUN 500 Introduction to the Profession Flexible Calendar indicating what is discussed or [you can link here to view the whole COUN 500 syllabus from the on campus class.](#)

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**Flexible Calendar:** Note: Culture will be infused throughout

- 1/30 Orientation; Succeeding as a graduate student; Advising; Uses, Strengths and Limitations of Technology with Counseling (including social networking); Syllabus
  - 2/6 Orientation to doing research with Adolfo Prieto – (GG 259-the computer room) at 7pm; Proper introductions; Self-Care; GCSA; Kappa Omega; APA format
  - 2/13 Definitions and descriptions of counseling; The History of Counseling (Chapters 1, 2 & APA Manual reviewed prior to turning in your first paper)
  - 2/20 Specializations and setting; Licensure, Certification, and Accreditation; Joining organizations and avoiding burnout; Advocacy (Chapter 3)  
**Projection Paper Due**
  - 2/27 **NO CLASS: You can interview therapists or complete Part I of Personal Issues paper. during this class time**
  - 3/6 Helping Relationships; Consultation (Chapter 4)  
**Part I of Personal Issues Paper Due**
  - 3/13 Types of theories (Chapters 5, 6, & 7)
  - 3/20 Using theories versus crisis/trauma counseling (Continue chapters 5, 6 & 7)
  - 3/27 Assessment and diagnosis in counseling; Community needs assessments for programs (Chapter 8)  
**Interview Papers Due**
  - 4/3 **NO CLASS: Spring Break**
  - 4/10 Group counseling (Chapter 9)
  - 4/17 Family/Couples/Child Counseling (Chapter 10)
  - 4/24 Career counseling/Consultation (Chapter 11)  
**Bring to class: Part II and Reference page of Personal Issues Paper**
  - 5/1 Addiction/psychopharmacology (Chapter 12)
  - 5/8 Multicultural counseling & Ethics (Chapter 13 & 14)  
**Final Personal Issues Paper Due (all 3 parts with references)**
  - 5/15 Complete Student Opinion Questionnaires (SOQ's)
  - 5/22 Closure (Chapter 15)
-

The below screen print is also from the syllabus and is part of what is discussed on the first day, and can also be found as part of COUN 500 syllabus.

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**Some Things to Remember As You Begin the Program**

1. Meet with your advisor, Dr. David Shepard any time you have questions about the program that your instructor cannot answer.
2. Check your student portal at least once per week, even during breaks and holidays.
3. Make sure your correct contact information and email address are up to date with the university *and* with the department. These are 2 different systems.
4. Plan for flexible scheduling during summer. However fall and spring are consistently Mondays and Wednesdays from 7pm-9:45pm.
5. Don't *ever* text, email, or surf the web during class (even when you think you are being sneaky). Trust me: we notice this and it is really annoying.
6. Plan on reducing your work load during practicum semesters.
7. You will need an expensive digital video camera for recording sessions in your clinical courses (511, 524, 530, 584, 590).
8. Purchase an encrypted thumb drive for safely transporting videos from your practice sessions.
9. Get help with your writing, if needed. You will be writing *lots* of papers.
10. You will learn as much from each other as you do from your instructors and books. Take care of one another and work collaboratively.
11. Get help with technology (Moodle, PowerPoint, electronic and library searches, computers).
12. There are many advantages to getting into counseling as a client while you are a student.
13. Involve your family and friends in your studies and growth or they will get left behind. Thank them at least twice per semester for the sacrifices they are making so that you can complete the degree and to tolerate how much you will change.
14. Your peers in the program will be your support system now and when you are a professional. Be kind to each other and develop deep and meaningful relationships.
15. Get involved in student and professional organizations. Volunteer to work at conferences.
16. Take constructive risks to experiment with new ways of being and behaving, just as you would ask of your clients.
17. Work toward being a model of personal functioning for your future clients. That means identifying areas of unresolved issues and personal problems and constantly improving them. It also means being as caring, compassionate, and respectful as possible with your classmates and instructors: we try very hard to do the same.
18. Life does not get any easier or less stressful when you finish your degree, in fact, most alumni report more stress as they pursue their license. Use your time in the program to learn ways to take care of yourself physically, mentally, emotionally, and psychologically. Self-care as a counselor is no joke.

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The letter of acceptance above also specifies that students must read the Student Handbook and bring their signed Declaration and signed Informed Consent to their first class to be included in their student file. The COUN 500 instructor maintains a record to ensure that all students have completed these forms in their first semester. [Link here to view the Student Handbook.](#)

Below is a screen print for each of the areas in the Student Handbook.

## a. Mission Statement of the academic unit and program objectives.

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**Mission Statement**

The faculty in the Department of Counseling are committed to training competent professionals who are prepared to serve as counselors in community agencies and are eligible for licensure as Marriage and Family Therapists and Licensed Professional Clinical Counselors in California. We work with students from diverse cultural and economic backgrounds who are committed to improving the quality of life for children and adults in the community. We utilize an integrated approach in conceptualization, prevention, assessment, treatment, and research. Practice-based student learning is constructed through partnerships with nonprofit agencies in diverse communities. Students are expected to engage in reflective practice, to consistently apply ethical standards, to practice cultural sensitivity, and to take responsibility for social change. We collaborate with students as they develop cultural competence and professional identities that incorporate a dedication to service and life-long learning. We strive to create an education that is guided by relevant community needs and research on learning.

**Counseling Program Objectives**

As a result of successfully completing the graduate program in counseling, students should be able to do the following:

1. Professional Identity-Demonstrate an understanding of the counseling profession, develop an identity as a counselor and demonstrate a willingness to provide counseling and consultation services within the ethical guidelines of the counseling profession.
  2. Social and Cultural Diversity-Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process.
  3. Human Growth and Development-Develop an understanding of developmental aspects of human growth and appreciation for the nature of human developmental behavior.
  4. Career Development-Develop an understanding of career development and related life factors and the effects on an individual's mental health and lifestyle.
  5. Helping Relationships-Demonstrate effective individual and group counseling skills which facilitate client growth and to demonstrate the ability to evaluate progress toward treatment goals.
  6. Counseling Theory-Gain significant knowledge of major counseling theories in the context of individual and group counseling, and to apply this knowledge to the actual counseling process.
  7. Group Work-Develop both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches as recommended in the ASGW preparation standards.
  8. Assessment-Gain knowledge and skills in assessment techniques and apply basic concepts to individual and group appraisal.
  9. Research and Program Evaluation-Develop the ability to read, critique, evaluate, and contribute to professional research appraisal.
  10. Clinical Instruction-Develop, through supervised practicum experiences, an integration of the knowledge and skills needed to be successful counselors.
  11. Personal Growth and Understanding-Develop, through self-reflection and insight, an integration of the knowledge and skills needed to be successful as counselors.
- 

## b. Professional organizations, professional involvement, and activities appropriate for students. The section is too large to include here, so below is the table of contents page demonstrating what is contained in each section.



Emergencies.....	18
<b>PROFESSIONAL ASSOCIATIONS AND GROUPS.....</b>	<b>18</b>
National Professional Associations.....	18
American Counseling Association (ACA).....	18
National Career Development Association (NCDA).....	19
International Association of Marriage and Family Counselors (IAMFC).....	19
National Board of Certified Counselors (NBCC).....	19
American Association for Marriage and Family Therapists (AAMFT).....	20
State Professional Associations.....	20
California Counseling Association (CCA).....	20
California Association for Licensed Professional Clinical Counselors (CALPCC).....	20
American Association of Marriage and Family Therapists, California (AAMFT-CA).....	21
California Association of Marriage and Family Therapists (CAMFT).....	21
Chi Sigma Iota.....	21
Kappa Omega.....	21
Graduate Counseling Students Association.....	21

Below is the first section of page 18 to show the level of detail.

#### **PROFESSIONAL ASSOCIATIONS AND GROUPS**

Professional associations for Professional Counselors exist at the national, state, and local levels. Students are encouraged to become members of professional associations that are appropriate for their area of specialization and professional development.

##### **National Professional Associations**

###### *American Counseling Association (ACA)*

The American Counseling Association is the world's largest association exclusively representing Professional Counselors in various practice settings. ACA is a not-for-profit, professional educational organization that is dedicated to the growth and enhancement of the counseling profession, and has been instrumental in setting professional and ethical standards for the counseling profession at large.

Branches. ACA has 56 chartered branches in the U.S., Europe and Latin America. The California branch is the *California Counseling Association* (see also, State Professional Associations).

Divisions. There are 17 divisions and one organizational affiliate within the American Counseling Association. The divisions provide professional strength and satisfy the diverse needs of the counseling community. These divisions enhance professional identity and are organized around specific interest and practice areas:

Association for Assessment in Counseling (AAC)  
 Association for Adult Development and Aging (AADA)  
 American College Counseling Association (ACCA)  
 Association for Counselors and Educators in Government (ACEG)  
 Association for Counseling and Supervision (ACES)  
 Association for Gay, Lesbian and Bisexual Issues in Counseling (AGLBIC)  
 Counseling Association for Humanistic Education and Development (C-AHEAD)  
 Counselors for Social Justice

Association for Multicultural Counseling and Development (AMCD)  
 American Mental Health Counselors Association (AMHCA)  
 American Rehabilitation Counseling Association (ARCA)  
 American School Counselor Association (ASCA)  
 Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)  
 Association for Specialists in Group Work (ASGW)  
 International Association of Marriage and Family Counselors (IAMFC)  
 National Career Development Association (NCDA)  
 National Employment Counseling Association (NECA)

- c. Written endorsement policy explaining the procedures for recommending students for credentialing and employment.

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**Endorsement Policy**

At various times students require an endorsement (verbal or written recommendation) from their program in order to gain employment or credentials. A graduate will be endorsed by counseling faculty only for a position or credential for which the graduate has been prepared.

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- d. Student retention policy for remediation or dismissal is outlined here from pages 12-14 in the Student Handbook.

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**STUDENT RETENTION POLICY**

As part of our accreditation obligations and in keeping with the ACA code of ethics, faculty will participate in an ongoing assessment of student development from admissions to graduation. Therefore, student issues will be discussed in faculty meetings as needed. For example, a faculty member may choose to discuss a student because of concerns with academic dishonesty, professional behavior, performance in a particular class, or any other concerns. In addition, formal evaluations will be held with the student at the benchmarks listed below.

*Classification*

All students begin the program as *conditionally classified* students. During the first semester of graduate coursework students meet with the New Student Advisor to have their study plans written. After students have completed all pre-requisites and the first 9 units in the program, then the study plan will be approved by the Office of Graduate Studies and students are considered *classified*.

*Advancement to Practicum*

Each student undergoes a comprehensive evaluation in the semester prior to his or her first Practicum (Counseling 530). This evaluation determines *advancement to practicum*.

*Advancement to practicum* requires an average 3.0 GPA for graduate courses; a grade of (B) or better in Ethics (Counseling 526); and successfully passing the faculty's ongoing assessment of the student's aptitude and suitability for the counseling profession, progress in skill development, interpersonal and cultural sensitivity, readiness to see clients, and ethical and professional conduct. A student may be (a) advanced to practicum; (b) required to postpone practicum and complete remedial steps designated by the faculty; or (c) disqualified from the program.

*Probation*

A student will be placed on *academic probation* if his or her graduate grade-point average falls below 3.0. A student may also be placed on probation for reasons other than grade-point average; this is known as *administrative-academic probation*. See the "Graduate Regulations" section of the catalog for details on both forms of probation.

*Disqualification*

A student will be *disqualified* from the program at any time if (a) the student receives more than two grades below (B-) (2.7) or (b) the faculty has determined that a student has failed to demonstrate a level of professional competence or fitness commensurate with the standards of the counseling discipline, and that this failure requires removal from the program, rather than placement on administrative-academic probation. See the "Graduate Regulations" section of the catalog for additional details on disqualification.

Students must receive a (B-) or better in COUN 530/584/590. Students must receive a (B) or better in COUN 526. Failure to earn the minimum grades for these classes may involve remediation or disqualification from the program.

Any decision involving remediation or disqualification follows the procedure specified below:

*Conference with a Faculty Committee*

A student may be asked to meet with a committee of two faculty members: the faculty member who has the concern and either the student's faculty advisor or the graduate advisor, for discussing matters brought to the attention of the faculty. This is a more formal action than that which is discussed above, and may result in the student being placed on administrative probation with the department and the graduate school. This probationary status will be stated in writing and is directly linked with a set time period during which the student must meet the terms set by the faculty. If the terms are not met within the time period specified, the student will automatically be dismissed from the Department. This probation is an administrative probation and should not be confused with academic probation, which is concerned only with grade point average.

*Consequences*

The range of responses open to the faculty when confronted with a student who, in the faculty's opinion, lacks appropriateness at a given time for the field of counseling is qualified by legal, university, professional, and ethical standards. That range, however, includes, but is not limited to, the possibilities of (a) advice and counsel leading to a recommendation that the student seek therapy, medical intervention, or remediation in academic skills training, as needed; (b) advice and counsel leading to a recommendation that a student drop out of the counseling program and/or seek another profession; (c) probation for academic deficiency or a lack of personal/professional fitness; (d) a decision not to advance a student to practicum or (e) the Department's decision to disqualify the student from the Counseling program.

The appeals process for students is outlined in the **CSUF Student Handbook, UP 300.030**.

- e. Academic appeal policy. Included are both the Grade Appeals and Academic Appeals below:
-

*Grade Appeals*

The university recognizes the long-standing prerogatives of faculty to set standards of performance and to apply them to individual students. The university will seek to correct injustices to students but at the same time believes that the instructor's judgment at the time the original grade is assigned is better than a later reconsideration of an individual case. Equity to all students is of fundamental concern. The following policies apply to changes of grades except for changes of Incomplete Authorized and Unauthorized Incomplete symbols.

1. In general, all course grades are final when filed by the instructor in the end-of-term course grade report. Each student is notified on their portal of the grades earned during the term, and these grades become a part of the official record.
2. A change of grade may occur only in cases of clerical error, administrative error, or where the instructor reevaluates the original course assignments of a student and discovers an error in the original evaluation. A clerical error is an error made by the instructor or an assistant in calculating or recording the grade. A change of grade shall not occur as a consequence of the acceptance of additional work or reexamination beyond the specified course requirements.

11

- 
3. A request for a change of grade shall be initiated by the student affected and shall be directed to the instructor within 60 calendar days of the first day of classes of the regular semester following the award of the original grade. If the instructor determines that there is a valid basis for the change, a Change of Grade form shall be used to notify the Office of Admissions and Records. These forms are available in department offices and are not to be handled by students. If the instructor determines that there is not a valid basis for the change and denies the student's request, the instructor's decision is final. The student may file a petition with the Academic Appeals Board on the basis of unfair or prejudicial treatment by the instructor. See "Academic Appeals" in the "Student Affairs" section of the University catalog.
  4. The Change of Grade form completed and signed by the instructor, noting the basis for the change, shall not be accepted by the registrar unless approved separately by the department chair and college dean.
  5. If a request for change of grade is initiated after 60 calendar days into the following semester, it will be approved only in extraordinary circumstances. An explanation of such circumstances must accompany the request and must be approved separately by the instructor, department chair, and college dean before acceptance by the registrar.

The policy on Academic Appeals is listed here and can found in the University catalog.

*Academic Appeals*

Students have the right of due process if they feel they have been treated unfairly or with prejudice. They may appeal a grade dispute or charge of academic dishonesty to the coordinator of academic appeals, who will guide them through the procedure to be followed. The student must go through several steps seeking to resolve the issue before it can be considered by the Academic Appeals Board, which is comprised of three faculty members and two students. Contact the Office of the Vice President for Student Affairs for further information.

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**M. For any calendar year, the number of credit hours delivered by noncore faculty must not exceed the number of credit hours delivered by core faculty.**

The department has nine core faculty members and 10 noncore faculty members teaching graduate courses in the Department of Counseling. About 25%-33% of the graduate courses are taught by non-core faculty in any given semester. Summers are taught almost exclusively by core faculty

Looking at spring 2013, 21 graduate courses (70%) were taught by core faculty and nine (30%) were taught by noncore faculty at the Fullerton campus. At Garden Grove, we had an unusual three sections taught by core faculty and three sections taught by noncore faculty (50/50). Below is the format the Department Chair uses for scheduling; yellow notates noncore faculty:

Spring 2013								
	Monday		Tuesday		Wednesday		Thursday	
1:00-3:45			520	Leah			523	Sapna
	530	Thuy	597	Sapna			584	Matt
4:00-6:45	523	Leah			520	Maryam		
	524*	Thuy			526	Jose	522*	Rebekah
	525*	Jose	518	Sapna	528	Matt	562	Skip
	530	Mary					584 Spanish	Olga
			530 Spanish	Olga	590 (1&3 unit)	Olga		
		584	Rebekah			562	Michelle	
7-9:45GG	560GG	Lauren			597GG	Matt overload		
	511GG	Skip overload			597GG	Alison E-C		
	511GG	Sue			500 GG	Leah Overload		
7:00-9:45	502	Mary	521	Rebekah	527	Olga	520	Michelle
	535	Dallas			597	Shrinidhi	530	Skip
	584	Jose					560	Maryam
							597	Shrinidhi

For summer 2013, seven of nine courses (78%) were taught by core faculty at the Fullerton campus, and both sections at Garden Grove were taught by core faculty (100%). Yellow notates noncore faculty members:

<b>Summer 2013</b>							
<b>Course</b>	<b>Number</b>	<b>Section</b>	<b>Title</b>	<b>Day</b>	<b>Time</b>	<b>Max</b>	<b>Instructor</b>
COUN	522	1.00	Brief Treatments	TR	6:30pm-9:10pm	25	Maryam
COUN	524	1.00	Child & Adolescent Counseling	MW	3:30pm-6:10pm	16	Leah
COUN	526	1.00	Legal & Ethical Issues	TR	3:30pm-6:10pm	25	Skip
COUN	527	1.00	Systems of Family Counslg	MW	6:30pm-9:10pm	25	Olga
COUN	528	1.00	Group Process & Practice	TR	6:30pm-9:10pm	12	Rebekah
COUN	528	1.00	Group	MW	3:30pm-6:10pm	12	Jeffrey
COUN	538	1.00	Trauma and Crisis Counseling	Sat	Hybrid	25	Rebekah
COUN	560	1.00	Psych Testing	MW	3:30pm-6:10pm	30	Maryam
COUN	590	1.00	Advanced Counseling Tech	MW	6:30pm-9:10pm	50	Matt
COUN	502	1	Career at Garden Grove	M	6:00-9:45pm	28	Mary
COUN	523		Culture at Garden Grove	W	6:00-9:45pm	28	Leah

For graduate classes in fall 2013, we had 24 sections taught by core faculty (67%) and 12 sections taught by noncore faculty (33%) at the Fullerton campus. At Garden Grove, all three sections were taught by core faculty (100%). Yellow notates noncore faculty members:

FALL 2013	Monday		Tuesday		Wednesday		Thursday	
10:00-12:45							597	Matt
1:00-3:45	511	Leah	528	Jeffrey			584	Maryam
			584 Latino	Olga			524	Thuy
			530	Debbie				
3:00-5:45					526	Jerry		
4:00-5:30								
4:00-6:45	500*	Jeffrey			518*	Sapna		
	524	Thuy			527	Olga		
	525*	Jose	521	Rebekah	528	Matt	511	Debbie
					530	Mary	530	Skip
					584	Jose	590	Olga
					597	Shrinidhi	560	Maryam
7:00-9:45	511	Michelle	530	Cheryl	502	Mary	521	Olga
	535	Dallas	597	Shrinidhi			522	Rebekah
					511	Sue	562	Skip
					526	Jose		
					584	Julie		
7:00-9:45 GG	528	Matt			518	Chopra		
	528	Leah						
9:00-4:00pm Sat								
Hybrid on Sat	538	Rebekah						

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**N. Institutional data reflect that the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 10:1.**

A Full-time Equivalent Faculty (FTEF) at CSUF is considered one full-time position for a faculty member who teaches five 3-unit courses. Faculty members who are tenured or tenure-track receive .20 for service and scholarship and are expected to teach four 3-unit classes each fall and each spring semester.

At CSUF, Full-time Equivalent Student (FTES) is defined as a student enrolled in 15 units, or five 3-unit classes.

The Student Faculty Ratio (SFR) is the relationship between FTEF and FTES. The formula is:  $SFR = FTES / FTEF$ . CSUF has a policy that all departments should maintain an SFR of 20:1. Since the extreme budget cuts the state has experienced since 2008, the College Dean has allocated the Department of Counseling to have a 10.4 FTEF with the assumption that we maintain and FTES of 135, most semesters:  $135 FTES / 10.4 FTEF = 13:1 SFR$ .

For fall 2012, the actual SFR for graduate classes was 10:1 for both campuses and for spring 2013, the SFR was 9.25 at Fullerton and 12.6 at Garden Grove. Link below to see the reports for class sizes and how the FTEF, FTES and SFR are calculated (bottom of second page):

[Copy of Fall 2012 FTES CACREP](#)

[Copy of Spring 2013 FTES CACREP](#)

These ratios are in line the 10:1 ratio in the accreditation standards except for the Garden Grove campus which fluctuates depending on the number of sections needed each semester.

The state of California has had budget shortfalls in the billions of dollars since 2008, when we experienced 10% furlough pay cuts, layoffs of adjunct faculty, loss of release time, and reductions in university grants and travel expenses. In addition, the tuition has increased substantially since 2008. In a report by *The Daily Californian* (August 15, 2013), the California State University (CSU) and University of California (UC) systems have the fastest growing tuitions in the nation. See this live link:

<http://www.dailycal.org/2012/06/15/rankings-show-uc-and-csu-tuition-as-fastest-growing-in-the-nation/>. Here is a highlighted section of the article to provide some perspective:

## Rankings show UC and CSU tuition fastest growing in the nation

BY SOHAN SHAH | STAFF

LAST UPDATED JUNE 17, 2012

The cost of tuition at various UC and CSU campuses is rising faster than costs at other colleges around the country, according to a Department of Education college cost ranking published Tuesday.

The rankings calculate increases from the 2008-09 academic year to the 2010-11 academic year and show that the UC campuses at Berkeley, Los Angeles, Merced, Riverside, Santa Cruz, San Diego and Irvine as well as the CSU campuses at Long Beach and Chico all experienced a tuition increase of at least 40 percent between those years.

UC spokesperson Dianne Klein said the numbers were not surprising and pointed to the “unprecedented” budget cutbacks at the state level as the reason for the tuition increases.

“If you look at comparable institutions, the UC system is still relatively cheaper,” Klein said.

CSU spokesperson Erik Fallis stated that while every system across the country is facing budget cuts, the UC and CSU systems kept tuition costs low throughout the 1980’s and 1990’s, unlike other national education systems, which raised costs during that period.

“When the cuts from the early 2000’s and from the last five years came, we had to have higher tuition increases to make up the difference,” Fallis said.

According to a report by Hans Johnson, senior policy fellow and Bren fellow at the Public Policy Institute of California, the nationwide average tuition increase between the 2007-08 and the 2010-11 school years was 19 percent for campuses with comparable enrollment rates to the CSU campuses and 24 percent for those comparable to the UC.

Klein said the UC system is using a combination of layoffs, program consolidation and philanthropic support in order to combat the budget cuts. She also said the universities are looking to implement more system wide efficiencies.

Like the UC system, the CSU system has implemented layoffs and are also consolidating units and vice presidents. Fallis asserted that only half of the deficit caused by budget cuts has been made up through tuition increases, with the rest of the money coming from cuts to other areas.

“State support represents half of the overall CSU budget, so we’ve been cutting and cutting a lot,” Fallis said.

In order to maintain this ratio, we have offered undergraduate classes with high enrollments and have continued to have some cross list courses with our undergraduate Human Services Department to maintain smaller graduate classes. We work hard to remain at a 10:1 SFR.

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### RELATED POSTS

California higher education problems stem from resource allocation, report says



UC Regents discuss redirecting return-to-aid funds



UC Regents discuss grim fiscal future

Cal Grant funding could be decreased or cut

**O. Students have an assigned faculty advisor at all times during enrollment in the program. Students, with their faculty advisor, develop a planned program of study within the first 12 months of graduate study.**

### **Garden Grove Campus Advisement.**

At Garden Grove, students are assigned one faculty advisor (called the Garden Grove Advisor) who remains the advisor throughout the program. Since students do not have choices about what courses to take, the advisor manages any problems in the cohort and makes sure that these students are provided the same access and information about events as students at the Fullerton campus. This advisor handles any issues such as medical leaves, academic problems, professional issues, or interpersonal problems students may have. For the past six years, Dr. David Shepard has been the Garden Grove Advisor. [Link here to see Workloads & Release Times document, and scroll down to David Shepard's name.](#)

### **Fullerton Campus Phases of Advisement.**

Each fall semester on campus students attend a mandatory orientation and are told at orientation about the advising process. This information is repeated in COUN 500 Introduction to the Profession so that students have clarity about who their advisor is as they move through the program.

The program is formatted into three phases, and for each phase, students have a different advisor. Phase one is the entry into the program and their COUN 500 instructor is their advisor: the New Student Advisor. The “New Student Advisor” primarily helps students establish a study plan, gets to know them, and gives them any feedback on their behavior in the program, if needed, to help them acculturate to graduate school and our department. Dr. Jeffrey Kottler has been in this advisory role for the past six years. [Link here to see Workloads & Release Times document, and scroll down to Jeffrey Kottler's name.](#)

After the first semester, the “Graduate Advisor/Pre-Advancement to Practicum Advisor” takes on the advising role for the new students in this second phase. This advisor takes on the role to prepare students for practicum both academically and personally. Students may meet with this advisor several times to update their Study Plan (so they know what courses to take next) and to help them consider topics for their final project. This advisor also takes the lead with all students who have any unusual circumstances such as the need for personal leaves or for students who need remediation. This advisor is available until students have been approved to Advance to Practicum. These two roles are combined because most student issues happen during the second phase of the program. Sometimes students are not approved to advance to practicum, and this advisor manages the remediation process through a decision-making process by the entire faculty. Dr. David Shepard has been the Graduate Advisor for six years. [Link here to see Workloads & Release Times document, and scroll down to David Shepard's name.](#)

Once students enter practicum, they are officially in phase three and the “Advancement to Final Project Advisor” takes responsibility for preparing them for their final research project and moving them towards graduation. In the final phase the advisor makes sure they know the steps

required to graduate. Dr. Matt Englar-Carlson has been the Final Project Advisor for six years. [Link here to see Workloads & Release Times document, and scroll down to Matt Englar-Carlson's name.](#)

For a variety of reasons, students may prefer to meet with other faculty members who are not their advisor to discuss advising issues. All full time faculty members make themselves available to cover or assist the advisor as needed or as requested by students.

Following are three examples of where students obtain this information in addition to the COUN 500 class. The first example is from the Department Homepage. The second example is from the Master's Student Handbook. The third example is from the catalog.

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**Example 1: Department of Counseling Homepage.**

### **Classification and Advancement to Candidacy**

Admission into the Department as a conditionally classified student does not guarantee advancement to classified standing. Each student undergoes three comprehensive evaluations: one after the completion of 6 units to move to classified standing; one prior to taking Practicum in order to Advance to Practicum; and one at the completion of Practicum for Advancement to Final Project.

Advancement to classified standing or to candidacy requires completion of all undergraduate pre-requisites to the program, a 3.0 GPA, a completed Advisement Log demonstrating a meeting with an Advisor, the faculty's on-going assessment of the student's aptitude and suitability for the counseling profession, progress in skill development, interpersonal and cultural sensitivity, and ethical and professional conduct. A student in classified graduate standing may be declassified if his or her current academic, personal, and professional development shows a lack of suitability for continued training counseling. (See the "Graduate Regulations" section of the University catalog for details concerning advancement to classified standing or candidacy.)

Advancement to Practicum requires the completion of all pre-requisite courses, a 3.0 GPA, a minimum grade of B in Legal & Ethical Issues in Counseling (COUN 526), a meeting with the Advancement to Practicum advisor, the faculty's on-going assessment of the student's aptitude and suitability for the counseling profession, progress in skill development, interpersonal and cultural sensitivity, and ethical and professional conduct. A student who has been Advanced to Practicum may be declassified and placed on probation if his or her current academic, personal, or professional development show a lack of suitability for continued training in counseling.

Advancement to Final Project requires the completion of all courses except what will be taken in the last semester with Final Project (COUN 597), a minimum GPA of 3.0, a meeting with the Advancement to Final Project advisor, and a demonstration of fitness for the profession. Students who are advanced to Final Project will be in their last year of the program and ready for graduation.

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**Example 2: Master's Student Handbook.**

(Link here to see Full [Master's Student Handbook](#); Student Advising is on page 17)

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**STUDENT ADVISING**

Each student will have various advisors throughout the program. The role of the faculty advisor is to provide information to the student about the educational opportunities within the Department, to address concerns of the student and to help the student achieve his or her educational goals. The advisor also focuses on the student as a whole person and on all issues that impinge upon the student's academic success. Each faculty advisor has a unique style of advising and educating. The advisor is the person to see if students feel confused about University policies, registration procedures, course selection, licensure and career options, or need to talk confidentially with someone about educational situations. Therefore, students should address all personal and Departmental concerns to their assigned advisor. Developing a good faculty advisor-student relationship involves meeting periodically, discussing the student's evolving interests, reviewing the student's academic and experiential background, and exploring the student's short-term and long-term goals. It is the student's responsibility to contact the appropriate advisor to schedule an appointment.

*Required Advisement*

Students are required to meet during their first semester with the New Student Advisor for completion of their study plan, leading to University designation as a classified student.

Students are required to meet with the Graduate Advisor regarding Advancement to Practicum standing prior to taking the first practicum class (COUN 530). Periodically, the study plan should be reviewed and updated to ensure that course sequencing and graduation requirements are being met. Maintaining this study plan form will make further application and petition procedures less time-consuming.

Students are required to meet with the Post-Practicum Advisor for approval to enroll in COUN 597 (Final Project). Students are required to attend the Exit Interview the semester they plan on graduating to understand procedures for graduation and licensure.

**Example 3: University Catalog.**

(Link here to see the Department of Counseling section of the [University Catalog](#))

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**Classification and Advancement to Practicum**

All students begin the program as conditionally classified students. During the first semester of graduate coursework, students meet with the New Student Adviser to write their study plans. After the study plan has been approved by the Office of Graduate Studies, students are considered classified.

Each student undergoes a comprehensive evaluation in the semester prior to his or her first Practicum (COUN 530). This evaluation determines advancement to practicum. Advancement to practicum requires: 3.0 GPA for graduate courses; “B” (3.0) or better in COUN 526; and successfully passing the faculty’s ongoing assessment of the student’s aptitude and suitability for the counseling profession, progress in skill development, interpersonal and cultural sensitivity, readiness to see clients, and ethical and professional conduct. A student may be: (a) advanced to practicum; (b) required to postpone practicum and complete remedial steps required by the faculty; or (c) disqualified from the program. Students in practicum (COUN 530, 590 or 584) and who are seeing clients at their agency site are designated as Trainees by the BBS.

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**P. The program faculty conducts a systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development. Consistent with established institutional due process policy and the American Counseling Association's (ACA) code of ethics and other relevant codes of ethics and standards of practice, if evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study.**

### **Historical Practices.**

The Department of Counseling has had both formal and informal processes to assess student progress. The informal process is simply that faculty members who have concerns bring them up each week in faculty meetings ([Link here to see a sample Faculty Meeting Minutes](#)) (or you can go to Links Organized by Topics folder, under Minutes, and review several different meeting minutes from fall 2013), and note the last two-three items on each). In addition, students often initiate conversation with advisors or instructors with whom they feel comfortable that may not be part of the mandatory advising process. Students understand that all faculty members have an open-door policy, and each faculty member is obligated to identify office hours each semester for student meetings ([Link here to view the Office Hours for required for posting for fall 2013](#)). The first formal process was through mandatory advising at three points in the semester.

**New Student Advising.** During the first semester, all students are obligated to enroll in COUN 500 Introduction to the Profession and COUN 511 Pre-Practicum. In COUN 500, the group is either in one section (every other year) or split into two sections (the years in between), and the instructors of this course are always the same from year-to-year. The course is very experiential with lots of small group and large group discussion about a topic in the profession. The faculty member(s) teaching the course evaluate(s) students behaviors carefully such as demonstrating: appropriate boundaries in class (not dominating and not disappearing); professional behavior (not texting or side talking inappropriately); academic strengths (the writing requirement is in this class); and flexibility in thinking (willingness to be open to working with diverse client groups). Similarly, in COUN 511, students learn the skills of empathy and reflection, and to a lesser degree, when and how to ask appropriate questions. Instructors of this class evaluate students' ability to accept feedback and to learn relationship-building skills with clients. Any concerns from either class are brought to faculty meetings to make sure all instructors are having similar experiences; this is to help faculty get clarity about legitimate student concerns versus transference or countertransference issues. Once the type of concern is articulated, the student will be informed. If the concern is instructor-specific, then the instructor will talk with the student. If the concern seems to cross multiple courses, the New Student Advisor (often the COUN 500 instructor) will meet with the student to discuss concerns and/or potential remediation. In addition, the New Student Advisor will

meet with each and every new student to review their completion of pre-requisites, to establish an Advisement Study Plan, and to discuss any questions or concerns students may have about the program. In some cases, concerns might emerge from this meeting such as goodness of fit or more often, how students will manage a temporary life-changing situation or ongoing mental health issues in their lives while going to school (most often, depression, anxiety, divorce, or pregnancy). The decision to bring these issues to faculty meetings is made collaboratively between the student and Advisor. [Link here to see a completed Advisement Study Plan.](#) [Link here to see a fall semester example of Meeting Minutes](#) and look to the last few items to find Student Issues. During this phase of advisement, only concerns are brought to faculty meetings. If students are performing well, then these students are not discussed at meetings.

**Advancement-to-Practicum Advising.** Students who have completed at least 12 units (four courses) in the program and who will meet all pre-requisites before the next long semester are eligible for an Advancement-to-Practicum meeting. All students receive an email each semester indicating the deadline for meeting with this Advisor. In this meeting, the Advisor ensures students do not have any incompletes, are not on probation, have completed all pre-requisites, understand the demands of practicum, are informed about the mandatory Practicum Orientation meeting, and have chosen a topic for their final research project, which is completed in their last year. The Advisor also creates a new Advisement Study Plan based upon courses already taken and to adjust for any changes in their life, such as needing to take fewer courses each semester. ([Link here to see the Advancement-to-Practicum form the Advisor completes with each student.](#)) After the advisement deadline, all student files from this advisement period are brought to the faculty meeting, and each student is discussed. For students who are performing well in all areas, faculty members will simply approve the student to Advance. For any students of concern, these students will be discussed in depth and can result in a variety of actions. Sometimes, the issues are mild and the advisor will let students know they are approved, but that the faculty has a specific concern that might need attention (such as arriving late to class too often or occasionally demonstrating difficulty accepting feedback). For more serious concerns, the faculty may meet with the student first before deciding to Advance him or her. These types of issues might range from concerns of excessive absences to struggles with anxiety that impact professional behavior. The students' responses to these meetings often inform the faculty members of whether or not they need remediation for a semester before Advancing to Practicum. Students who are honest and take the feedback well are often permitted to start practicum with an understanding that the faculty will be seeking improvement in the stated behavior. Students who are defensive, may lack insight, or take no responsibility for their behavior might be asked to postpone practicum another semester and demonstrate improvements in order to Advance to Practicum the following semester. On rare occasion, the faculty members have not been able or willing to advance some student to practicum. Some previous examples include: a grade point average that falls below 3.0; a dishonest act such



as plagiarizing full paragraphs from other sources after already experiencing discipline for plagiarizing in the past; and a heterosexist or homophobic attitudes that demonstrate repulsion. In the case of grade point average, students must bring up their grades to a 3.0 before being eligible to Advance to Practicum. For students who plagiarize, they may need to demonstrate the ability to write effectively in all classes during the end of the existing semester and through the following semester. For the one student who was homophobic, we asked her to spend most of a weekend with her colleague, who was lesbian, and talk with us about that experience. In this case, we trusted her openness, and we were proven correct. She was shocked that her colleague was “like everybody else who walked the dog and took out the trash.” Finally, there are students who have mental health issues that have either been ongoing or are situational based upon current life circumstances. Rather than refuse their ability to Advance to Practicum, the faculty member who feels closest to this student might meet with him or her and recommend waiting until the student feels stronger and seeks therapy, if therapy has not yet been sought. So far, this approach has been effective. One final note: When students are held back a semester from practicum, their graduation dates are rarely impacted, and only the order in which they take courses changes.

**Advancement to Final Project Advisor.** In the spring or fall semester, prior to the semester of their intended graduation, students are asked to meet with the Advancement to Final Project Advisor. The Advisor meets with each student to ensure they know to complete a graduation check (a university form and paying money); has completed all courses so that the student is indeed ready to enter COUN 597 Final Project, a course that can only be taken in the last semester; and to solicit their preference for what COUN 597 section they would like to take. This meeting helps students understand what is required in order to graduate and informs them that they are required to attend the Graduate Exit Interview during their final semester. The Graduate Exit Interview helps students understand what to expect in terms of graduation and how to obtain an intern number with the state licensing board. The Department of Counseling faculty is very clear that we are gatekeepers of our profession to advocate for consumer protection. We also know that our students represent our institution, and therefore, we are eager to prepare strong professionals in the field of Counseling. As such, these last meetings are an opportunity to make sure students are ready to move forward and start seeing clients without the supportive environment our department holds.

### **Student Learning Outcomes.**

CSUF recently completed their university level accreditation review with Western Association of Schools and Colleges (WASC), and like CACREP emphasized a more rigorous evaluation of student learning outcomes. Consequently, in fall 2012 all full time faculty members met for a special retreat to establish six Student Learning Outcomes (SLOs) with Assessment Measure for each SLO, and Rubrics for each Assessment Measure. This is partially for program evaluation and partially to see how students are doing in general. Below is a list of the SLOs with Assessment Measures.

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## Student Learning Outcomes

I = Introductory level of knowledge/skills in this area

D = Demonstrated or intermediate level of knowledge/skills in this area

M = Mastery of this area based upon current skill level

### Learning Outcome: Professional Identity

#### Assessment Measures

1. Articulate the foundations of the counseling profession, its history, and its philosophical underpinnings.
  - a. COUN 500 (I/D)
2. Develop an identity as a mental health community counselor and understand the licenses and the scopes of practice in the state of California for the LPCC and LMFT.
  - a. COUN 500 (I)
  - b. COUN 526 (D)
  - c. COUN 584 (M)
3. Be able to identify the ethical and legal guidelines of the profession as an integral part of constructing a professional identity.
  - a. COUN 500 (I)
  - b. COUN 526 (D)
  - c. COUN 584 (M)
4. Compare and contrast the roles of the various counseling professional organizations and licenses (LMFT and LPCC).
  - a. COUN 500 (I)
  - b. COUN 526 (D)
  - c. COUN 584 (M)
5. Demonstrate participation in professional development activities (e.g. join a professional organization; attend a conference or workshop; volunteer at a conference or workshop).
  - a. COUN 500 (I)
  - b. COUN 526 (D)
  - c. COUN 584 (M)

### Learning Outcome: Diversity Awareness and Sensitivity

#### Assessment Measures

1. Identify major cultural constructs and how they intersect with the mental health of clients (e.g. culture, race, ethnicity, social class, gender, sexual or affectual orientation, transgender, religion, oppression, social justice, advocacy, privilege, identity development, and white guilt).
  - a. COUN 523 (D/M)
2. Articulate pluralistic trends among groups locally, nationally, and internationally and their potential impact on community mental health.
  - a. COUN 523 (D/M)

3. Explore and articulate the cultural sources of existing personal value system and acknowledge that these cultural values create biases that may affect clients who are culturally different from the counselor.
  - a. COUN 523 (I/D)
  - b. COUN 584 (M)
4. Apply culturally sensitive treatments to clients in community mental health.
  - a. COUN 530 (D)
  - b. COUN 584 (D/M)
5. Identify stereotypes and how they derive from systematic oppression and the traditional values and norms of various cultural groups.
  - a. COUN 523 (I/D/M)
6. Articulate counselors' roles in developing cultural awareness, promoting cultural social justice advocacy, facilitating conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body.
  - a. COUN 500 (I)
  - b. COUN 523 (D/M)

### **Learning Outcome: Clinical Skills**

#### Assessment Measures:

1. Demonstrate effective counseling skills with individuals (adults and children), couples, families, and/or groups.
  - a. COUN 511 (I)
  - b. COUN 530 (D)
  - c. COUN 584 (M)
2. Evaluate client's progress toward treatment goals during practicum experiences.
  - a. COUN 530 (I/D)
  - b. COUN 584 (M)
3. Display an awareness of, and an appreciation for, the intersection of social and cultural influences on human behavior and the impact of individual differences on the counseling process.
  - a. COUN 511 (I)
  - b. COUN 523 (D)
  - c. COUN 584 (M)
4. Recognize counter-transference that may be interfering with the client's process, minimize counter-transference through personal work, and understand how counter-transference can be used in therapy.
  - a. COUN 511 (I)
  - b. COUN 530 (D)
  - c. COUN 584 (M)
5. Identify ethical and legal issues, understand professional ethical codes of conduct, and appropriately apply an ethical decision-making model to clinical cases (hypothetical vignettes and/or actual).
  - a. COUN 526 (I/D)
  - b. COUN 584 (M)

### **Learning Outcome: Conceptualization and Treatment Planning**

Assessment Measures:

1. Utilize knowledge of major counseling theories in the context of individual (adult and child), couple, family, and group counseling, to formulate case conceptualizations and treatment plans.
  - a. COUN 520 (I)
  - b. COUN 530 (D)
  - c. COUN 584 (M)
2. Appropriately apply the diagnostic categories of the DSM-IV (TR).
  - a. COUN 522 (I)
  - b. COUN 530 (D)
  - c. COUN 584 (M)
3. Recognize the impact of issues and formulate treatment plans for clients with severe mental illness and/or co-occurring disorders.
  - a. COUN 522 (I)
  - b. COUN 584 (D/M)

### **Learning Outcome: Research, Critical Thinking, and Problem Solving**

Assessment Measures:

1. Collect and integrate theoretical knowledge, the relevance of evidence-based practice, clinical information, and client perspectives in order to form clinical hypotheses of clients and their issues.
  - a. COUN 520 (I)
  - b. COUN 530 (D)
  - c. COUN 584 (M)
2. Critically analyze biases in theories, assessment and diagnoses.
  - a. COUN 522 (I/D)
3. Utilize a formal system of inquiry that integrates the work of researchers and counselors, and apply it in a “practicum on research.”
  - a. COUN 521(I/D)
  - b. COUN 597 (M)
4. Critically analyze research methodology and can critique the professional literature.
  - a. COUN 521 (I/D)
  - b. COUN 597 (M)
5. Demonstrate knowledge regarding a specific clinical issue relevant to community counseling in Southern California.
  - a. COUN 521 (I/D)
  - b. COUN 597 (I/D)

### **Learning Outcome: Professional Writing Skills**

Assessment Measures:

1. Demonstrate writing that includes correct grammar, punctuation, and sentence structure.

- a. COUN 500 (I)
  - b. COUN 521 (D)
  - c. COUN 597 (M)
  2. Demonstrate writing that uses non-biased language regarding labeling and dimensions of diversity (e.g., gender, ethnicity, sexual orientation, race, age, disability).
    - a. COUN 522(I/D)
    - b. COUN 584 (M)
  3. Demonstrate writing that is structurally and mechanically correct according to APA style.
    - a. COUN 500 (I)
    - b. COUN 521 (D)
    - c. COUN 597 (M)
  4. Demonstrate original writing that correctly references sources and is not plagiarized.
    - a. COUN 500 (I)
    - b. COUN 521 (D)
    - c. COUN 597 (M)
  5. Demonstrate awareness of the intended audience and purpose for which the writing is done.
    - a. COUN 500 (I)
    - b. COUN 521 (D)
    - c. COUN 597 (M)
  6. Demonstrate writing that meets the stated objectives in a concise, organized, and logical manner.
    - a. COUN 500 (I)
    - b. COUN 521 (D)
    - c. COUN 597 (M)
  7. Demonstrate writing that is professional, ethical, and respectful with regard to clients.
    - a. COUN 522 (I/D)
    - b. COUN 584 (M)
- 

Link below to review the Rubrics sorted by SLO

[SLO Rubric for Clinical Skills](#)

[SLO Rubric for Conceptualization and Treatment Planning](#)

[SLO Rubric for Diversity Awareness](#)

[SLO Rubric for Professional Identity](#)

[SLO Rubric for Professional Writing](#)

[SLO Rubric for Research Critical Thinking and Problem Solving](#)

### Newly Established Database.

After the SLOs were established, a student database was conceptualized to begin tracking all of this information. At the time of writing this self-study, the database was just completed and information was uploaded in December 2013. Consequently, Advisors will be transitioning from hard copy forms and files to the database in spring 2014. Below is the Advisor page for the (1) New Student Advising; (2) Advancement to Practicum; and (3) Advancement to Final Project.

Example of New Student Advising Screens:

The screenshot shows a web interface for the Department of Counseling at California State University, Fullerton. The header includes the university logo and name, the College of Health and Human Development, and the Department of Counseling. A navigation bar shows the user is logged in as 'lbrew' with links for 'Select Students', 'Student Profile', and 'Logout'. The main content area is titled 'Classification (University Status)' and displays student information: CWID: 800187999, Name: Brandon Wildish, and Email: b\_wildish@csu.fullerton.edu. Below this, there are several checkboxes for tracking advising progress: 'Met with advisor to complete Advisement Log', 'Student completed at least 9 units of graduate work', and 'Student completed all undergraduate pre-requisite courses'. Under the last checkbox, there are sub-checkboxes for 'Theories', 'Human Development', 'Abnormal/Psychopathology', and 'Research/Statistics'. At the bottom of the form are 'Insert' and 'Cancel' buttons, and a 'Status Completed' button.



Example of Study Plan Formation Screen – this screen will be more fully developed to match the actual Advisement Study Plan:

Course	Semester/Year	GPA	Learning Outcome	Status Check	Date
COUN500	Select Semester ▼		Start	Admission Date (Pre-classification)	<from CMS>
COUN502	Select Semester ▼			Classified	<input type="text"/>
COUN511	Select Semester ▼		Start	Advancement to Practicum	<input type="text"/>
COUN518	Select Semester ▼			Advancement to Final Project	<input type="text"/>
COUN520	Select Semester ▼		Start	Advancement to Graduation	<input type="text"/>
COUN521	Select Semester ▼		Start	Graduation	<from CMS>
COUN522	Select Semester ▼		Start	Withdraw from the Program	<input type="text"/>
COUN523	Select Semester ▼		Start		<input type="button" value="Update"/>
COUN524	Select Semester ▼				
COUN525	Select Semester ▼				
COUN526	Select Semester ▼		Start		
COUN527	Select Semester ▼				
COUN528	Select Semester ▼				
COUN530	Select Semester ▼		Start		
COUN535	Select Semester ▼				
COUN538	Select Semester ▼				
COUN560	Select Semester ▼				
COUN562	Select Semester ▼				
COUN584	Select Semester ▼		Start		
COUN590	Select Semester ▼				
COUN597	Select Semester ▼		Start		

## Example of Advancement to Practicum Screen

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### Advancement to Practicum (Department Status)

CWID: 800187999

Name: Brandon Wildish

Email: b\_wildish@csu.fullerton.edu

---

Met with advisor to discuss Advancement to Practicum

Student is Classified

All 530 Pre-requisites are completed

COUN520

COUN522

COUN523

COUN524

COUN526

COUN527

Student is not on (academic or administrative) probation

Any concern with student is discussed:

Student understands the emotional and time demands of practicum

Student understands attending the Practicum Orientation is required to begin practicum

Student understands the 521-597 Final Project process and is prepared to begin choosing a topic

Advisement Log/Study Plan is updated"

Student understands the Advancement to Practicum Process

Comments:

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Example of Advancement to Final Project Screen

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CALIFORNIA STATE UNIVERSITY, FULLERTON

College of Health and Human Development

Department of Counseling

| Logged in as lbrew | [Select Students](#) | [Student Profile](#) | [Logout](#) |

---

### Advancement to Final Project

CWID: 800187999  
Name: Brandon Wildish  
Email: b\_wildish@csu.fullerton.edu

---

Student has completed or knows to complete Grad Check

Student has no outstanding incompletes or other concerns in their file

Student has identified a clear and appropriate topic for Final Project

Student has prioritized section of 597

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CALIFORNIA STATE UNIVERSITY  
**FULLERTON**

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## Example of the Advancement to Graduation screen



CALIFORNIA STATE UNIVERSITY, FULLERTON

College of Health and Human Development Department of Counseling

| Logged in as lbrew | [Select Students](#) | [Student Profile](#) | [Logout](#) |

### Advancement to Graduation

CWID: 800187999  
Name: Brandon Wildish  
Email: b\_wildish@csu.fullerton.edu

Student has updated contact information with department

Student knows about the graduation process each May

Student has been informed of the internship process

Student has been informed of future surveys the department will send

 CALIFORNIA STATE UNIVERSITY FULLERTON

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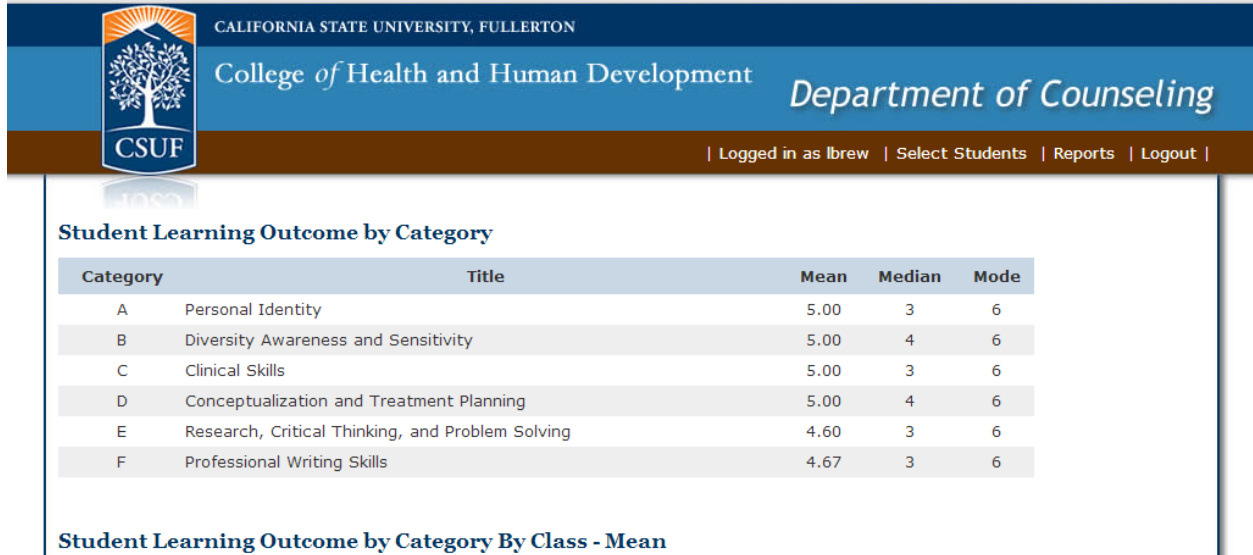
SLOs are available for review in the new database to help Advisors understand each student's disposition with far more information than we had in paper files. At the end of each semester, rubrics will be automatically uploaded based upon the student's grade. Once the upload is completed, the instructor will go into the database and make adjustments as needed. This may happen, for instance, when a student's grade is lowered because of absences rather than due to performance on assignments. Advisors can identify any trending concerns with students and bring that information to the students themselves and faculty meetings, if necessary. Link here to see the [January 21, 2014 Agenda](#) noting that faculty members need to update their SLOs.

Finally, at the end of each semester, the department will be able to produce a variety of reports:

- Score for each SLO to evaluate effectiveness of meeting criteria – for program evaluation
- The number of students in each phase of advisement
- The courses students will need to take the following semester based upon advisement logs so we can anticipate any scheduling needs
- Student retention and reasons for leaving for program evaluation

Below is a screen print of our first report for student learning outcomes:

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CALIFORNIA STATE UNIVERSITY, FULLERTON

College of Health and Human Development Department of Counseling

| Logged in as lbrew | Select Students | Reports | Logout |

### Student Learning Outcome by Category

Category	Title	Mean	Median	Mode
A	Personal Identity	5.00	3	6
B	Diversity Awareness and Sensitivity	5.00	4	6
C	Clinical Skills	5.00	3	6
D	Conceptualization and Treatment Planning	5.00	4	6
E	Research, Critical Thinking, and Problem Solving	4.60	3	6
F	Professional Writing Skills	4.67	3	6

### Student Learning Outcome by Category By Class - Mean

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**Q. The practicum and internship experiences are tutorial forms of instruction; therefore, when individual and/or triadic supervision is provided by program faculty, the ratio of six students to one faculty member is considered equivalent to the teaching of one 3-semester-hour course. Such a ratio is considered maximum per course.**

Students in practicum are at outside agencies and are seeing supervisors at their sites. The instructor does not act in a supervisory capacity, and so we have an 8:1 ratio in practica classes.

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**R. Group supervision for practicum and internship should not exceed 12 students.**

Group supervision does not exceed more than eight students per supervisory group. Link here and go to page 6 of the [Agency Application](#) to find the following language:

**Type of Supervision**

Face-to-face supervisor contact must be provided for each week of experience claimed by an MFT trainee, according to Business and Professions Code 4980.43(c). A unit of supervision means one hour of individual or two hours of group contact (with eight or fewer in the group). Group supervision hours do not need to be consecutive, but must occur within the same calendar week. A trainee must receive one unit of supervision for every five hours of client contact. In order to be an approved Clinical Training site for CSUF's M.S. in Counseling Program, you MUST provide weekly individual and group supervision during the Fall and Spring semesters (not summer and winter breaks), even when this exceeds the 5:1 minimum ratio.

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**S. Programs provide evidence that students are covered by professional liability insurance while enrolled or participating in practicum, internship, or other field experiences.**

Students are obligated to purchase liability insurance prior to seeing any clients at their agency. Below is evidence of the requirement from the Clinical Training Handbook ([link here to view page 16, 27, and 28 of Practicum Clinical Training Handbook](#)).

The Clinical Training Director has a staff person who keeps records for each student enrolled in practicum and will follow up with faculty members in the first quarter of the semester to ask for any missing documentation. At the site visit, team members can view these files and the database that maintains this data.

Below is a screen print of where we enter the documents students have turned in, including a box for liability insurance.

The screenshot shows a web application interface with a header titled "Practicum Forms". Below the header, there are eight columns representing different form categories: "4 Way Agreement", "Expiration Date", "Declaration", "Consent for Participation", "Transportation/Storage", "Responsibility Statement", "Insurance", and "Expiration Date". Each category has a corresponding input field or checkbox. The "Insurance" field is highlighted with a blue box, indicating it is the focus of the document.

Below is page 16 of the Clinical Training Handbook for further evidence of this requirement

10. Submit the required paperwork to practicum instructor by the second class session for COUN 530:
  - a. 4-Way Agreement [Original] Attach a photo (face only) of student, approx. 2" x 3".
  - b. Participation Consent Form [Original]
  - c. Declaration Statement [Original]
  - d. Transportation/Storage of Confidential Client Data form [Original]
  - e. Proof of student's own individual malpractice insurance coverage. [Copy] Note: Agency coverage alone is not sufficient.
  - f. Responsibility Statement (each supervisor must sign a separate form) [Copy]  
[See Appendix B for all forms. Check BBS website for updated versions of BBS forms].

Below is page 27 (at the bottom) Clinical Training Handbook

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**NOTE:** Students must place the original Declaration Statement and 4-Way Agreement (bearing the signatures of all parties except the Clinical Training Director) in the Clinical Training Director's box in EC 405 for the appropriate signature(s). After the Clinical Training Director signs the Declaration and 4-Way Agreement, those documents will be forwarded to the Fieldwork Coordinator - Counseling to be placed in the student's practicum file. All other documents (Participation Consent Form [original], Transportation/Storage of Confidential Client Data Form [original], Supervisor Responsibility Statement and Proof of Student's Malpractice Insurance [copies], can be submitted to the student's practicum instructor on the first day of class. Failure to submit the aforementioned by the 2<sup>nd</sup> class session (Fall & Spring semesters) may prevent students from continuing to participate in counseling activities at their sites, until the documentation is accurately submitted.

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Below is page 28 (number 14) of the Checklist for Clinical Training Site in the Clinical Training Handbook

## **X. CHECKLIST FOR CLINICAL TRAINING SITE PROCESS**

1. \_\_\_\_\_ Apply for Classification/Advancement to Practicum (prior to Practicum Orientation (SEPT/FEB).
  2. \_\_\_\_\_ Attend Practicum Orientation (OCT/ MAR).
  3. \_\_\_\_\_ Submit your COUN 530/584/590 Selection Form (OCT/MAR).
  4. \_\_\_\_\_ Join ACA, CALPCC, and/or CAMFT (by end of NOV/APR).
  5. \_\_\_\_\_ Apply for Malpractice Insurance through ACA, CALPCC or CAMFT (by beginning of (DEC/AUG). **Note:** If you purchase insurance through CAMFT, do not have coverage “bound” (i.e., become effective) until the start of the semester, when you can begin clinical hours. Student Malpractice insurance coverage is automatically provided with your ACA membership – be sure to keep your membership active while in practicum.
  6. \_\_\_\_\_ If necessary, make appointment with the Fieldwork Coordinator - Counseling and/or Clinical Training Director (OCT/MAR).
  7. \_\_\_\_\_ View agency and supervisor evaluations for sites you may be considering (Located in EC-479).
  8. \_\_\_\_\_ Create resume (by end of OCT/MAR) [See Sample in Appendix B].
  9. \_\_\_\_\_ Contact (and make appointments with) several sites (beginning NOV/APR).
  10. \_\_\_\_\_ Go on interviews.
  11. \_\_\_\_\_ Have a site secured no later than the start of COUN 530.
  12. \_\_\_\_\_ Go to site to get the following documents signed before acquiring hours:
    - a. 4-Way Agreement
    - b. Supervisor Responsibility Statement(s).
  13. \_\_\_\_\_ Place original (signed and stapled, please!) 4-Way Agreement in the Clinical Training Director’s mailbox (EC 405) for signature(s) any time prior to the first week of school [NOTE: Originals of the Declaration, Participation Consent, and Transportation/Storage of Confidential Client Data Forms are usually completed during the Practicum Orientation.]
  14. \_\_\_\_\_ Submit copies of Proof of Coverage for Malpractice Insurance (Verification or Declaration page) and stapled copies of each Supervisor Responsibility
- 

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**T. Opportunities for graduate assistantships for program students are commensurate with graduate assistantship opportunities in other clinical training programs in the institution.**

CSUF typically funds assistantships through grants and does not ordinarily fund as part of the regular budget. As such, the Department of Counseling has the ability to budget for one part time Graduate Assistant who works as the Admissions Advisor interacting with prospective students. This position is funding through our University Extended Education (UEE) program located at Garden Grove where students pay full tuition rather than being matriculated through the state program, and therefore yields profits for the Department. Currently, Jamie Littleton is in this position, and below is a screen print of her name on the Employee Absence Management system (in alphabetical order by last name) as evidence of her position with us:



**Approve Time and Absences**

Leah Brew

[Click for Instructions](#)

Employees											
Select	Empl ID	Empl Rcd	Current Period Absence	Name	Status	Dept ID	Dept Name	Position	Job Code	Job Title	
<input type="checkbox"/>	800651556	0	None	Cervantes, Joseph M	Active	10067	Counseling	00023153	2360	Instr Fac AY	
<input type="checkbox"/>	899826002	0	None	Chopra, Sapna B	Active	10067	Counseling	00027886	2358	Lecturer AY	
<input type="checkbox"/>	899914741	0	None	Corey, Gerald F	Active	10067	Counseling	00022905	2358	Lecturer AY	
<input type="checkbox"/>	800394553	0	None	Crippen, Cheryl L	Active	10067	Counseling	00022905	2358	Lecturer AY	
<input type="checkbox"/>	800084931	0	None	Englar-Carlson, Matt	Active	10067	Counseling	00022904	2360	Instr Fac AY	
<input type="checkbox"/>	805694825	0	None	Gottlieb, Michelle G	Active	10067	Counseling	00022905	2358	Lecturer AY	
<input type="checkbox"/>	802733386	0	None	Guay, Heather Anne	Active	10067	Counseling	00022905	2358	Lecturer AY	
<input type="checkbox"/>	800572562	0	None	Hart, David W	Active	10067	Counseling	00022905	2358	Lecturer AY	
<input type="checkbox"/>	899953640	0	None	Iyengar, Shrinidhi	Active	10067	Counseling	00022905	2358	Lecturer AY	
<input type="checkbox"/>	800079279	0	None	Kottler, Jeffrey A	Active	10067	Counseling	00028242	2360	Instr Fac AY	
<input type="checkbox"/>	899853220	1	None	Lewis, Lea Beth	Active	10067	Counseling	00022905	2358	Lecturer AY	
<input type="checkbox"/>	899683700	0	Appr	Littleton, Jamie Christine	Active	10067	Counseling	00025990	2355	Graduate Assistant	
<input type="checkbox"/>	892455734	1	None	Meisels, Julie A	Active	10067	Counseling	00022905	2358	Lecturer AY	
<input type="checkbox"/>	802743658	0	None	Mejia Yuan, Olga L	Active	10067	Counseling	00025754	2360	Instr Fac AY	
<input type="checkbox"/>	892248238	3	None	Nguyen, Thuy V	Terminated	10067	Counseling	00022905	2358	Lecturer AY	
<input type="checkbox"/>	892248238	0	None	Nguyen, Thuy V	Active	10067	Counseling	00022905	2358	Lecturer AY	
<input type="checkbox"/>	892400037	0	Appr	Quigley, Alison T	Active	10067	Counseling	00023304	1035	Admin Support Coord 12 Mo	
<input type="checkbox"/>	800085029	1	Appr	Read, Mary M	Active	10067	Counseling	00027524	2359	Lecturer 12 Mo	
<input type="checkbox"/>	800085029	0	None	Read, Mary M	Active	10067	Counseling	00027287	2358	Lecturer AY	
<input type="checkbox"/>	899873442	0	None	Sayyedi, Maryam	Active	10067	Counseling	00022905	2358	Lecturer AY	
<input type="checkbox"/>	899992143	0	None	Shepard, David S	Active	10067	Counseling	00024818	2360	Instr Fac AY	
<input type="checkbox"/>	802724534	0	None	Smart, Rebekah S	Active	10067	Counseling	00025755	2360	Instr Fac AY	
<input type="checkbox"/>	897051447	0	None	Stout, Dallas M	Active	10067	Counseling	00022905	2358	Lecturer AY	
<input type="checkbox"/>	896223435	1	None	Stout, Debra L	Active	10067	Counseling	00022905	2358	Lecturer AY	
<input type="checkbox"/>	896223435	1	None	Stout, Debra L	Active	10067	Counseling	00022905	2358	Lecturer AY	

avascrptAction\_win0(document.win0;CSU\_AM\_WRK\_CSU\_AM\_LNK1', 0, 0, 'Click for Instructions', false, true);

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## FACULTY AND STAFF

**U. The academic unit has made systematic efforts to recruit, employ, and retain a diverse faculty.**

### Recruitment/Employment.

The existing full time faculty members have been in the department for no less than eight years, and therefore, we have not needed to recruit since our last accreditation. We highly value diversity and this is represented by our current group of faculty members. CSUF Analytical Studies evaluated the profession and compared our faculty and found that we were deficit by one Caucasian woman based on percentages; these results do not include one faculty member (White and male) who is pre-retirement. Below is a chart of our diversity:

	Caucasian	Latina/o	Asian	Multiethnic	LGBT	Disability
Females	2	1	1	1	2	1
Males	2	1	0	0	0	0
<b>TOTAL</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>

The percentage of diversity of our eight faculty members closely matches the race/ethnicity statistics for Orange County, for CSUF students, and for our student body:

	African-Am	Am Indian Native Alaskan	Asian-Am	Caucasian/White	Latina/o Hispanic	Multi-racial	OTHER
Orange County	1.7%	.6%	17.9%	60.8%	17%	4.2%	NA
CSUF Students	2.5%	.25%	21%	29%	33%	4%	10%
COUN Students	2.5%	0%	26%	41%	23%	2%	5.5%
<b>COUN Faculty</b>	<b>0</b>	<b>*</b>	<b>12.5%</b>	<b>50%</b>	<b>25%</b>	<b>12.5% (Asian-Am.)</b>	<b>NA</b>

\* Both faculty members who identify as Latina/o would also identify of having Native American heritage as well.

Statistics from faculty and students were pulled from individual reports provided by university analytic studies but are not usually available online. The visiting team will be able to see the diversity of faculty and students in the program.

Below is the website from CSUF Analytic Studies providing the student body statistics:

The screenshot shows the CSUF News website with a navigation menu and a 'For the Media' section. The 'For the Media' section contains a sub-menu with 'FAST FACTS' selected. Under 'FAST FACTS', there are two tables: 'Enrollment History' and 'Ethnic Distribution (fall 2012)'. A 'Media Contacts' sidebar is also visible on the right.

FAST FACTS	LEADERSHIP	BUDGET	ACCREDITATIONS & RANKINGS	COSTS OF ATTENDANCE	LOCATIONS & FACILITIES	AUXILIARIES
<b>Enrollment History</b>						
34,168 enrolled spring 2013 (57% female)						
37,677 enrolled fall 2012 (57% female)						
34,467 enrolled spring 2012 (57% female)						
36,156 enrolled fall 2011 (57% female)						
34,912 enrolled spring 2011 (57% female)						
35,590 enrolled fall 2010 (58% female)						
<b>Ethnic Distribution (fall 2012)</b>						
American Indian 0.25%						
Asian/Pacific Islander 21%						
Black 2.5%						
Hispanic 33%						
White 29%						
Multiple Race Non-Hispanic 4%						
Unknown 5%						
International Students 5%						
<i>total below 100% due to rounding</i>						
<a href="#">DOWNLOAD FACT SHEET</a>						
<b>Media Contacts</b>						
<b>Christopher Bugbee</b> Director of Media Relations 657-278-8487 Cell: 323-336-1781 <a href="mailto:cbugbee@fullerton.edu">cbugbee@fullerton.edu</a>						
<b>Paula Selleck</b> Associate Director of Media Relations 657-278-2414 <a href="mailto:pselleck@fullerton.edu">pselleck@fullerton.edu</a>						
<b>Mike Mahi</b> Assistant Director of Media Relations						

Below is the source for Orange County (2010 census):

DP-1 - Profile of General Population and Housing Characteristics: 2010			Source: U.S. Census Bureau, 2010 Census.		
Geographic Area: <b>Orange County</b>					
NOTE: For more information on confidentiality protection, nonsampling error, and definitions, see <a href="http://www.census.gov/prod/cen2010/profiletd.pdf">http://www.census.gov/prod/cen2010/profiletd.pdf</a> .					
Subject	Number	Percent	Subject	Number	Percent
<b>POPULATION BY RACE</b>			<b>POPULATION BY HISPANIC OR LATINO</b>		
<b>Total population</b>	<b>3,010,232</b>	<b>100.0</b>	<b>Total population</b>	<b>3,010,232</b>	<b>100.0</b>
One Race	2,882,433	95.8	Hispanic or Latino (of any race)	1,012,973	33.7
White	1,830,758	60.8	Mexican	858,068	28.5
Black or African American	50,744	1.7	Puerto Rican	11,090	0.4
American Indian and Alaska Native	18,132	0.6	Cuban	8,352	0.3
Asian	537,804	17.9	Other Hispanic or Latino [6]	135,463	4.5
Asian Indian	40,732	1.4	Not Hispanic or Latino	1,997,259	66.3
Chinese	79,835	2.7	<b>POPULATION BY HISPANIC OR LATINO AND RACE</b>		
Filipino	71,060	2.4	<b>Total population</b>	<b>3,010,232</b>	<b>100.0</b>
Japanese	32,276	1.1	Hispanic or Latino	1,012,973	33.7
Korean	87,697	2.9	White alone	502,259	16.7
Vietnamese	183,766	6.1	Black or African American alone	6,744	0.2
Other Asian alone; two or more Asian	42,438	1.4	American Indian and Alaska Native alone	11,916	0.4
Native Hawaiian and Other Pacific Islander			Asian alone	5,327	0.2
Islander	9,354	0.3	Native Hawaiian & Other Pacific Islander	997	0.0
Native Hawaiian	1,901	0.1	Some Other Race alone	430,048	14.3
Guamanian or Chamorro	1,382	0.0	Two or More Races	55,682	1.8
Samoan	3,632	0.1	Not Hispanic or Latino	1,997,259	66.3
Other Pacific Islander [3]	2,439	0.1	White alone	1,328,499	44.1
Some Other Race	435,641	14.5	Black or African American alone	44,000	1.5
Two or More Races	127,799	4.2	American Indian and Alaska Native alone	6,216	0.2
White; American Indian and Alaska Native	12,576	0.4	Asian alone	532,477	17.7
White; Asian	43,900	1.5	Native Hawaiian & Other Pacific Islander	8,357	0.3
White; Black or African American	8,783	0.3	Some Other Race alone	5,593	0.2
White; Some Other Race	34,977	1.2	Two or More Races	72,117	2.4
Race alone or in combination with one or more other races: [4]			<b>HOUSEHOLDS BY TYPE</b>		
White	1,941,890	64.5	<b>Total households</b>	<b>992,781</b>	<b>100.0</b>
Black or African American	67,729	2.2	Family households (families) [7]	708,491	71.4
American Indian and Alaska Native	37,580	1.2	With own children under 18 years	335,587	33.8
Asian	597,748	19.9	Married-couple families	538,288	54.2
Native Hawaiian & Other Pacific Islander	19,484	0.6			
Some Other Race	482,512	16.0			

### Retention.

As of fall 2012, all faculty members who were eligible for tenure have earned tenure through careful mentoring of the previous and current Department Chairs. Each faculty member earned tenure in the standard six year period or earlier except for one faculty who delayed one year due to maternity leave. Tenure and promotion to Full Professor has mostly occurred in the order of hiring. We have three Full Professors, two Associate Professors who submitted in fall 2013 to go up for Full Professor, and two more Associate Professors who will be eligible to go up for Full Professor in 2016 and 2017.

In addition to mentoring to increase success of promotion, we have semi-annual retreats where we use one day to share what is going on in our lives, like a process group, and provide support to each other. This builds the relationship among faculty members to create a more harmonious environment and to facilitate understanding when people are not on their best behavior (whether snarky or less reliable than usual). We highly value and respect each other, which is probably the most important contribution to retaining our outstanding group of faculty members. As a testament to our retention, several faculty members have been recruited to teach or apply at other institutions, but none of us is willing to leave, despite the higher salaries that are offered.

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**V. The teaching loads of program faculty members are consistent with those of the institution's other graduate level units that require intensive supervision as an integral part of professional preparation, and incorporate time for supervising student research using formulae consistent with institutional policies and practices.**

California State University, Fullerton (CSUF) is a teaching institution where our primary purpose and mission is the pre-eminence of learning. Consequently, a full teaching load is considered 15 units (5 classes) for each semester (fall and spring): 5/5. However, the institution also values contributions to scholarly work and service, and all tenured and tenure-track faculty get a 3-unit (one course) release each semester to engage in non-teaching activities. All full time lecturers, though, continue to teach a 5/5 load.

Since the budget cuts in 2008, nearly all release time has been removed from the College level budgets, and faculty members must find grants or other resources to seek additional release time. Each year, a call for proposals is sent to all campus faculty members who are interested in submitting for release time on a particular project. Since a small percentage of grants are available, faculty members may only be awarded once every two to three years, assuming the proposal is strong. Faculty members have been awarded these release times to engage in research at a rate of about 1 per year in our department.

In the Department of Counseling, our off campus Garden Grove program provides us with funding for advising release time. This funding source provides for the following one course releases:

- Garden Grove Advisor and Director of Admissions
- New Student Advisor
- Graduate Advisor and Advancement to Practicum Advisor
- Advancement to Final Project Advisor
- Clinical Training Director (this position get a 3-course release each semester)

For written documentation from the College of Health and Human Development on teaching loads and release times, [link here to the Basic Budget Principles](#) document.

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**W. The academic unit has faculty resources of appropriate quality and sufficiency to achieve its mission and objectives. The academic unit has an identifiable core faculty who meet the following requirements:**

1. Number at least three persons whose full-time academic appointments are in counselor education.

The Department of Counseling has nine full-time academic appointments in our program ([link below to see Curriculum Vitae for Core Faculty for all areas in Standard I.W.](#)):

- 3 Full Professors: [Jose Cervantes](#), [Jeffrey Kottler](#), [Matt Englar-Carlson](#)
- 5 Associate Professors: [David Shepard](#), [Leah Brew](#), [Rebekah Smart](#), [Olga Mejia](#)
- 2 Full Time Lecturers: [Mary Read](#), [Sapna Chopra](#)

2. Have earned doctoral degrees in counselor education and supervision, preferably from a CACREP-accredited program, or have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013.

The last faculty members hired were Olga Mejia and Rebekah Smart who both started in 2005. Therefore, all nine faculty members have been teaching in a CACREP accredited program for at least eight years.

3. Have relevant preparation and experience in the assigned program area.

All faculty members were trained as clinicians, regardless of degree, and have been acculturated to the field of counseling. Our only program is in Clinical Mental Health, and each faculty member has doctoral degrees and experience providing clinical mental health counseling.

4. Identify with the counseling profession through memberships in professional organizations (i.e., ACA and/or its divisions), and through appropriate certifications and/or licenses pertinent to the profession.

Most of the faculty members were here before we sought CACREP accreditation. In addition, the LPCC credential was not available in California until recently. The bill was passed in 2009, and grandparenting into the profession was available from July 2011-December 2011. Most of our faculty did not qualify for the license or already held a license in another profession. However, our department was involved in obtaining the LPCC in CA and has prepared counselors even before the license was available. Therefore, membership will be the best measure of this standard. See the Curriculum Vitae for Core Faculty using the above links, which contain additional information; all counselor education-related activities are highlighted in yellow. Below is a chart indicating current licenses and memberships:

	Membership	Licenses/ Certifications
Brew	ACA, ACES, CALPCC	LPCC, NCC
Cervantes	ACA	Psychology
Chopra	ACA, WACES	Psychology
Englar-Carlson	ACA, ACES, WACES	N/A
Kottler	ACA, ACES, WACES	Psychology
Mejia	ACA, ACES, WACES, AMCD	Psychology
Read	ACA, ACES, ALGBTIC	LMFT
Shepard	ACA, ACES, WACES	Psychology
Smart	ACA, ACES, WACES	Psychology

5. Engage in activities of the counseling profession and its professional organizations, including all of the following:

- d. development/renewal (e.g., appropriate professional meetings, conventions, workshops, seminars);
- e. research and scholarly activity; and
- f. service and advocacy (e.g., program presentations, workshops, consultations, speeches, direct service).

Severe budget cuts in 2008-2010 inhibited the number of presentations we were able to attend (travel was down to \$500/person). In addition, release time was lost, which decreased the ability to publish more. Below is a list of the conferences where we presented, the ACA publications where you will find us, and the counseling-related service activities in which we participated. Note that the full time lecturers are marked with \* and are not expected to participate in work outside of teaching since their teaching load is five classes each fall and spring.

	Conference Presentations at:	Published in:	Service
Brew	ACA, ACES, WACES	<ol style="list-style-type: none"> <li>1. JCD</li> <li>2. The Professional Counselor;</li> <li>3. Jnl of Creativity in MH.</li> <li>4. The Family Jnl</li> </ol>	<ol style="list-style-type: none"> <li>1. LPCC Representative on the BBS;</li> <li>2. President CALPCC;</li> <li>3. President WACES;</li> <li>4. Board Member CCCL (got LPCC in CA)</li> </ol>
Cervantes	ACA	<ol style="list-style-type: none"> <li>1. The Professional Counselor</li> <li>2. Counseling &amp;</li> </ol>	<ol style="list-style-type: none"> <li>1. Presentations at other conferences (like the College</li> </ol>

		Values 3. Three book chapters on counseling men	Counseling conference) and workshops on issues with men and with spirituality.
Chopra*	ACA, WACES	NA	As a full time lecturer, she is responsible for teaching 5 classes in both fall and spring semesters rather than engaging in service or publishing. Her service has been to the department.
Englar-Carlson	ACA, ACES WACES	1. JCD 2. The Family Journal 3. Jnl of Individual Psychology 4. Career Development Quarterly 5. Several books (some published by ACA) 6. Several book chapters	1. Workshop Presenter and consultant primarily working with men and men's issues in counseling
Kottler	Keynote speaker at various state divisions of ACA and international counseling conferences; ACA, ACES, and WACES	1. International Journal for the Advancement of Counseling 2. Author of national and international textbooks in the field of counseling	Consults, and provides training and workshops to counselors nationally and internationally;
Mejia	ACA, ACES, WACES	1. Has published in the International Journal of Stress	Was a reviewer for the 2009 ACA conference, and was also a book reviewer for a



		<p>Management</p> <p>2. Has published in the Hispanic Journal of Behavioral Sciences</p>	counseling textbook for Cengage.
Read*	ACA, ACES, ALGBTIC	1. Book chapter in counseling and psychotherapy	Involved in the state level consortia and member of various committees within those consortia. Represents and educates about counselors to the MFT groups. Provides several state-level, county-level and local presentations and workshops on a variety of topics including public mental health, supervision, and LGBT issues.
Shepard	ACA, ACES, WACES	<p>1. JCD</p> <p>2. The Professional Counselor;</p> <p>3. Jnl of Creativity in MH;</p> <p>4. The Family Jnl</p>	Service has been primarily to the department.
Smart	ACA; ACES; WACES; Multicultural Conference and Summit	<p>1. Jnl of Treatment and Prevention;</p> <p>2. Journal of College Counseling;</p> <p>3. Handbook of Multicultural Competencies</p> <p>4. Australian and New Zealand Jnl of Family Therapy</p>	Various workshops and presentations within the campus and in the community as well on gender issues and eating disorders.

6. Have the authority to determine program curricula within the structure of the institution's policies and to establish the operational policies and procedures of the program.

The Department has the ability to modify program curricula. The most recent example is the addition of COUN 538 Crisis Intervention and Trauma Treatment. In the 2012-2013, we submitted a hybrid course to the College-wide Curriculum Committee. On December 5, 2013, the university-wide Curriculum Committee approved the course, and a few weeks later, the course was added to the curriculum to bring us to 63 units. Link here to see evidence of the [Program Change to 63 units approval letter](#) as evidence of our ability to make changes to the program.

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**X. The academic unit has clearly defined administrative and curricular leadership that is sufficient for its effective operation. A faculty member may hold more than one of the following positions:**

1. A faculty member is clearly designated as the academic unit leader for counselor education who:

- a. is responsible for the coordination of the counseling program(s);
- b. receives inquiries regarding the overall academic unit;
- c. makes recommendations regarding the development of and expenditures from the budget;
- d. provides or delegates year-round leadership to the operation of the program(s); and
- e. has release time from faculty member responsibilities to administer the academic unit.

The Department Chair receives a two-course release to manage the department-level responsibilities. [Link here to see the Department Chair Responsibilities as described in the appointment letter.](#)

2. A faculty member or administrator is identified as the practicum and internship coordinator for the academic unit and/or program who

- a. is responsible for the coordination of all practicum and internship experiences in each counselor education program for which accreditation is sought;
- b. is the person to whom inquiries regarding practicum and internship experiences are referred; and
- c. has clearly defined responsibilities.

The Clinical Training Director is responsible for coordinating with local agencies for students to participate in practica and internship. [Link here to see the letter providing release time for the Position Description for Clinical Training Director \(two-course release\).](#) [Link here to see a description of her job duties on page 10 of the Practicum Clinical Training Handbook.](#) [Link here to see the Workloads and Release Times document and find Mary Read to provide evidence for the release time.](#) Below is the list found in the Clinical Training Handbook for easy reference:

**Clinical Training Director**

The Clinical Training Director oversees the field-training component of the Counseling program. The Clinical Training Director is responsible for anticipating the needs and concerns of students relative to training, reporting on training issues and concerns at departmental meetings, meeting regularly with the department chair and dean as appropriate, and representing California State University, Fullerton and the Counseling program at the Regional Consortium meetings, which consist of community agency clinical directors and university clinical training directors.

The Clinical Training Director also serves as an agency liaison, which includes the following responsibilities:

1. Make initial contact with potential agencies and conduct site visits to ascertain appropriateness of the particular site for practicum training needs.
2. Work with agencies to meet the clinical training requirements for MFT Trainees and Clinical Counseling Trainees as set forth by the Department of Counseling and the Board of Behavioral Sciences (BBS).
3. Engage with practicum placement sites by informing them of CSUF's policies and procedures, responding to agency and student needs when issues are not resolved by practicum instructors, and providing consultation to agencies to enhance their LMFT/LPCC clinical training programs.
4. Facilitate the Student Practicum Orientation each semester for students to assist MFT/CC Trainees in their preparation for practicum.
5. Ensure that students and clinical training sites are in compliance with BBS rules and regulations, including legal and ethical guidelines.
6. Review all student evaluations of agencies and agency evaluations of students, and make recommendations as appropriate.
7. Evaluate feedback from practicum instructors about clinical training sites and students, and follow up as appropriate.
8. Conduct exit interviews and evaluations with each graduating student.
9. Facilitate the Internship Preparation Workshop (part of the Exit Interview event) for students during their last semester in the program to inform them about the PCCI/MFTI internship process at the BBS.
10. Develop new practicum field placements for the LMFT/LPCC Clinical Training Site Directory.

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**Y. The academic unit may employ noncore faculty (e.g., adjunct, affiliate, clinical) who support the mission, goals, and curriculum of the program and meet the following requirements:**

1. Hold graduate degrees, preferably in counselor education from a CACREP accredited program.
2. Have relevant preparation and experience in the assigned area of teaching.
3. Identify with the counseling profession through memberships in professional organizations, appropriate certifications, and/or licenses pertinent to the profession.

Most non-core faculty members have been teaching in our department for many years (some more than 15 years) and were hired from a local pool of individuals, well before the LPCC was available in California. In addition, doctorates in counselor education still do not exist in California. Therefore, none of our non-core faculty members have counselor education degrees. However, all are licensed practitioners with expertise in the classes they teach. Link each name below to see individual Curriculum Vitae of Non-Core Faculty. Counselor education-related items in the last seven years are highlighted in yellow. Below is a chart of the different ways our regular (and entitled) Non-Core Faculty members have participated in counselor education activities.

Name	Years Teaching at CSUF	Counselor-related highlights
<a href="#">Gerald Corey</a>	40+ years	One of the most prolific writers and presenters in the field of counselor education. Note that nearly all contributions (publications, workshops, and presentations) have been focused on counselor education in the last seven years. Primary affiliations have been with ACA, ACES and ASGW.
<a href="#">Shrinidhi Iyengar</a>	15 years	Long term adjunct faculty member in the Department of Counseling. Obtained a grant with a local school to bring counselors into the classroom. Published in the Marriage & Family review on the "Impact of Student Achievement." Presented at ACA conference.
<a href="#">Maryam Sayyedi</a>	14 years	Long time faculty member who started part time, shifted to full time, and then returned back to part time. This last change was so she could establish a community mental health clinic serving diverse populations, and this agency acts as a site for the counseling students in practicum. In addition, she has 2 book chapters in the counseling field on working with Arab-Americans.
<a href="#">Thuy Nguyen</a>	10 years	Master's and Doctoral degrees from CAREP programs; LPCC and NCC; Membership, Reviewer for and Conference Presentations with ACA, ACES, and WACES; publication in Jnl of Counseling Values; and reviewer for The Professional Counselor.

<a href="#"><u>Debbie Stout</u></a>	7 years	Member of and attends ACA; holds the NCC credential; has vast experience in Clinical Mental Health, and gives workshops and trainings primarily with topics regarding children, violence, and addiction.
<a href="#"><u>Dallas Stout</u></a>	6 years	Membership of and frequent attendance at ACA; membership with CALPCC; Clinical work focused in the area of drug and alcohol, which is the course he teaches for our department. Nationally Certified Counselor.
<a href="#"><u>Michelle Gottlieb</u></a>	6 years	CA LPCC and works in private practice specializing in crisis and trauma.

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**Z. Clerical assistance is available to support faculty/program activities and is commensurate with that provided for similar graduate programs.**

The Department of Counseling is assigned one full-time administrative assistant, Alison Quigley, who supports the department in a variety of ways. [Link here to see Alison's Position Description Department Administrator.](#)

In addition, the Department of Counseling shares two other administrative staff people with the Department of Human Services. Leilani Thomas answers the phones in our office complex; she also handles office supply orders and textbook orders, and organizes student evaluation of faculty, called Student Opinion Questionnaires (SOQs). [Link here to see Leilani's Position Description Receptionist.](#) Juli Martinez works half time with the Clinical Training Director on uploading information into the student database and keeps are records current. The other half of her job is working with Human Services and their fieldwork component. [Link here to see Juli's Position Description Practicum Advisor.](#)

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**EVALUATION**

**AA. Program faculty members engage in continuous systematic program evaluation indicating how the mission, objectives, and student learning outcomes are measured and met. The plan includes the following:**


1. A review by program faculty of programs, curricular offerings, and characteristics of program applicants.

Evaluation of Types of Programs Needed

In mid-spring semester of each year, CSUF submits information for an annual report. Individual faculty members insert information into an annual report database which includes service and publication records. The Department Chair facilitates this process and also reports on progress towards the previous year's Departmental Goals, and establishes a new set of goals. The evaluation of accomplishments and establishing of new goals is collated in faculty meetings. [Link here to see the May 1, 2012 Faculty Meeting Agenda](#). This is also the time where we discuss whether or not we want to take on new programs. For instance, we often discuss the possibility of taking on a school counseling track. However, the state financial system is still struggling and consequently, most of the school counseling jobs have been removed. So, we have decided it is not ethical to offer that track.

Below is a screen print of the database where we enter information:





CALIFORNIA STATE UNIVERSITY, FULLERTON

## Academic Affairs

College of Health and Human Development

## Annual Report

| Logged in as: lbrew | [Checklist](#) | [Logout](#) |

### Faculty Activity Report Checklist (AY12-13) - Leah Brew

Thank you for completing the requested information in this database. The information that you submit will be used for the annual report and any college-wide assessment/accreditation activities.

Faculty's Checklist Items	Date (last modified)
Personal Profile	
Faculty and Student Scholarly and Creative Activities	4/22/2013
University Services	4/22/2013
Professional Services	4/22/2013
Community Services	
<a href="#">View Activity Complete File</a> <a href="#">View Activity Report from Prior Academic Year</a>	

### Chair's Checklist

Department of Counseling	Date (last modified)
Chair's Reflection	5/15/2013
Progress Report on Departmental Goals for AY12-13	5/15/2013
Department Goals and Priorities for AY13-14	5/15/2013
Program Review & Discipline/Professional Accreditation Updates	5/15/2013
Assessment of Student Learning Outcome (part 1)	5/15/2013
Assessment of Student Learning Outcome (part 2)	5/30/2013
<a href="#">Distance/Off Campus Education Inventory</a>	5/15/2013
<a href="#">View Chair's Report</a>	

Below is a screen print of the Progress from AY 12-13. Notice that the goals are structured by the University's Strategic Planning Goals. These were goals established in the previous year. New programs would be placed under Academic Excellence:

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## Department Progress Report on Goals from (AY12-13) - Department of Counseling

### Goal 1: Academic Excellence

Develop further the Latino Mental Health track offering culturally competent, bilingual Practicum sections (COUN 530 and COUN 584) in Spanish. In the 2011-2012 academic year, we introduced a bilingual section of COUN 584 Advanced Practicum to students. The course has been modified based upon this first experience, and now the department will offer a bilingual section of COUN 530 Practicum for students just starting their practicum experience. Students entering in COUN 530 will be provided with introductory concepts and skills and then will smoothly transition to COUN 584 the following semester where more sophisticated skills will be fostered.

#### Progress 1:

There were not enough students to establish a section of COUN 530 in Spanish. In addition, students in COUN 584 reported that having the Spanish-speaking section was an advanced skill and may not be appropriate for students beginning practicum. So, we have decided to only offer a section in Advanced Practicum, COUN 584. In addition, the course has continued to be refined with the participation of students. Students has provided the department with positive feedback about how useful this course has been and how supported they have felt as they do not receive supervision at their agencies in Spanish.

### Goal 2: Student Success

Strengthen the department's process for evaluating student learning outcomes. Six primary learning outcomes have been identified, and each has corresponding courses where those outcomes should be evaluated. Within each of these selected courses, signature assignments will be identified by the steward of each course with clear rubrics for grading to increase inter-rater reliability when multiple instructors teach the course. In addition, several assessment measures will be evaluated by faculty members at the end of these courses for each related student learning outcome in order to measure the student growth over time. The signature assignments and assessment measure results will be loaded into a student portfolio that will be reviewed by the advisor for each phase of course work (there are 4 phases with 4 required advisement meetings: Classification, Advancement to Practicum, Advancement to Final Project; Graduation). In addition, the advisor will make notes in the portfolio based upon the advisement meeting. For each of the phases, students ready to advance to the next phase will be discussed in faculty meeting; for students who have deficiencies or weaknesses, a remediation plan will be established and presented to the student to enhance student success. This process will help the department more clearly engage in program evaluation for continued improvement.

#### Progress 2:

The faculty participated in a retreat where all student learning outcomes with assessment measures were refined and approved. Faculty have made adjustments to their syllabi to assure that these learning outcomes and assessment measures are included. The Department Chair reviewed all syllabi in 2013-2014 to confirm this information has been included. Adjunct faculty will receive additional training this summer to ensure their courses meet these outcomes. In addition, the HHD Information Technology group has been working on establishing electronic student files which will start in the Admissions process, and be used for each phase of advising up through graduation. We hope to implement this system in summer 2013.

### Goal 3: Intellectual Climate

Grow the Center for Boys and Men. Introduce the Center for Boys and Men to the campus community to provide information, establish collaborations, and serve the community. Begin the implementation of the National Psychotherapy for Men Conference which will be held in June 2014 at CSUF.

#### Progress 3:

The Center for Boys and Men had an official kick-off to the campus in April 2013 with a good attendance. Collaborations for research are being discussed. The Center has reserved space and has begun planning the National Psychotherapy Men's Conference which will be held in June 2014.

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Below is a screen print of the Department Goals and Priorities for 13-14. Again, the evaluation of new programs would go in Goal 1:

## Department Goals and Priorities for (AY13-14) - Department of Counseling

Review the University Strategic Plan Goals, Objectives and Strategies and describe your department goals in their context

### Goal 1: Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.

*CSUF aims to provide innovative, high-quality programs and services that offer students broad educational experiences, facilitate lifelong habits of intellectual inquiry and prepare them for successful careers. We recognize that achieving these aims requires comprehensive and coordinated advising and actively engaging students in the learning process. A robust program of assessment will allow us to demonstrate student learning, document student achievement and be accountable to ourselves and to our stakeholders.*

[Click here to read Objectives and Strategies](#)

1. The Department of Counseling will continue to pursue a CACREP accredited and collaborative doctoral program in Counselor Education. For 2013-2014, the roles of each institution as well as a justification document will be created. Part of the proposal will include how doctoral students could be utilized in the Master's degree program so that students receive more one-on-one feedback in clinical courses.
2. Plan and organize the National Psychotherapy Men's Conference to be held in June 2014 here at CSUF. We have scholarships available so that many students will be able to attend for free.

### Goal 2: Improve student persistence, increase graduation rates University-wide, and narrow the achievement gap for underrepresented students

*A critical measure of a university's performance is the effectiveness with which it employs its resources to ensure students meet their educational goals in a timely manner. This institutional and social priority must be accompanied by a commitment to the success of all students, including those from historically underrepresented groups. Improving persistence of our students, especially in their entering year, is an important first step in this process. High-Impact Practices (HIP), those pedagogical and programmatic approaches that promote student engagement, retention and graduation, are integral to these efforts.*

[Click here to read Objectives and Strategies](#)

The Department of Counseling has a Counsel for the Accreditation for Counseling and Related and Educational Programs (CACREP) self-study due in January 2014 to retain our current accreditation. The accreditation standards are in alignment with improving student persistence, increasing graduation rates, and narrowing the achievement gap for underrepresented students.

### Goal 3: Recruit and retain a high-quality and diverse faculty and staff

*CSUF aims to become a model of faculty and staff inclusivity, diversity and engagement in order to better serve our diverse student population. To this end we will develop a Diversity Action Plan to cultivate an environment that honors differences in various forms ♦ race, ethnicity, gender, age, (dis)ability, sexual orientation, religious or political beliefs and status within the University. We will also develop effective processes and procedures to support recruitment, hiring, and retention, and increase professional and leadership development opportunities available across career stages.*

[Click here to read Objectives and Strategies](#)

The Department of Counseling is not anticipating to recruit full or part time faculty members or staff in the next five years, and all faculty who are currently on a tenure track have already achieved tenure. Currently, we have diverse faculty and staff. Therefore, faculty and staff retention will be the focus.

1. Existing full time faculty will have funding to attend conferences to focus on professional development, which is important for maintaining faculty morale.
2. The Department established a new process for evaluating adjunct faculty in the previous academic year that is informed by the Department Personnel Standards. The Department plans on refining this process in 2013-2014.
3. The Department will host at least one social event to help staff and adjunct faculty to feel more included and valued as part of the department.

### Goal 4: Increase revenue through fundraising, entrepreneurial activities, grants, and contracts

*In an environment of decreasing resources, CSUF seeks to increase funds available to the entire campus community. Stabilizing our finances and securing revenue sources will allow us to invest in the success of our University, our students and our communities. Increasing alumni and community engagement is essential and will position the University to be more effective in meeting its mission. We recognize such efforts must be integrated, collaborative, innovative and purposeful.*

[Click here to read Objectives and Strategies](#)

The Department is committed to establishing relationships with at least 10 new individuals in 2013-2014 who have the potential to be donors. In addition, the Department will establish a Counseling Advisory Board to obtain more information from our stakeholders about how we can serve our community better.

As you can see from the above first goal, the Department of Counseling is working hard to establish a doctoral program in counselor education. As CACREP well knows, the state of California did not have any LPCCs until 2011, and consequently, there are no doctoral programs preparing counselor educators. Our energy has been focused on meeting that need through correspondence with the Chancellor's office. Our most pressing and important goals right now is to convince the Chancellor's office to agree to a collaborative doctorate with

Ketchum University, which is a private institution focusing on graduate training in all areas of health. [Link here to see a copy of the “Doctorate CSUF-MBKU Proposal” that was approved in late December 2013.](#)

### A Review of Existing Program

The review happens in several ways. First, when we discuss goals in the spring semester to prepare the annual report, we often brainstorm ideas about how to improve what we currently have. Adding a Spanish-speaking section of practicum is one example. We noticed that many of our students were doing the majority of their clinical hours in Spanish, and they often did not have a Spanish-speaking supervisor or instructor to review that clinical work. We decided to create a section specifically for these students that would address the differences in language and culture to work more effectively with Spanish speaking clients with a bilingual instructor.

In addition, the existing program) which prepares LPCCs and LMFTs with one set of 63 units) is reviewed every 2-3 years in some capacity because of external changes. Every 2-3 years, the state licensure board, the Board of Behavioral Sciences (BBS) asks the department to submit documentation on how we meet requirements. In addition, our program seems to be in the middle of the CACREP rotation of changing standards. So, once the new standards are release, we review them carefully to make sure we meet them. Usually 2-3 years later, we submit a self-study as we are doing now. The process for review usually starts with the Chair and Clinical Training Director reviewing any modifications needed. Results from any needed changes are brought to the faculty meetings. Process changes (such as the modification to our advising process) are made in faculty meetings through discussion and consensus. Additions to the curriculum are made by the faculty member interested in teaching that course with the Curriculum Committee representative. Changes to the practicum/internship process are made by the Clinical Training Director and a few faculty members who teach these courses. All recommendations by subcommittee are brought to faculty meetings for discussion and consensus. Recent reviews include:

- 2014-2015 Anticipate making changes from the self-study and to review the version of the 2016 CACREP standards.
- 2012-2013 Begin writing of the self-study. Results included the ability to put pressure on our IT group developing our Student Learning Outcome database (discussed below).
- 2011-2012 Reviewed program again in preparation for CACREP self-study and a review was required because of University’s recent WASC self-study. Resulted in modifications to Student Learning Outcomes (SLOs) SLOs were previously created only by the chair to submit in our annual report to the Dean. The modified version included input from the entire faculty. In addition, we started development of a database to evaluate SLOs and handle other needs such as being able to modify the

class schedule to meet most student needs (rather than offer the same courses from year-to-year regardless of the changing needs of students).

- 2010-2011 Reviewed program to ensure we meet new LMFT requirements with Recovery Orientation integrated throughout curriculum and addition of Psychopharmacology course. Changes were required to be in place by 2012.
- 2009-2010 Reviewed program to ensure we meet the new LPCC credential that was passed in 2009. This resulted in the new Crisis Intervention and Trauma Treatment course that was offered in 2013.
- 2009-2010 Reviewed program to evaluate how we meet the 2009 CACREP standards. This review resulted in modifying our practicum process where we connect with supervisors every other week and only allow students to count 40 hours in their first semester. In addition, we needed to make a course available for students were unable to complete their internship hours in only one year since they needed to slow down their first semester.
- 2008-2009 Reviewed program for inefficiencies. The budget crash hit our department in that year with 10% furlough, loss of release time, and layoffs of adjunct faculty. This resulted in restructuring of our advising process and required the department to provide hard evidence for release time. Previously, the three full time lecturers advised students to prepare them for final project, and the tenured/tenure-track faculty advised students on preparing for practicum. Each faculty member had a portion of the alphabet that they served. The new advising structure is outlined below which includes one advisor for each phase in the program.
- 2007-2008 Reviewed the Clinical Training Director's position and advocated for her to get 50% release time rather than a one-course release.
- 2006-2007 Reviewed program as part of developing CACREP self-study. Made changes that included revised program objectives, established training of supervisors, and initiated the creation of surveying employers.

The existing program is also reviewed annually based upon results of surveys (graduation, alumni, and agency) and data collected from Student Learning Outcomes which will be discussed below in numbers 4 and 5. These results often emerge during the planning of goals needed for the annual report.

### A Review of Curriculum

Much like above, the annual report stimulates discussion each spring about any needed changes to the curriculum. In addition, when we review the results from surveys, we discuss and make changes based upon those needs. Finally, external forces such as the licensing board or changes to accreditation standards can facilitate changes.

The Department of Counseling has made major changes to the curriculum in the last 3 years, mostly due to changes by the licensing regulating board. Each time the regulating board makes changes, we carefully evaluate what we need to do in faculty meetings, develop a subcommittee, and move forward until we come to a consensus. For example, we have integrated a recovery-oriented way of working with clients and brought consumers into the classroom per the regulating board's expectations. In addition, we have recently added (2012-2013) a new course COUN 538 Crisis Intervention and Trauma Treatment to meet the 2012 LPCC requirements as well as to more thorough cover this area, as it has consistently been given as a point of weakness from our agencies and our alumni. The details of the course can be found in various parts of the curricular areas of the standards. [Link here to see the COUN 538 syllabus.](#)

### Evaluation of Program Applicants

The Director of Admission is in charge of reviewing all applications. He often looks for diversity (age, religion, race/ethnicity, and undergraduate education) and the quality of students who are applying to make sure we do not have gaps in any area. If we notice gaps, we work harder to recruit. For instance, since the master's in social work program was established, we have had fewer applicants from some of our undergraduate programs such as Human Services or Child and Adolescent Studies. Consequently, he brought this up in faculty meeting, and we each spent time in undergraduate classes discussing the differences between our programs so that they would get accurate information. In addition, the Chair suggested an information session at the College level that all graduate programs would attend. This has happened less consistently since we just had a change in our Assistant Dean, who is in charge of this project, but we anticipate it will be running again next year.

In terms of the applicant review process, in Section I.J. we laid out the admissions process. Students submit a personal statement, three letters of recommendation, and transcripts. Faculty members volunteer to be on the Admissions Committee each year and review applications and provide a "score." All reviewers meet to evaluate inter-rater reliability and to determine the top 100 students who can attend the interview. At the interview, the Admissions Committee informally evaluates the diversity visually and through the types of answers students provide during the interview. During the interview process, the committee has time to discuss the "culture" of each small group and any individual applicants that may

have demonstrated a cause for concern based upon his or her answer. Students who are often not invited to the program usually have one or more of the following situations that cause concern:

- a series mental health issues that is active during the time of the interview (such as severe depression or severe anxiety);
- a poor presentation (dressed too casually such as shorts and flip flops, or a language barrier where none of the faculty members could understand the applicant's answers);
- answers that demonstrate a rigid way of thinking and inflexibility to work with diverse populations;
- or more often, some applicants may have marginal GPAs in a group of competitively high GPA applicants. Many of these applicants re-apply and get in later.

The most important evaluation for the Department, though, is how well our newly admitted students perform, which helps us improve our admissions process. In one instance, we learned several years ago to trust our therapeutic intuition. For example, all members of the Admissions Committee sometimes have a concern that is difficult to articulate; in the past, if we were unable to articulate our concern, we admitted the student ultimately with regret. Now we trust our intuition and work harder to articulate our concerns.

### Evaluation of Students

In every faculty meeting (which occurs every other week), we discuss any student concerns, which provides us with some information about our admissions process. Some of these might be agency problems that we have to help students resolve. At other times, we have problems with professionalism, absences, academics, or other class behaviors. We often compare notes in meetings, and we invite adjuncts to bring their concerns to us as well to be shared in faculty meetings. In addition, we notice trends and the culture of each admissions group. For instance, we have found that our new 2013 admissions group is particularly anxious, and so we are making a conscious effort to help reduce student anxiety. For instance, in my COUN 511 class, we discuss their particular types of anxiety in triads, and in the larger class, I provide a little extra didactic information about anxiety and how to reduce it.

The process of reviewing students is informal during faculty meetings unless we discover a serious problem, but all discussions are noted in our Faculty Meeting Minutes. When a more serious issue occurs, we make a note in the student file, the appropriate advisor will meet with that student, and some type of action will take place (usually expectations we impose on students to improve). If you would like to see evidence of this, [link here to see a sample of the Meeting Minutes](#). To see the Minutes from the whole semester, go back to the main menu under the folder: Links Organized by Topic; click Faculty Meeting Minutes. The student issues are at the bottom of each set of minutes.

2. Formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program.

Each semester, we distribute a graduate exit interview, and students complete a survey evaluating their experiences and the classes. [Link here to see a blank copy the Survey.](#) [Link here to see the results for the: “Survey of Graduating Students spring 2013” and “Survey of Graduating Students fall 2013”.](#) In addition, we disseminate an alumni survey every other year which is posted on the website. [Link here to see a copy of the “2013 Alumni Survey Results.”](#)

3. Formal studies of site supervisors and program graduate employers that assess their perceptions and evaluations of major aspects of the program.

Agency surveys are distributed every two years. The site supervisors and graduate employers are the same group, thus the reason for one survey for these categories. These results are posted on the website. The data from our agencies is discussed in faculty meetings every other year. [Link here to see the “2012 Agency Survey Results.”](#)

Below is a screen print where it can be located on the website.

CALIFORNIA STATE UNIVERSITY, FULLERTON	
College of Health and Human Development Department of Counseling	
Home	<b>Survey Results</b>
Mission Statement	✦ <a href="#">Alumni Survey Results 2013</a>
Degree Program	✦ <a href="#">Agency/Employer Survey Results 2012</a>
Accreditation	✦ <a href="#">Alumni Survey Results 2011</a>
Admissions	✦ <a href="#">Employer Survey Results 2010</a>
Faculty and Staff	✦ <a href="#">Practicum Supervisor Survey Results 2010</a>
Current Students	✦ <a href="#">Agency Survey Results 2009</a>
Student Learning Outcomes	✦ <a href="#">Alumni Survey Results 2008</a>
Student Organizations	✦ <a href="#">Employer Survey Results 2007</a>
Alumni	✦ <a href="#">Agency Survey Results 2005</a>
Useful Links and Resources	✦ <a href="#">Practicum Supervisor Survey Results 2005</a>
Survey Results	



4. Assessment of student learning and performance on professional identity, professional practice, and program area standards.

The assessment of program area standards are documented within each curricular experience/program standard. Section II contains what is taught (through the relevant objectives and weekly class discussions) and a demonstration of how they learned the material (based upon performance in class or on assignments). In addition, many of those same areas are evaluated in practicum/internships, and the measures are specified in Section III Professional Practice.

We have also established student learning outcomes (SLOs). The SLOs are:

- Professional Identity
- Diversity Awareness and Sensitivity
- Clinical Skills
- Conceptualization and Treatment Planning
- Research, Critical Thinking, and Problems Solving
- Professional Writing Skills

As stated before, we have created a database where rubrics are tied to particular grades. At the end of each semester (or beginning of the following semester), the information is uploaded into the Student Learning Outcomes Database. Instructors make modifications to the rubrics. [Link here to see a Faculty Meeting Agenda January 21, 2014](#) to remind faculty to make these changes since this is a new process.

Twice per year (February and September), reports will be generated to evaluate strengths and weaknesses in each of these areas and are discussed in faculty meetings. This is a new system that began December 2013. [Link here to see the Minutes from the December 17, 2013 Faculty Meeting](#). This initial report included the previous two years of data and that is why it is not on the February/September schedule. As a result of this report, the faculty discussed some of the challenges between balancing the university's preference that we demonstrate a wider grade distribution and our Department's value where we prefer to teach to success. In many classes, students may be asked to re-do an assignment if they misunderstood or had major problems, and that newly submitted assignment may represent the grade they earn. Therefore, most of the grades cluster between B+ and A-.

Note the first section of the below report provides our mean scores overall for each learning outcome. The following sections give us our mean and mode by learning outcome and course. As a general rule, scores should be closer to 4.5 in earlier classes (lower numbers) and should be higher in later classes. We discussed the drop in score for COUN 597 and determined that many students

were burned out by their last class giving only a B+ level effort, whereas at the beginning of the program, they have much more energy and enthusiasm.

Category	Title	Mean	Median	Mode	#
A	Personal Identity	5.00	3	6	200
B	Diversity Awareness and Sensitivity	5.00	4	6	165
C	Clinical Skills	5.00	3	6	202
D	Conceptualization and Treatment Planning	5.00	4	6	168
E	Research, Critical Thinking, and Problem Solving	4.60	3	6	181
F	Professional Writing Skills	4.67	3	6	195

#### Student Learning Outcome by Category By Class - Mean

Category/Course	A	B	C	D	E	F
COUN-500	4.80	4.83				4.83
COUN-511			5.00			
COUN-520				5.00	5.00	
COUN-521					4.33	4.40
COUN-522				4.50	4.00	4.50
COUN-523		5.00	5.00			
COUN-526	5.00		5.00			
COUN-530			5.33	5.00	5.00	
COUN-584	5.00	5.00	5.20	5.00	5.00	5.00
COUN-597					4.33	4.40

#### Student Learning Outcome by Category By Class - Median

Category/Course	A	B	C	D	E	F
COUN-500	4	4				4
COUN-511			4			
COUN-520				4	4	
COUN-521					3	3
COUN-522				4	4	4
COUN-523		4	4			
COUN-526	3		3			
COUN-530			4	4	4	
COUN-584	4	4	4	4	4	4
COUN-597					4	4

We will evaluate the helpfulness of this report in a year to determine if we need to make improvements that can provide us with more information.

Link here to view the detailed structure that is established for each of the learning outcomes ([Assessment of Student Learning Outcome Grid](#)). On this grid, you will see each outcome, when and how it is measure, and the varying ways in which we create a feedback loop to make modifications to the program. This grid is from our 2012-2013 Annual Report database. You may notice some courses listed here that are not part of the SLO database. We decided to do formal evaluations in half of our courses, but in other courses, we would informally make this assessment.

5. Evidence of the use of findings to inform program modifications.
---

For the first time, we reviewed data from our student learning outcome database to discuss areas of strengths and weaknesses. [Link here to see the Faculty Meeting Minutes for 12/17/13](#). Program evaluation is in yellow, and the last line indicates our assessment. We did not find any gaps needing improvements.

Other than program changes that have been required by the licensing board and CACREP, we have not needed to make major program changes based upon the results of these surveys. We have made changes to adjuncts (whether we do not rehire or only allow them to teach particular courses that are a better fit), since that is the most typical complaint of current students and alumni. The most recent change has been the addition of COUN 538 Crisis Intervention and Trauma Treatment. The course was recently approved by the Faculty Senate in December 2013 with the program change from 60 units to 63 units. [Link here to see the request and approval for the Program Change to 63 units](#).

Minor modifications are being made, though, based upon feedback from exit interviews and alumni. One of the primary complaints we hear is how we do not prepare students well-enough to create a private practice. There are three different ways we have begun to tackle this without adding additional content to courses. First, we have used our Graduate Counseling Student Association (GCSA) to organize a presentation by alumni or with guest speakers each year (and sometimes each semester).

Below is an email sent to faculty (a similar one was sent to students) for fall 2013:

**Annual GCSA/Counseling Alumni Panel Presentation 11 8 13**

Read, Mary

Sent: Mon 10/14/2013 9:23 PM


To: Corey, Gerald; Englar-Carlson, Alison; Gottlieb, Michelle; Iyengar, Shrinidhi; Meisels, Julie; Nguyen, Thuy; Sayyedi, Maryam; Stout, Dallas; Stout, Debra; Tonkins, Sue; Brew, Leah; Cervantes, Jose; Chopra, Sapna; Englar-Carlson, M.; Kottler, Jeffrey; Mary Read; Olga Mejia; Rebekah Smart; Shepard, David

Hi All, please save the date for the Annual CAA/GCSA Panel Presentation on Career Pathways! It's coming up in just under a month, on Friday, November 8th, from 6:30-9pm in the TSU Gabrielino Room. Come one, come all! Light desserts will be served, and there's no charge for this informative networking event. Come support your home Department, and share your Titan Pride! I look forward to hearing from you! Peace, Mary

PS, If you have an expertise or career pathway story you'd like to share with current Counseling students and other alumni, please let me know ASAP as there are still spots available on the panel. Thanks!

Mary M. Read, Ph.D., LMFT (lic. # MFC 25112)  
Director of Clinical Training  
Department of Counseling  
California State University, Fullerton  
EC-484  
(657) 278-2167  
[mread@fullerton.edu](mailto:mread@fullerton.edu)

Below is the flyer for this presentation:





**Graduate Counseling Student Assoc. (GCSA)  
and  
Counseling Alumni Association (CAA)  
present the  
Annual Panel Presentation on Career Pathways**

**Friday, November 8th  
TSU Gabrielino Room  
6:30 - 9:00 PM**

A panel of distinguished alumni will discuss a variety of topics including preparing for LMFT & LPCC licensure, working for managed care, running a private practice, working with school districts, and being a CAMFT board member. There will also be an update of info from the BBS.

All COUN students and alumni are encouraged to attend to network, ask questions and give support to one another.

Come one, Come all! There is no fee to attend, though a donation would be appreciated (to cover the costs of refreshments - desserts and bottled water - and fund-raise for the organizations). No RSVP required, but please spread the word!



Here is a flyer from spring 2013 with an invited speaker:

# The Future of Private Practice

how the business of therapy is changing  
and what you can do to make a great living.



BE A  
**WEALTHY**  
*Therapist*  
with CASEY  
TRUFFO

Finally, You Can Make a Living  
While Making a Difference

[www.beawealthytherapist.com](http://www.beawealthytherapist.com)

Join **Casey Truffo**, author of [Be a Wealthy Therapist](#), for a lively discussion on the pros and cons of private practice - and how you can best prepare for your financial future.

Casey will give you specific details on what it takes to be a successful therapy business owner.

Plus, as a special treat, she will talk about new ways of using your therapy skills beyond private practice to increase your income and impact.

**6:00pm - 8:00pm • February 8, 2013**

**at TSU Pavilion B**

**\$3 for GCSA members, \$7 for nonmembers.**

**Includes light snacks and drinks**

**Don't miss this great event!**

In addition to organizing these talks, we have worked with the rest of our College to have the College of Business create a 3-unit junior or senior level course for people in our professions to establish businesses. [Link here to see the syllabus offered for the first time in spring 2014 for “Starting and Developing Your Private Practice.”](#)

Finally, we have added this content to the COUN 590 Advanced Therapeutic Techniques course syllabus. One day is reserved for discussion about many of the processes involved in establishing a private practice. [Link here to see the COUN 590a syllabus.](#) Information is highlighted in yellow in Objectives and on the Flexible Calendar.

In addition to these formal ways students can learn more about private practice, the Alumni Association hosts an annual spring event with the Graduate Student Counseling Association (GCSA) where graduating students can mingle with alumni to get all kinds of post-graduation information.

6. Distribution of an official report that documents outcomes of the systematic program evaluation, with descriptions of any program modifications, to students currently in the program, program faculty, institutional administrators, personnel in cooperating agencies (e.g., employers, site supervisors), and the public.

We have not had a unified report that holds all changes in the past because we make minor but frequent changes. Consequently, we inform each stakeholder as needed which is outlined below.

#### The Institution

Major programmatic changes require an extensive and time-consuming process at our public university. No change can be made without evaluation by the Department, then at the College level, and finally at the University level. Therefore, institutional administrators are informed via their signature of approval. As evidence, [link here to see our most recent change to add COUN 538 Crisis Intervention and Trauma Treatment](#) to the degree plan requiring students to now take 63 units (instead of 60) to graduate. Notice the signatures on the third page to submit the request, and the number of people on the first page who were copied by the Associate Vice President of Academic Programs.

#### The Public

All programmatic changes are posted on the Department of Counseling website as soon as approvals are completed within the University process. This notification is how we inform the public and prospective students. Catalog changes are made every other year and are also posted on the University and Department of Counseling websites as well. [Link here to see the current Catalog.](#)

Results of all survey information are also posted on the Department of Counseling website under “Surveys” for all stakeholders to see.

CALIFORNIA STATE UNIVERSITY, FULLERTON	
College of Health and Human Development Department of Counseling	
Home	<b>Survey Results</b>
Mission Statement	❖ <a href="#">Alumni Survey Results 2013</a>
Degree Program	❖ <a href="#">Agency/Employer Survey Results 2012</a>
Accreditation	❖ <a href="#">Alumni Survey Results 2011</a>
Admissions	❖ <a href="#">Employer Survey Results 2010</a>
Faculty and Staff	❖ <a href="#">Practicum Supervisor Survey Results 2010</a>
Current Students	❖ <a href="#">Agency Survey Results 2009</a>
Student Learning Outcomes	❖ <a href="#">Alumni Survey Results 2008</a>
Student Organizations	❖ <a href="#">Employer Survey Results 2007</a>
Alumni	❖ <a href="#">Agency Survey Results 2005</a>
Useful Links and Resources	❖ <a href="#">Practicum Supervisor Survey Results 2005</a>
Survey Results	

### The Students

Curricular changes that impact existing students are also posted on the Student Portal and emails are sent to each student. This occurred when the COUN 538 Crisis Intervention and Trauma Treatment course was approved a Special Course.

### The Agencies and More Comprehensive Changes

Changes that directly impact agencies are emailed to the contact person and supervisors of the agency. This occurred when we modified Practicum so that supervisors were evaluating students and in contact with faculty every other week. Announcements were made at the Practicum Meet and Greet where Agencies come to meet the faculty as well as recruit students. Students were informed via email and via the Clinical Training Handbook, which includes a Declaration that they have read the contents. In addition, faculty members of the Practicum course were informed via email and meeting by the Clinical Training Director.

Below is a copy of the email that was sent to students recently as an example:



Updates re: practicum for ALL students 5/3/11

Hi All, please read the following information carefully, even if you think it may not apply to you – it's helpful if the "student grapevine" is accurately informed.

For all future incoming 530 students (including for Fall 2011): Since we are a CACREP accredited program, we are changing the way the 280 Direct Client Contact (DCC) hours can be earned, to match CACREP's standards. Effective Fall 2011, the maximum DCC hours that may be counted (toward the 280 total for graduation) will be 40. This should help alleviate the stress on new trainees of getting a high number of clinical hours in order to "pass" COUN 530. If a student earns more than 40 hours in their first semester of practicum, they may still count these for the BBS (toward the 3,000 hours needed for MFT licensure) – these hours are not "lost" in any sense, rather, they simply don't apply to the 280 count (a CACREP, not BBS standard) for graduation. Over the summer, agencies will be informed of this change, so they will be "on board" with this transition. Your service at the agencies will not be impacted, only the level at which your hours count during the first semester of the practicum year. Given that many students had difficulty reaching the 65 hours previously required, this change should not present any great difficulty.

For 584 and 590 students: Unlike COUN 530, there are no hours requirements for completing COUN 584 or 590 – only a requirement to fulfill 280 DCC hours by graduation and to take 530, 584 and one Summer 590 class successfully. Therefore, as has been the case for approximately the past two years, students do not receive an Incomplete in either 584 or 590 (whichever comes later in their practicum sequence) just for not completing their total 280 DCC hours requirement. Students who come to the end of the required three semesters of practicum and have remaining required DCC hours to gain must therefore enroll (i.e., register and pay for) COUN 590, which may be repeated up to four times for credit. Students enrolling in extra sections of 590 (beyond the required summer class) may elect to do so for either one credit or three credits (at their discretion), with class time and assignment load varying according to units taken.

There had been recent discussions among the faculty as to whether this policy could be amended to allow students to continue earning hours after their required courses were completed, if required DCC hours were still needed. After careful examination of the issues, the decision was made that, in these budget times, the answer is no. All students who need to be in 590 as the practicum class to cover their trainee activity at their sites must pay for and enroll in 590 so that the class can continue to be offered. The only students at liberty not to enroll in 590 are those whose 280 DCC hours are completed and who choose not to continue at their sites until graduation. While a student is at a site, they **MUST** be enrolled in a practicum class – this has always been a CSUF requirement (due to the University's liability), and is becoming a BBS one as well. This decision to retain our existing policy was finalized in faculty meeting today, so please count this as the most current information, overriding other information you may have heard (even from faculty) in the past couple of weeks.

If you have questions or concerns about the above information, or any issues relating to practicum, please contact Dr. Mary Read, the Clinical Training Director. She is available on campus for office hours weekly throughout the summer session, and by phone or email daily @ (657) 278-2167 or [mread@fullerton.edu](mailto:mread@fullerton.edu).

The Faculty Members

Changes that impact faculty members are handled in variety of way. First, all major decisions are made by the full time faculty in our faculty meetings by consensus. If a specific policy needs to be written, once the decision is made, email becomes the modality to share details, and final decisions are made again at faculty meetings. Adjunct faculty members are sometimes informed via email. However, if major curricular changes are required, the meetings with instructors for that class are established. Link here to see the [January 21, 2014 Faculty Meeting Minutes](#) which state that “Shrinidhi is onboard and has been informed,” found on page 2. Shrinidhi is our only adjunct faculty member who teaches COUN 597. Matt met with him personally to construct his syllabus and discuss changes. The changes for COUN 521 Research and 597 Final Project were born based upon faculty experiences and some student feedback on faculty evaluations.

Another example is below from my calendar (on Thursday) showing a meeting of pre-practicum instructors to make sure we are all doing the work the same way:

July 21 - 27, 2013 Search

21 Sunday	22 Monday	23 Tuesday	24 Wednesday	25 Thursday	26 Friday
		Grade 524 Theories Papers	Grade 524 Theories Papers		
			Grade 523 Genogram	Grade 523 Genogram	Grade 523 Genogram
					Cora
	Yoga	Shrinidhi	Yoga		
				511 Meeting EC 425	
			Multiracial competencies conference call 1-646-307-1300 (East Coast) Access Code: 4438026		
	send email to all FT and PT faculty - open this appointment to get details				

[Return to Top of Document](#)

- BB. Students have regular and systematic opportunities to formally evaluate faculty who provide curricular experiences and supervisors of clinical experiences.**
- CC. Annual results of student course evaluations are provided to faculty.**
- DD. Written faculty evaluation procedures are presented to program faculty and supervisors at the beginning of each evaluation period and whenever changes are made in the procedures.**

At the end of each semester, all faculty members are obligated to distribute Student Opinion Questionnaires (SOQs) to all classes and are required to leave the room during the evaluation. A package is placed in the faculty member's box with specific instructions about the process of dissemination. Newly hired adjunct faculty members are provided with information about how they will be evaluated each year, and information the SOQs are included in that hiring letter. For new adjunct faculty, we also encourage them to submit a mid-semester evaluation. Below is a copy of the mid-semester evaluation we recommend they use, although they are welcome to modify it:

---

Confidential

Mid Course Evaluation

Please use the following scale:

- A = very good
- B - good
- C - Satisfactory
- D - weak
- E - very weak

I rate the...

1. Professor's knowledge of and competency in the subject matter or processes for this course as:

\_\_\_\_\_

2. Professor's demonstrated interest in students as: \_\_\_\_\_

3. Professor's preparation for class meetings as: \_\_\_\_\_

4. Professor's openness to differences of opinion as: \_\_\_\_\_

5. Professor's availability to students for consultation as: \_\_\_\_\_

6. Clarity and relevance of assignments and class process to course as: \_\_\_\_\_

7. Clarity, consistency, and fairness of grading criteria in this course as: \_\_\_\_\_

8. Helpfulness and utility of the professor's feedback as: \_\_\_\_\_

9. Overall I rate the professor's teaching in this course as: \_\_\_\_\_

10. What I like most about this class so far is:

11. If I could change one thing about this class it would be:

|

12. Additional Comments:

---

For all evaluations, a student volunteers to turn in the envelope with the results that gets sorted by our receptionist who then forwards the packets to be processed with information technology. Usually between the third to fifth week of the following semester, the results are available for faculty to review. The results are not given any earlier to assure that SOQ results do not impact grading.

The Department Chair reviews each faculty member's SOQs each semester to evaluate teaching effectiveness, and an email is sent to faculty providing them (usually) with positive feedback. There have been times when adjuncts have performed poorly, and the Department Chair had to meet with that adjunct faculty member to help correct the problem. In addition, this email from the Chair informs faculty that the SOQs are available for reviewing on their portal.

Finally, full time lecturers are evaluated every three years, and tenured faculty members are reviewed every six years. (Note: all faculty who could be tenured have achieved tenure.) SOQs are one component of self-evaluation of teaching; the individual forms that students complete and the summaries are included as part of the portfolio that is evaluated by the Department Chair, the Department Personnel Committee, the Dean of the College, and the Provost.

Below is a sample SOQ from spring 2013 from: a content course, a clinical course, and showing the department averages. You can see how awesome our students perceive their instruction to be. You can also see the types of questions students answer. They have space on the back to write comments as well.

Below is a sample SOQ for a content course:

## Student Opinion Questionnaires

Course report

Course: COUN 597-71 - W 0700PM 0945PM (Enrollment: 10)

Matt Englar-Carlson (Counseling)

Evaluation period: SPRING\_13

Total number of forms: 9

Report Date: 07/09/2013

Section I	Frequency distribution of responses							n (Total Resp.)
	Mean	Deviation	A	B	C	D	E	
I rate the professor's knowledge in the subject matter or process(es) for this course as:	4	0	100%	0%	0%	0%	0%	9
I rate the professor's demonstrated interest in students as:	4	0	100%	0%	0%	0%	0%	9
I rate the degree to which the professor accepts and respects me as a person as:	4	0	100%	0%	0%	0%	0%	9
I rate the professor's preparation for class meetings as:	4	0	100%	0%	0%	0%	0%	9
I rate the professor's availability to students for consultation as:	4	0	100%	0%	0%	0%	0%	9
I rate the clarity and connection of assignments and class process to the course as:	4	0	100%	0%	0%	0%	0%	9
I rate the clarity and consistency of the grading criteria in this course as:	3.89	0.33	89%	11%	0%	0%	0%	9
I rate the usefulness of the professor's feedback as:	4	0	100%	0%	0%	0%	0%	9
I rate the professor's contribution to my own growth and learning as:	4	0	100%	0%	0%	0%	0%	9
Overall, I rate the professor's teaching in this course as:	4	0	100%	0%	0%	0%	0%	9
<b>Totals</b>	<b>3.99</b>	<b>0.03</b>	<b>99%</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>90</b>

Section II	Frequency distribution of responses							n (Total Resp.)
	Mean	Deviation	A	B	C	D	E	
The amount of work I did for this course was:	4	0	100%	0%	0%	0%	0%	9
The quality of my work for this course was:	3.22	0.44	22%	78%	0%	0%	0%	9
My contribution to this class was:	3.33	0.5	33%	67%	0%	0%	0%	9
My openness to supervision in class was:	3.67	0.71	78%	11%	11%	0%	0%	9
The subject matter, methods, and skills learned in class will be:	3.89	0.33	89%	11%	0%	0%	0%	9
<b>Totals</b>	<b>3.62</b>	<b>0.4</b>	<b>64%</b>	<b>33%</b>	<b>2%</b>	<b>0%</b>	<b>0%</b>	<b>45</b>

Below is a sample SOQ for a practicum course:

## Student Opinion Questionnaires

Course report

Course: COUN 530-01 - M 0400PM 0645PM (Enrollment: 7)

Mary Read (Counseling)

Evaluation period: SPRING\_13

Total number of forms: 7

Report Date: 07/09/2013

Section I	Frequency distribution of responses							n (Total Resp.)
	Mean	Deviation	A	B	C	D	E	
I rate the degree to which the professor accepts and respects me as a person as:	4	0	100%	0%	0%	0%	0%	7
I rate the usefulness of the professor's feedback as:	4	0	100%	0%	0%	0%	0%	7
I rate the degree to which the professor provides suggestions for developing my counseling skills as:	3.86	0.38	86%	14%	0%	0%	0%	7
I rate the contribution of the course to my level of awareness of professional issues as:	4	0	100%	0%	0%	0%	0%	7
I rate the contribution of the course to my development as a counselor as:	3.86	0.38	86%	14%	0%	0%	0%	7
I rate the degree to which the professor helps me formulate professional goals for myself during the practicum experience as:	3.86	0.38	86%	14%	0%	0%	0%	7
I rate the degree to which the professor helps me define and maintain ethical behavior in counseling as:	3.86	0.38	86%	14%	0%	0%	0%	7
I rate the degree to which the professor helps me formulate a theoretical rationale of human behavior as:	3.71	0.49	71%	29%	0%	0%	0%	7
I rate the degree to which the professor offers resource information as:	3.86	0.38	86%	14%	0%	0%	0%	7
I rate the clarity and consistency of the professor's application of the departmental grading criteria as:	3.86	0.38	86%	14%	0%	0%	0%	7
Overall, I rate the professor's teaching in this course as:	4	0	100%	0%	0%	0%	0%	7
<b>Totals</b>	<b>3.9</b>	<b>0.25</b>	<b>90%</b>	<b>10%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>77</b>

Section II	Frequency distribution of responses							n (Total Resp.)
	Mean	Deviation	A	B	C	D	E	
The amount of work I did for this course was:	2.71	0.49	0%	71%	29%	0%	0%	7
The quality of my work for this course was:	2.86	0.38	0%	86%	14%	0%	0%	7
My contribution to this class was:	2.86	0.69	14%	57%	29%	0%	0%	7
My openness to supervision in class was:	3.29	0.49	29%	71%	0%	0%	0%	7
<b>Totals</b>	<b>2.93</b>	<b>0.51</b>	<b>11%</b>	<b>71%</b>	<b>18%</b>	<b>0%</b>	<b>0%</b>	<b>28</b>

Below is the departmental average for all graduate content courses taught in the department (which runs lower than practicum courses):

## Student Opinion Questionnaires

Summarized report

Report name: 201302\_COUN\_SPRING\_Lecture\_SOQ\_Summary

Total number of forms: 610

Report Date: 07/11/2013

Section I	Mean	Deviation	Frequency distribution of responses					n (Total Resp.)
			A	B	C	D	E	
I rate the professor's knowledge in the subject matter or process(es) for this course as:	3.86	0.38	87%	12%	0%	0%	0%	596
I rate the professor's demonstrated interest in students as:	3.77	0.55	82%	15%	3%	0%	0%	595
I rate the degree to which the professor accepts and respects me as a person as:	3.81	0.52	85%	11%	3%	0%	0%	594
I rate the professor's preparation for class meetings as:	3.79	0.55	83%	14%	2%	0%	0%	596
I rate the professor's availability to students for consultation as:	3.73	0.57	78%	17%	5%	0%	0%	586
I rate the clarity and connection of assignments and class process to the course as:	3.69	0.65	76%	18%	4%	1%	0%	595
I rate the clarity and consistency of the grading criteria in this course as:	3.67	0.67	76%	18%	5%	1%	0%	592
I rate the usefulness of the professor's feedback as:	3.67	0.63	75%	19%	5%	1%	0%	595
I rate the professor's contribution to my own growth and learning as:	3.68	0.63	75%	19%	5%	0%	0%	592
Overall, I rate the professor's teaching in this course as:	3.73	0.56	78%	18%	4%	0%	0%	593
<b>Totals</b>	<b>3.74</b>	<b>0.57</b>	<b>80%</b>	<b>16%</b>	<b>4%</b>	<b>0%</b>	<b>0%</b>	<b>5934</b>

Section II	Mean	Deviation	Frequency distribution of responses					n (Total Resp.)
			A	B	C	D	E	
The amount of work I did for this course was:	2.97	0.91	30%	45%	14%	10%	0%	594
The quality of my work for this course was:	3.06	0.76	28%	55%	14%	4%	0%	596
My contribution to this class was:	2.89	0.87	26%	45%	22%	6%	0%	594
My openness to supervision in class was:	3.28	0.77	45%	41%	12%	3%	0%	580
The subject matter, methods, and skills learned in class will be:	3.67	0.59	72%	24%	4%	0%	0%	589
<b>Totals</b>	<b>3.17</b>	<b>0.78</b>	<b>40%</b>	<b>42%</b>	<b>13%</b>	<b>5%</b>	<b>0%</b>	<b>2953</b>

Finally, supervisors at agencies are confidentially evaluated by students. This information is given to the Clinical Training Director (CTD) who reviews the forms. When problems emerge that require an intervention, the CTD contacts the agency directly. However, students usually inform the CTD well before we see the form, and some agencies are removed as practicum site options for students if problems cannot be reconciled. All concerns are discussed in faculty meetings and decisions are made by consensus.

Below is a copy from Appendix B of the Handbook, number 13 "Student Evaluation of Site Supervisor" of the Clinical Training Handbook that students submit (3 pages). [Link here to see Practicum Clinical Training Handbook directly.](#)





CWID # \_\_\_\_\_

**Student Evaluation of Site Supervisor**

8	Helps me develop treatment goals and plans	1 2 3 4 5 X
	Comments:	
9	Helps me with DSM-IV diagnosis when needed	1 2 3 4 5 X
	Comments:	
10	Helps me understand my strengths and weaknesses as a therapist	1 2 3 4 5 X
	Comments:	
11	Provides a comfortable setting for me to disclose my own concerns or "mistakes."	1 2 3 4 5 X
	Comments:	
12	Provides feedback in a clear and concise manner	1 2 3 4 5 X
	Comments:	
13	Manages our supervision hour efficiently	1 2 3 4 5 X
	Comments:	
14	Treats me with dignity and respect	1 2 3 4 5 X
	Comments:	

15. Overall, how would you rate your supervision so far (circle one)?

Excellent   Very good   Average   Poor   Cannot rate at this time

16. What would you like your supervisor to do more of? Please be as specific as possible.

17. What would you like your supervisor to do less of? Please be as specific as possible.

CWID # \_\_\_\_\_

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**Student Evaluation of Site Supervisor**

Supervisor Name \_\_\_\_\_ Agency \_\_\_\_\_

18. Listed below are a variety of supervisory techniques. Please indicate which of these you have used and if used, how helpful they were in your supervision, using a rating from 1 to 5, with 5 being extremely valuable, 3 being of average value, and 1 being of little value. For one that have not been used, please indicate whether or not you would like to try that technique, conditions permitting.

A	Verbal report of my sessions					
	Used:			1	2	3 4 5
	Not used:	Would like to try this	Would not like to try this			
<hr/>						
B	Video-recording therapy sessions					
	Used:			1	2	3 4 5
	Not used:					
<hr/>						
C	Audio-taping therapy sessions					
	Used:			1	2	3 4 5
	Not used:	Would like to try this	Would not like to try this			
<hr/>						
D	Co-therapy with my supervisor					
	Used:			1	2	3 4 5
	Not used:	Would like to try this	Would not like to try this			
<hr/>						
E	Observations of my session through a 1-way mirror					
	Used:			1	2	3 4 5
	Not used:	Would like to try this	Would not like to try this			
<hr/>						
F	Supervisor present in session (observation and feedback during session)					
	Used:			1	2	3 4 5
	Not used:	Would like to try this	Would not like to try this			

Are there any other comments you have concerning your supervision?

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## SECTION II PROFESSIONAL IDENTITY

### FOUNDATION

**A. A comprehensive mission statement has been developed that brings the counseling program into focus and concisely describes the program's intent and purpose. The mission statement is publicly available and systematically reviewed.**

The mission statement is posted on the Department website:

CALIFORNIA STATE UNIVERSITY, FULLERTON

College of Health and Human Development  
Department of Counseling

Home	<b>Welcome to Dept. of Counseling Website!</b>
Mission Statement	<p><b>Mission Statement</b></p> <p>The faculty in the Department of Counseling are committed to training competent professionals who are eligible for licensure as Marriage and Family Therapists or Professional Clinical Counselors in clinical mental health settings in the state of California. We work with students from diverse cultural and economic backgrounds who are committed to improving the quality of life for children and adults in the community. We utilize an integrated approach in conceptualizing prevention, assessment, treatment, and research. Practice-based student learning is constructed through partnerships with nonprofit agencies in diverse communities. Students are expected to engage in reflective practice, to consistently apply ethical standards, to practice cultural sensitivity, and to take responsibility for social change. We collaborate with students as they develop cultural competence and professional identities that incorporate a dedication to service and life-long learning. We strive to create an education that is guided by relevant community needs and research on learning.</p>
Degree Program	
Accreditation	
Admissions	
Faculty and Staff	
Current Students	
Student Organizations	
Alumni	
Useful Links and Resources	
Survey Results	
Latino/a Mental Health	
Center for Boys and Men	
Contact Us	

[Home](#) | [Degree](#) | [Accreditation](#) | [Admission](#) | [Faculty and Staff](#) | [Current Students](#) | [Student Organizations](#) | [Alumni](#) | [Student Handbook](#) | [Clinical Training Handbook](#) | [Useful Links and Resources](#) | [Survey Results](#) | [Latina/o Counseling Emphasis](#) | [Center for Boys and Men](#) | [Contact Us](#) | [Home of College of HHD](#) | [Home of CSUF](#)



CALIFORNIA STATE UNIVERSITY  
**FULLERTON**

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**B. The program area objectives meet the following requirements:**

1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society.
2. Reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies.
3. Are directly related to program activities.
4. Are written so they can be evaluated.

The Program Objectives are listed in the Master's Student Handbook (page 6). Note that Standard 1 above is found in objective number 2 below, and Standard 3 above is met because our program objectives are correlated with the curriculum. For Standard 4 above, these are written in the [Master's Student Handbook](#), are listed in the [Graduate Exit Survey](#), the [Alumni Survey](#), and through the structure of the Student Learning Outcomes are also listed and evaluated on the [Agency/Supervisor Survey](#).

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### Counseling Program Objectives

As a result of successfully completing the graduate program in counseling, students should be able to do the following:


1. Professional Identity-Demonstrate an understanding of the counseling profession, develop an identity as a counselor and demonstrate a willingness to provide counseling and consultation services within the ethical guidelines of the counseling profession.
2. Social and Cultural Diversity-Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process.
3. Human Growth and Development-Develop an understanding of developmental aspects of human growth and appreciation for the nature of human developmental behavior.
4. Career Development-Develop an understanding of career development and related life factors and the effects on an individual's mental health and lifestyle.
5. Helping Relationships-Demonstrate effective individual and group counseling skills which facilitate client growth and to demonstrate the ability to evaluate progress toward treatment goals.
6. Counseling Theory-Gain significant knowledge of major counseling theories in the context of individual and group counseling, and to apply this knowledge to the actual counseling process.
7. Group Work-Develop both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches as recommended in the ASGW preparation standards.
8. Assessment-Gain knowledge and skills in assessment techniques and apply basic concepts to individual and group appraisal.
9. Research and Program Evaluation-Develop the ability to read, critique, evaluate, and contribute to professional research appraisal.
10. Clinical Instruction-Develop, through supervised practicum experiences, an integration of the knowledge and skills needed to be successful counselors.
11. Personal Growth and Understanding-Develop, through self-reflection and insight, an integration of the knowledge and skills needed to be successful as counselors.

---

As you can see, these objectives are directly connected to the CACREP Section II standards with the addition of a personal growth component. The faculty made a conscious decision to align these sets standards. In addition, the objectives are closely related with the Student Learning Outcomes.

- These objectives are directly measured in the courses that are reflected in these standards and in the practicum/internship experiences. With careful review of most syllabi, the personal growth component is reflected in at least one or more assignments in each class.
- In addition, the reports produced by the Student Learning Outcomes provide further evaluation of these standards. Below is a screen print of the SLO report:

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CALIFORNIA STATE UNIVERSITY, FULLERTON

College of Health and Human Development

Department of Counseling

| Logged in as lbrew | Select Students | Reports | Logout |

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**Student Learning Outcome by Category**

Category	Title	Mean	Median	Mode
A	Personal Identity	5.00	3	6
B	Diversity Awareness and Sensitivity	5.00	4	6
C	Clinical Skills	5.00	3	6
D	Conceptualization and Treatment Planning	5.00	4	6
E	Research, Critical Thinking, and Problem Solving	4.60	3	6
F	Professional Writing Skills	4.67	3	6

**Student Learning Outcome by Category By Class - Mean**

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- Furthermore, reviews of the surveys we use evaluate these objectives explicitly ([Link here to see Graduate Students Survey; Alumni Survey; and Agency Survey](#)), thus meeting Standard 2 of getting input from all stakeholders. Therefore, we are easily able to measure each item, which meets the fourth Standard.

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**C. Students actively identify with the counseling profession by participating in professional organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.**

Joining Professional Organizations

Students are advised to join ACA, CALPCC (CA Association for Licensed Professional Clinical Counselors), or CAMFT (CA Association for Marriage and Family Therapists). We recommend ACA since ACA ties to their identity as counselors. We recommend CALPCC and CAMFT because these state organizations keep members up to date with the major annual legislative changes affecting trainees, interns, and licensees. While they are advised in their COUN 500 Introduction to the Profession course to join, they are required in COUN 526 Legal & Ethical Issues in Counseling. This is the course they take prior to starting practicum, and their only way to obtain liability insurance is through membership of at least one of these organizations.

Participating in seminars, workshops, or other activities for personal/professional growth

Many of our students come from low income backgrounds and consequently, we attempt to create opportunities for them to participate in a variety of extracurricular training and workshops. For instance, in the last several years, the department has purchased one or two ten-top tables at the local Orange County CAMFT meeting. Below is an email for the most recent email we sent:



## Free Tickets to OC CAMFT Luncheon for 20 students

Read, Mary

Sent: Mon 5/20/2013 2:01 PM

To: Brew, Leah; Cervantes, Jose; Chopra, Sapna; Englar-Carlson, M.; Kottler, Jeffrey; Mary Read; Olga Mejia; Rebekah Smart; Shepard, David

Hi All, please announce this to your students as you see them this week – thanks! It's also up on the Portal (or will be in moments). Thanks! Peace, Mary

Attention COUN students (including the about-to-graduate!!):

The CSUF COUN Department has again sponsored 2 tables of 10 at the annual OC-CAMFT luncheon "Celebrating Everything MFT". This is a great event, with important professional networking opportunities, a panel of distinguished LMFT's discussing the various professional paths they have chosen, and a wonderful lunch. The event is on **Friday, June 14<sup>th</sup> from 11am-1:30pm**, held at the Mile Square Golf Course, 10401 Warner Ave., Fountain Valley, CA 92708. And the best part: for 20 COUN students, this event is FREE!!

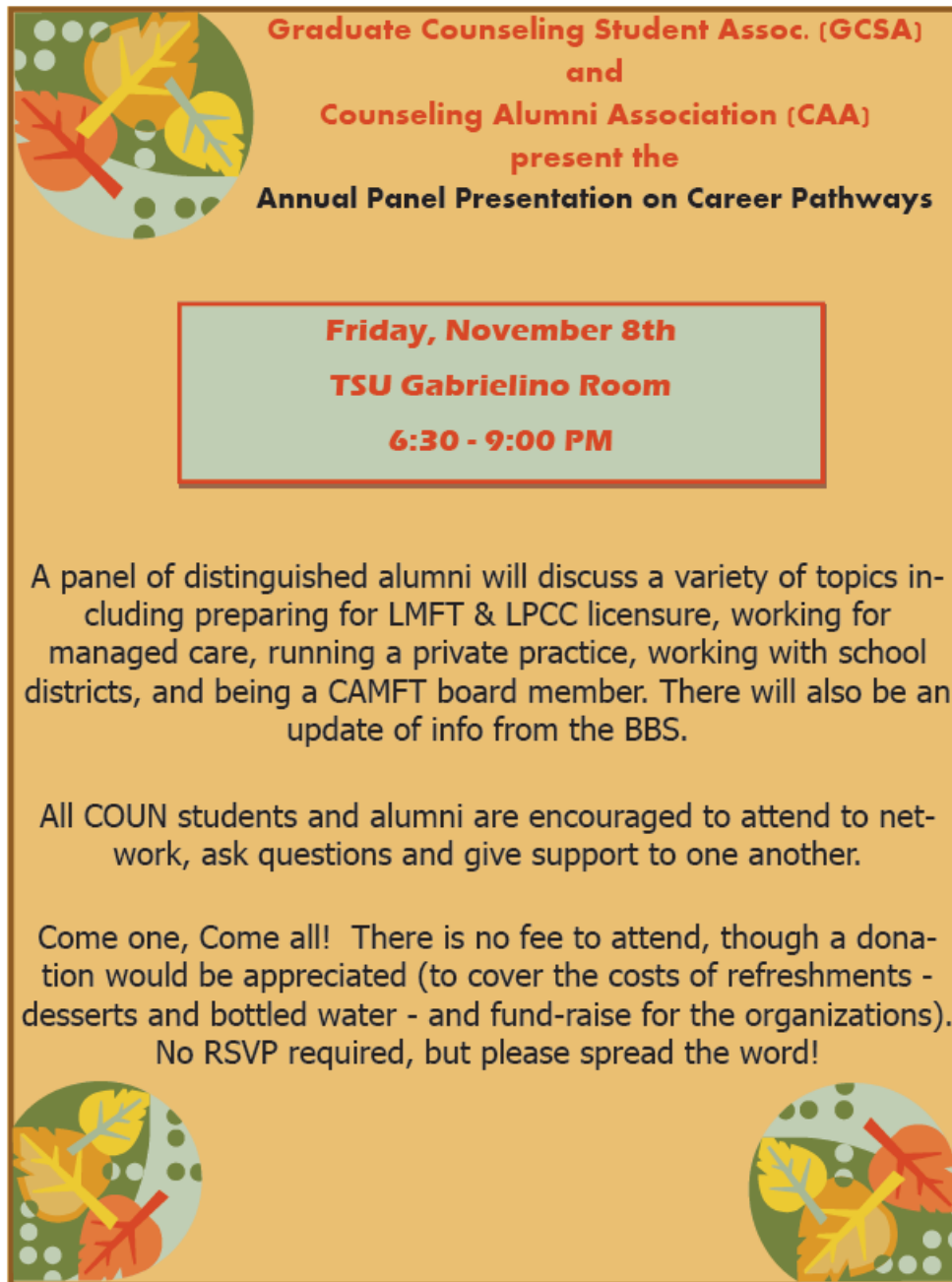
What you need to do to qualify for a free ticket to this event (normally \$18 and still a bargain at that price) is to write a brief paragraph about how attending this event will further your career as a budding MFT. Submit that to Dr. Mary Read ASAP by email ([mread@fullerton.edu](mailto:mread@fullerton.edu)), the Selection Committee will meet, and Dr. Read will notify you when/whether you have been selected for a free ticket. Then, just attend the event – it's as simple as that. Note that preference will be given to those who have not won tickets to the event in previous years, but do apply if you're interested (and can attend – if you win, you MUST attend), as we cannot gauge interest ahead of time.

This is a wonderful opportunity, so please take a moment to write an email and potentially qualify for a free ticket.

Mary M. Read, Ph.D., LMFT (lic. # MFC 25112)  
Director of Clinical Training  
Department of Counseling  
California State University, Fullerton  
EC-484  
(657) 278-2167  
[mread@fullerton.edu](mailto:mread@fullerton.edu)

In addition, the student organizations host a variety of activities each year. Last year the Graduate Student Counseling Association (GCSA) held several events, including the events on starting a private practice noted previously. Below are flyers for two examples:

Below is a flyer for a Fall 2013 event:



**Graduate Counseling Student Assoc. (GCSA)  
and  
Counseling Alumni Association (CAA)  
present the  
Annual Panel Presentation on Career Pathways**

**Friday, November 8th  
TSU Gabrielino Room  
6:30 - 9:00 PM**

A panel of distinguished alumni will discuss a variety of topics including preparing for LMFT & LPCC licensure, working for managed care, running a private practice, working with school districts, and being a CAMFT board member. There will also be an update of info from the BBS.

All COUN students and alumni are encouraged to attend to network, ask questions and give support to one another.

Come one, Come all! There is no fee to attend, though a donation would be appreciated (to cover the costs of refreshments - desserts and bottled water - and fund-raise for the organizations).  
No RSVP required, but please spread the word!

Below is a flyer for a Spring 2013 event:

# The Future of Private Practice

how the business of therapy is changing  
and what you can do to make a great living.



BE A  
**WEALTHY**  
*Therapist*  
with CASEY  
TRUFFO

Finally, You Can Make a Living  
While Making a Difference

[www.beawealthytherapist.com](http://www.beawealthytherapist.com)

Join **Casey Truffo**, author of [Be a Wealthy Therapist](#), for a lively discussion on the pros and cons of private practice - and how you can best prepare for your financial future.

Casey will give you specific details on what it takes to be a successful therapy business owner.

Plus, as a special treat, she will talk about new ways of using your therapy skills beyond private practice to increase your income and impact.

**6:00pm - 8:00pm • February 8, 2013**

**at TSU Pavilion B**

**\$3 for GCSA members, \$7 for nonmembers.**

**Includes light snacks and drinks**

**Don't miss this great event!**

Finally, when major conference is in our area, we encourage students to volunteer so that they can attend at a very low cost or for free. In 2013, we had the national Couple's Conference in Los Angeles (45 miles away) and in December 2013, the Evolution of Psychotherapy Conference in Anaheim (10 miles away). For each event, the faculty members come to a consensus about our policy for students missing classes to attend these conferences or work as volunteers. In 2013, the full time faculty decided to modify syllabi to accommodate students who wanted to attend these conferences. That message was sent to the adjunct faculty members who still had the freedom to make their own decisions. However, all adjunct faculty members decided to allow students to attend without consequence to their grade. Many faculty members may have students complete an additional assignment in lieu of attending the class.

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## KNOWLEDGE

**D. Syllabi are distributed at the beginning of each curricular experience, are available for review by all enrolled or prospective students, and include all of the following:**

1. Content areas.
2. Knowledge and skill outcomes.
3. Methods of instruction.
4. Required text(s) and/or reading(s).
5. Student performance evaluation criteria and procedures.

In order for courses to be approved through the college and university curriculum committees, most of these areas specified by CACREP must be contained in syllabi. Below is CSUF Course Outline Syllabus Checklist:

### Course Outline (Syllabus) Checklist

#### **Minimum Requirements** [UPS 300.004]

At a minimum, course outlines shall give detailed information on the following matters:

- Faculty information to include office location, telephone number(s), E-mail address, and office hours
- Course information to include course name, course number, course objective, text(s), and learning goals
- Grading standards and criteria to include a statement indicating whether or not +/- grading will be used
- Grading policy to include examinations dates, "make up" policy (if any), required materials and equipment, penalties for academic dishonesty (group/individual), and attendance policy
- Class assignments to include papers (number, length, due dates, etc.), required projects (group/individual), and calendar of topics
- Students' rights to accommodations for documented special needs either by providing the given links or using expressed statements(<http://www.fullerton.edu/disabledservices/>)
- Academic integrity statement (<http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf>)
- Actions students should take in an emergency (<http://prepare.fullerton.edu/>)

Faculty members are also recommended to specify the following:

- Extra credit options (if any). Such options shall be available to all students on an equitable basis
- Instructor classroom management procedures (if any). Instructors have the authority and discretion to set policies to foster student learning in the classroom. For example, instructors may specify expectations regarding classroom participation, entering/exiting class during the class period, student seating, the use of electronic communications devices (cell phones, pagers, etc.), laptop use, or other behaviors.

#### Optional Elements

- Prerequisites for the course
- Space for names and telephone numbers of at least two classmates
- Date and time of final exam [Class Schedule; UPS 300.005]
- Policy regarding withdrawals [UPS 300.016 and UPS 300.018]
- Policy regarding incompletes [UPS 300.017]
- Policy regarding missed instruction due to university sponsored activity [UPS 300.019]
- Reading assignments with due dates
- Computer competencies required [UPS 320.030]

Below is a syllabus for COUN 511 Pre-Practicum as a sample of what we create which contains all of the elements required. The syllabus is in purple font to distinguish it from the rest of this document. Notes on how each standard is met is written in black font and highlighted in gray in the below example.

Link on each course number below to look at all 21 syllabi for the department.

<a href="#">500</a>	<a href="#">502</a>	<a href="#">511</a>	<a href="#">518</a>	<a href="#">520</a>
<a href="#">521</a>	<a href="#">522</a>	<a href="#">523</a>	<a href="#">524</a>	<a href="#">525</a>
<a href="#">526</a>	<a href="#">527</a>	<a href="#">528</a>	<a href="#">530</a>	<a href="#">535</a>
<a href="#">538</a>	<a href="#">560</a>	<a href="#">562</a>	<a href="#">584</a>	<a href="#">590a</a>
<a href="#">590b</a>	<a href="#">597</a>			

**Counseling 511 Syllabus**  
**Pre-Practicum**  
**Mondays, 1:00pm-3:45pm, EC 205**  
**Fall 2013**

Professor: Leah Brew, Ph.D.  
Office: EC 422  
Address: Department of Counseling; CSUF; PO Box 6868; Fullerton, CA 92834-6868  
Phone: (657) 278-2708  
Fax: (657) 278-4456  
Email: [lbrew@fullerton.edu](mailto:lbrew@fullerton.edu)  
Office Hours: Mon 4pm-6pm; Tues 2pm-5pm; Wed 2pm-5pm or by appointment

**Course Description:**

This course is designed to introduce students to the basic processes of counseling. Students will learn how to build the relationship via empathic responses with the client as well as how to facilitate client self-exploration. Students will also be encouraged to become more self-aware to reduce problems with countertransference. In addition, attention will be given to crisis situations such as suicidal ideation, violence, and addiction issues.

**Course Prerequisites:**

Counseling 500 or concurrent enrollment in this course.

**Course Rationale:**

This course will prepare students for conducting initial interviews and establishing therapeutic relationships in practicum and fieldwork. Specifically, the course will introduce students to the initial phase of the counseling process, including forming a relationship with the client, facilitating client self-exploration, helping to establish client goals, and assessing for crisis (“red flag”) situations. Sensitivity to issues of diversity will be infused throughout the course.

**Learning Objectives:** (CACREP NOTE: this section includes content areas, knowledge and skills.)

The student can:

- Explain the benefits of and how basic counseling skills are utilized with a variety of counseling theories.
- Demonstrate and know when to use the following basic counseling skills: attending behavior, appropriate use of questions, immediacy, client observation, encouragement, reflection of feeling, reflection of content, reflection of meaning, reflection of discrepancy, summarization, and session management.
- Recognize counter-transference that may be interfering with client’s process, minimize counter-transference through personal work, and understand how counter-transference can be used in therapy.
- Discuss the role of values in the counseling process.
- Explain the role that culture and diversity play in the counseling process.
- Describe the role of non-verbal communication in the counseling relationship.
- Discuss the role of technology in the counseling processes.

- Apply ethical and legal principles of counseling both in one's own behavior and to hypothetical ethical/legal dilemmas.
- Accurately assess one's own level of skill development and the counselor characteristics and behaviors that influence the helping process.
- Explain how one's life experiences have influenced the decision to pursue a career in the counseling profession.
- A discussion of wellness and prevention as part of counseling goals.
- Demonstrate and introductory knowledge of the concept consultation when working with families.
- Recognize and assess crisis issues with clients and perform initial steps to mediate the crises.

### **Textbooks & Supplies:**

#### Video Recorder Requirement.

Students are expected to purchase a video recorder by the second week of class. The recorder needs to have the capability to save on to a DVD or thumb drive that can be played using Windows Media Player or Quick Time. Thumb drives are preferred.

Students will also need to purchase a secure way to transport the thumb drive or DVD from home, in the car, and into the class (or anywhere else). You will be expected to bring your session in a secure way and will lose 3 points out of 100 each time the DVD/thumb drive is not delivered securely. Options include:

Locked box

Locked briefcase or backpack

Encrypted Thumb Drive – please be aware that opening sessions from a thumb drive may create problems when moving between platforms (Mac vs. IBM). In addition, these sessions will need to be deleted, which is difficult in this format. Finally, make sure that you have sufficient memory (gigs) to hold 3 sessions for this class.

#### Textbook Requirement. (CACREP NOTE: Required textbooks are noted here)

Brew, L. & Kottler, J. (2008). *Applied Helping Skills: Transforming Lives*. Thousand Oaks, CA: Sage.

Brew, L. & Altekruise, M. (2006). *Building the relationship: Common errors in helping*.

Belmont, CA: Brooks/Cole. See Cengage website for vignettes online if you don't have a VCR.

Cut and paste the below URL:

[http://www.wadsworth.com/cgi-wadsworth/course\\_products\\_wp.pl?fid=M20b&flag=student&product\\_isbn\\_issn=9780534643898&disciplinenumber=4](http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&flag=student&product_isbn_issn=9780534643898&disciplinenumber=4)

James, Richard K. (2007). *Crisis Intervention Strategies*, 6<sup>th</sup> ed., Belmont, CA: Cengage.

From [ichapters.com](http://ichapters.com) download the following chapters:

3 - Basic Crisis Intervention Skills

6 – Posttraumatic Stress Disorder

7 – Crisis of Lethality



- 8 – Sexual Assault
- 9 – Partner Violence
- 12 – Crisis in Schools

NOTE: You may want to purchase this whole book since other faculty use it in other classes.

**Assignments and Grading:** (CACREP NOTE: Method of instruction is located in this section)

Attendance: Because of the experiential nature of this class, you are expected to attend each class and arrive on time. Frequent (more than twice during the semester) late attendance will result in ½ an absence each. Two absences will result in a 3 point deduction, the third and fourth absence will result in an additional 5 point deduction each (i.e. four absences results in a 13 point reduction out of a total of 100 points in the class) and five or more absences will result in a failing grade. Classes will begin on time each day. For this fall 2012 semester, attendance is particularly salient since we will already be missing 2 weeks due to holidays.

Participation: Each student will be expected to participate in discussions and in the experiential activities (mostly role plays). In addition, willingness to accept supervision is expected. Those students who do not participate in class or have difficulty accepting supervision will have their grade reduced appropriately and may be asked to repeat the class (up to 10 points)

Reflecting Exercise Paper (10 points)

This assignment will help students practice skills of empathy and understanding the benefits that providing empathy can have for deepening a conversation and strengthening relationships.

Session 1: Basic Reflecting Skills (satisfactory/unsatisfactory)

This assignment helps students to understand their tendencies that might be counterproductive in helping.

Session 2: Basic Counseling Skills (35 points)

This assignment allows students to practice the skills of reflecting, silence, and non-verbal behaviors in order to release existing habits in helping.

Session 3: Intermediate Counseling Skills (35 points)

This assignment allows students to use a variety of responses to balance relationship-building skills with other skills of helping.

Final Exam (10 short answer questions) (20 points)

The final exam evaluates students' ability to respond to clients effectively, to understand the types of responses and their effectiveness, and to enhance self-awareness to identify important characteristics of helping.

**Grading Criteria** (see rubric at the end of syllabus for precise descriptions)

(CACREP NOTE: General grading criteria is listed here)

The difference between a grade of B and A is really best summarized in the question: Did you do what would be expected of a graduate student (B), or did you go beyond the call of duty (A)?

The following criteria are used to evaluate your work:

- How carefully the directions were followed on assignments
- How you performed on the tape (your actual responses)
- Did you cue the tape (VHS) or provide the start time (DVD)
- The thoroughness and insightfulness of explanation on the BRs on your tape.
- Evidence of knowing when a statement is better in BR section of paper
- Thoroughness and insightfulness of your strengths and weaknesses including counter transference issue.

Translation of letter grade to 100 point system to grade point average:

A+	= 97-100	= 4.0.
A	= 93-96	= 4.0.
A-	= 90-92	= 3.7.
B+	= 87-89	= 3.3.
B	= 83-86	= 3.0.
B-	= 80-82	= 2.7.
C+	= 77-79	= 2.3.
C	= 73-76	= 2.0.
C-	= 70-72	= 1.7.

**Professional Behavior:**

Behavior that persistently or significantly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Please turn off all *cell phones, PDA, & pagers!!*

**Assignment Make Up Policy:**

Students who are unable to complete assignments on time are responsible for contacting the instructor within one week of the due date to reschedule when the assignment is due.

Assignments will be rescheduled only in extreme circumstances (e.g., medical reasons, etc.).

Assignments turned in within the week will lose 3 out of 100 points, regardless of reason.

Assignments turned in one week late or without prior agreement with the instructor will *automatically be dropped a letter grade*. No assignments will be accepted more than 10 days late. NOTE: Late is defined as after 3:30pm on the due date.

**Academic Dishonesty:**

Academic dishonesty and plagiarism are not tolerated in our program. Students should understand that (a) faculty will routinely be using turn-it-in; (b) all acts of plagiarism/cheating will be reported to Student Conduct and the university will have its own record of the student's conduct; and (c) cheating/plagiarism will likely result in an F on the assignment or in the course which will effectively end the student's academic career. Students should also be aware that since Turn It In is an on-line resource, confidentiality cannot be guaranteed in the case of unknown hacking. However, the contents of your paper are never shared through this resource. University policy recommends that students will receive an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; an F on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; and an F in the course where the dishonesty was premeditated or planned. Students should consult the CSUF Catalog for university regulations regarding the challenging of an instructor's response to academic dishonesty. <http://www.fullerton.edu/deanofstudents/Judicial/pdfs/UPS300-021.pdf>

You, as a student, are responsible for knowing the definition of plagiarism according to above university guidelines and according to the most recent version of the APA manual. Below are some examples, although this is *not* a comprehensive list:

- Copying a sentence (or more) or a portion of a sentence without using quotes.

- Neglecting to provide an in-text citation with corresponding page/paragraph number for quotes and a reference page for the paper.
- Using a reference without providing an in-text citation and referencing at the end of your paper, even if you use your own words. This would include websites, books, book chapters, magazine or newspaper articles, TV, movies, YouTube, blogs, well-known quotes, or any other source not from created by you.
- Pulling exact language from a paper you previously submitted for another assignment in any class (i.e. plagiarizing yourself). You must do original work for each and every paper.
- Including research/analysis/viewpoints/insights of others to complete a paper where the goal of the paper is to determine your ability to analyze the material. For example, on a movie review analysis, do not look on-line for reviews of the movie to help you analyze the movie.

Finally, whether or not your instructor asks you to submit papers on turnitin.com, the instructor is likely to use this resource to alleviate plagiarism in our department. Ignorance is not an excuse.

### Special Needs Statement:

Please inform the instructor during the first class about any disability or special needs that you have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to the California State University Policy, students with disabilities need to document their disabilities at the Disability Support Services Office.

### Minority Recruitment Policy

California State University, Fullerton College of Health and Human Development does not discriminate on the basis of disability, age, gender, race, creed, ethnic origin, religion, sexual or gender orientation, or social class in the recruitment and admission of students, the recruitment and employment of faculty and staff, or the operation of any of its programs and activities, as specified by federal laws and regulations.

**Flexible Calendar:** (CACREP NOTE: Required reading is here (texts are listed in textbook section))

8/26	Syllabus; Informed Consent; Determine small groups
9/2	<i>No Class: Labor Day</i>
9/9	Introductions; The Process Revealed (Chapter 1) – introduction to helping; Skills for Building a Collaborative Relationship (Ch. 4) – Non-verbals and a discussion of wellness and prevention as part of basic skills.
9/16	Clients in Need; Culture and Ethics (Ch. 2) – exploring ethical issues such as confidentiality and boundaries

	with clients as well as the impact of cultural differences between counselor and client.
9/23	Exploration Skills (Ch. 6) – Empathy & the types of responses; Building the Relationship Video (complete Introduction and Chpts 1-12 by today); Discuss Reflection Exercise Assignment. <i>Session 1 Due</i>
9/30	Process Session 1 – Demonstrate common errors of beginners in role plays; Building the Relationship (be completed through chapter 18 by this date)
10/7	Modes of Helping (Ch. 3) – Technically eclectic but theoretically sound; Building the Relationship (complete all of this video/workbook by this date).
10/14	Promoting Understanding and Insight (Ch. 7) – Insight defined according to theory. <i>Reflection Exercise Paper Due</i>
10/21	Facilitating Action (Ch. 8) – Techniques that are non-insight focused; How to Ask Good Questions – Open, Closed, Why, and How does that make you feel? <i>Session 2 Due</i>
10/28	Process Session 2 – Demonstrate their errors in role play which are usually nuances in how to phrase empathic responses
11/4	Skills for Assessment and Diagnosis (Ch. 5) – MSE and strengths and limitations of DSM
11/11	<i>No Class: Veteran's Day</i>
11/18	Family and Groups (Chs. 10 & 11) – Skills for working with multiple clients
11/25	<i>No Class: Fall Break</i>
12/2	Maintaining Progress & Where to Go Next? (Ch. 9 & 12). <i>Session 3 Due</i>

12/9	Crisis Issues (James – Chapters 3, 6, 7, 8, 9, 12) – Identifying, assessing, and reducing risks. Process Session 3. Discuss Final (use workbook, class notes, and your feedback from tapes)
12/16	<i>Final Exam (10 short answer questions) – ask me about the time (2pm?)</i>

### Written Assignment with DVDs

**(CACREP NOTE: Notice rubrics for grading begins here)**

A. For each DVD, conduct a 25-30 minute session with your partner. Using your BEST 8 consecutive exchanges, transcribe as follows:

1. CL: the client’s first few words...last few words

CO: Write down *exactly* what *you* say. However, this is not for minimal encouragers such as “umhm” or “right” although that may be part of what you said.

BR: (better response) If you think you could have responded better, write exactly what you would have said here in “quotes”. Better responses are not necessarily more articulate, rather they include client feelings, depth, or more meaning to what you originally said. –OR- Include why you think your original response was good or why you think the BR is better in parentheses. Silence is an appropriate better response when you should have listened instead of talked.

CL: the first few words in response to what you said....last few words

CO: Write down exactly what you said again...

BR: Same as above.

3. Continue this pattern until you complete 8 exchanges. I will not look beyond the first 8.

B. For your entire session complete tally the number of each of the following you exhibited:

Feeling Reflections

Content Reflections

Reflections of Discrepancy/Confrontations

Questions

Supportive Statements (as defined in class)

Directing Behavior

Self Disclosure

Silences (more than 8 seconds long)

Small Talk

C. At the end of each paper, write your strengths and weaknesses and any commentary evidencing self-awareness. This is an important part of the grading!

You will be turning in a DVD of your session in class and emailing the transcription directly to [lbrew@fullerton.edu](mailto:lbrew@fullerton.edu) on the due date.

### **Rubrics for Grading**

DVD's

Session 1: This is a baseline to see what you do naturally. There are no rules to your skills, only in how you follow instructions for completing the paper-portion of the assignment. No grade will be applied to your actual final grade. If you receive an unsatisfactory grade (because you don't follow directions), you will need to redo it before Session 2 is due. Do NOT look at grading criteria described below for this session. *For this session only (session 1), you can write only 6 consecutive exchanges.*

Session 2: You are to only reflect feelings, content, discrepancies, and use appropriate silence. You are not allowed to ask question or do any other type of response. You must transcribe 8 consecutive exchanges and no more.

Session 3: You may be allowed to use other types of responses if you did well on Session 2, and I encourage you to continue to have more feeling reflections than any other type of response on this session. You must complete 8 consecutive exchanges and no more.

For ALL DVDs:

You must tell me *on your paper* at what time to cue it up the portion you will be using (use the counter on your equipment or actual time). I must be able to play it either on Windows Media Player or Quick Time. Please note this time to cue on your emailed paper, not on the DVD itself. Email me your transcriptions, and I'll email them back to you using "track changes" in Word. You'll get your DVDs back the next week.

Grading Criteria for # 2 and #3 DVDs

For all DVDs: *Students are also expected to bring session recordings in a secure way (mentioned above); any recordings delivered to class in an insecure way will result in a 3 point deduction for that tape.*

In order to earn an A:

You must have at least 4 accurate, direct, and present feeling reflections, process comments, or good silence for session number 2, and at least 6 for session 3. The 3<sup>rd</sup> DVD must have at least 2 deep reflections or pregnant silences.

You must have better responses (usually feeling reflections) for all responses that are not accurate, direct and present feeling reflections with explanations as to what was wrong with your response and how the new response is better.

You must evidence an awareness that matches your BRs and your tallied responses in part C.

You only gave silence, reflections of feeling, content and discrepancies, or process comments (and very few discrepancies) on the 2nd session, and on the 3rd session, other types of responses were better than reflections, if used.

You followed all the directions correctly and turned everything in on-time (no exceptions).

In order to earn a B:

You must have at least 2 accurate, direct, and present feeling reflections for session 2, and at least 4 for session 3.

You must have better responses (usually feeling reflections) for most responses, but some may not be accurate, direct and present feeling reflections or may not have explanations as to what was wrong with your response and/or how the new response is better.

You must evidence an awareness that matches your BRs and your tallied responses in part C. Often B-range papers do not have enough explanation or Part C does not match parts A and/or part B.

Usually, the difference between A and B papers includes the number of accurate empathic responses and better self-awareness. A papers have more thorough explanations and follow directions perfectly. Grades of A- and B+ are usually variations between the above expectations. Grades of B- usually evidences an inability to reflect enough feelings, and C+ or lower evidences an inability to abstain from asking too many questions and/or giving advice, does not understand how to correct responses, or does not follow directions correctly.

Basic Reflecting Skills Paper

Once you learn how to accurately reflect empathy, begin practicing this technique on friends, family members and strangers. Each time you find an opportunity, reflect at least content, and especially feelings. Eventually, something interesting is bound to happen. Once something profound happens, using double spaced, one inch margins, Times New Roman font, 12-point font, page numbers, etc., write your experience. Briefly include the circumstances (at a store, at home, on the phone, the set up prior to the conversation), the person with whom this occurred (a stranger, a friend, a child, a partner, etc.), and a general description of the process. You can include the content of the conversation if you feel it's appropriate. If there was a particular response you gave that facilitated the discussion, please tell me exactly what you said. Most importantly, discuss the profundity of the conversation and what you learned.

Grading Criteria for Reflection Paper

An "A" range grade usually evidences that the student was, in fact, providing several accurate, direct, and present empathic feeling reflections. The student will demonstrate an awareness of how this experience was different than previous experiences.

A "B" range grade usually is given because either the student did not evidence accurate empathy, or was unable to understand fully the advantages to this type of communication. Often, "B" papers evidence content, rather than feeling reflections, or feeling reflections that are past tense, indirect, or are inaccurate.

A "C" range grade is given to students who ask questions or give advice rather than listen and reflect content or feelings.

## Emergency Procedures Notice to Students

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. In the event of an emergency please adhere to the following guidelines.

Before an emergency occurs-

Know the safe evacuation routes for your specific building and floor.

Know the evacuation assembly areas for your building.

When an emergency occurs-

Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.

Evacuation is not always the safest course of action. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.

Do not leave the area, remember that faculty and other staff members need to be able to account for your whereabouts.

Do not re-enter building until informed it is safe by a building marshal or other campus authority.

If directed to evacuate the campus please follow the evacuation routes established by either parking or police officers.

After an emergency occurs-

If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.

Students can determine the University's operational status by checking the University's web site at <http://www.fullerton.edu>, calling the University's hotline number at 657-278-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.

### EMERGENCY CALLS

DIAL 9-1-1

All campus phones and cell phones on campus reach the University Police Department.

Non-emergency line: (657) 278-2515.

24-hour recorded emergency information line:

(657) 278-0911 or call (657) 278-4444



(CACREP NOTE: Methods of Instruction are also here in this informed consent. One copy is for the student and the other copy is for the faculty member.)

**Student Informed Consent**  
**Student's Copy**

During the course of the semester, you will be meeting with your fellow students in mock sessions. As you role play the client, you can choose to be yourself or someone else without telling the person in the counselor role. You may share as much or as little information as you feel comfortable except for those situations that may require help in a professional therapeutic setting. If you find the session is going deeper than is appropriate or where you feel uncomfortable, it is your responsibility to tell the “counselor” that you do not feel comfortable continuing on the topic in this way. In your role as the counselor, you must respect the boundaries of your “clients” accepting their request not to continue when they are uncomfortable because of the nature of your dual relationship as a fellow student and therapist/client.

Please keep in mind that in this class your most significant achievement is to further your personal growth and an understanding of your role as professional helper. Identifying and exploring those interpersonal issues, which may hinder or encourage your development as future mental health professionals should become an important part of your agenda throughout your training in this program, particularly, in this course. Your understanding of professional ethics, your openness and ability to receive as well as to provide constructive feedback are crucial for your success in this class and in your career.

Guidelines regarding level of participation, limits of confidentiality, issues regarding self-disclosure during the simulated interviews, and other relevant ethical issues will be discussed on the first day of this class. It is important to note that in order to provide a safe learning experience, breaches of confidentiality may result in strong disciplinary action according to university guidelines. I would like to hear from you regarding any concern or issues that may arise as a result of your active participation in the simulated counseling exercises. Your struggles toward personal growth will not be held against you or in any way jeopardize your grade in this class. However, any reckless activity on your part that may jeopardize the safety and privacy of your fellow students, will not be tolerated.

You should know that there are some exceptions where I may not be able to maintain confidentiality. I am a mandated reporter, which means that if you reveal information about the abuse of a child, an elderly person, or a person with a disability, confidentiality may have to be broken. If you reveal that you will harm yourself or someone else, I am mandated to break confidentiality to keep you and others safe. Finally, if you reveal having a sexual relationship with an existing or former therapist, I will be obligated to report this relationship to the appropriate licensure board. Please keep these limitations in mind as you make decisions about what to reveal in papers or in class discussions and activities.

Given that a major segment of the class will be devoted to mock counseling sessions with your cohort, it is of the utmost importance for you to maintain confidentiality regarding these encounters and what you learn about your fellow students in the course of this semester. Any conflict that may arise from a breach of confidentiality should be brought to the instructor's attention immediately in order to be resolved through appropriate measures. On the same note, keep in mind that these are mock or simulated sessions and are not to be considered as true therapy sessions. This means that you need to keep the issues that require professional attention for such settings and not utilize the in-class sessions to address such issues (e.g. past abuse, current domestic violence, current substance abuse issues, etc.). Should you have any of these or other unforeseen issues arise during this course, please contact the CSUF Counseling Center for appropriate referrals.

I \_\_\_\_\_ have read and understand the above mentioned terms and conditions as reviewed in class, and agree to maintain confidentiality regarding the simulated counseling sessions or cases that may be discussed by the instructor. I fully understand that breach of confidentiality will result in disciplinary action according to university guidelines. I also understand that I can choose to talk about my own issues or role play the issues of another person without telling the person in the counselor role. I understand that I am responsible for setting my own boundaries. I agree to respect the boundaries of other students during these mock sessions. Finally, I understand that my professor is a mandated reporter and my professor may need to break confidentiality only under the conditions listed above.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Student Informed Consent Instructor's Copy**

During the course of the semester, you will be meeting with your fellow students in mock sessions. As you role play the client, you can choose to be yourself or someone else without telling the person in the counselor role. You may share as much or as little information as you feel comfortable except for those situations that may require help in a professional therapeutic setting. If you find the session is going deeper than is appropriate or where you feel uncomfortable, it is your responsibility to tell the “counselor” that you do not feel comfortable continuing on the topic in this way. In your role as the counselor, you must respect the boundaries of your “clients” accepting their request not to continue when they are uncomfortable because of the nature of your dual relationship as a fellow student and therapist/client.

Please keep in mind that in this class your most significant achievement is to further your personal growth and an understanding of your role as professional helper. Identifying and exploring those interpersonal issues, which may hinder or encourage your development as future mental health professionals should become an important part of your agenda throughout your training in this program, particularly, in this course. Your understanding of professional ethics, your openness and ability to receive as well as to provide constructive feedback are crucial for your success in this class and in your career.

Guidelines regarding level of participation, limits of confidentiality, issues regarding self-disclosure during the simulated interviews, and other relevant ethical issues will be discussed on the first day of this class. It is important to note that in order to provide a safe learning experience, breaches of confidentiality may result in strong disciplinary action according to university guidelines. I would like to hear from you regarding any concern or issues that may arise as a result of your active participation in the simulated counseling exercises. Your struggles toward personal growth will not be held against you or in any way jeopardize your grade in this class. However, any reckless activity on your part that may jeopardize the safety and privacy of your fellow students, will not be tolerated.

You should know that there are some exceptions where I may not be able to maintain confidentiality. I am a mandated reporter, which means that if you reveal information about the abuse of a child, an elderly person, or a person with a disability, confidentiality may have to be broken. If you reveal that you will harm yourself or someone else, I am mandated to break confidentiality to keep you and others safe. Finally, if you reveal having a sexual relationship with an existing or former therapist, I will be obligated to report this relationship to the appropriate licensure board. Please keep these limitations in mind as you make decisions about what to reveal in papers or in class discussions and activities.

Given that a major segment of the class will be devoted to mock counseling sessions with your cohort, it is of the utmost importance for you to maintain confidentiality regarding these encounters and what you learn about your fellow students in the course of this semester. Any conflict that may arise from a breach of confidentiality should be brought to the instructor's attention immediately in order to be resolved through appropriate measures. On the same note, keep in mind that these are mock or simulated sessions and are not to be considered as true therapy sessions. This means that you need to keep the issues that require professional attention for such settings and not utilize the in-class sessions to address such issues (e.g. past abuse, current domestic violence, current substance abuse issues, etc.). Should you have any of these or other unforeseen issues arise during this course, please contact the CSUF Counseling Center for appropriate referrals.

I \_\_\_\_\_ have read and understand the above mentioned terms and conditions as reviewed in class, and agree to maintain confidentiality regarding the simulated counseling sessions or cases that may be discussed by the instructor. I fully understand that breach of confidentiality will result in disciplinary action according to university guidelines. I also understand that I can choose to talk about

my own issues or role play the issues of another person without telling the person in the counselor role. I understand that I am responsible for setting my own boundaries. I agree to respect the boundaries of other students during these mock sessions. Finally, I understand that my professor is a mandated reporter and my professor may need to break confidentiality only under the conditions listed above.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**E. Evidence exists of the use and infusion of current counseling-related research in teaching practice among program faculty and students.**

In some classes, the research is completed by the student as part of an assignment. In other classes, evidence-based practice is part of the content of the course. Below is a chart demonstrating how each of the courses integrates some form of current counseling research. To view the evidence, you can link on to the course number to see syllabus.

<b>COURSES</b>	<b>Abbreviated Title</b>	<b>Evidence of Counseling-Related Research</b>
<a href="#">500</a>	Introduction to Counseling	Students research a diagnostic entity that may present itself in counseling and conduct a thorough literature review; they also conduct a qualitative study interviewing counselors in the field
<a href="#">502</a>	Career	Students have to conduct research on their written assignments and on their presentations.
<a href="#">511</a>	Pre-Practicum	This course primarily focuses on the use of empathic statements. The textbook and lectures discuss the research that supports that the relationship seems to contribute to client success, and the way to establish/maintain a strong therapeutic relationship is through the use of empathy
<a href="#">518</a>	Lifespan Development	Current research on issues of aging is especially integrated in this course. A new area of research that has been integrated into this course includes attachment styles and brain development.
<a href="#">520</a>	Individual Theories	Students learn several evidence-based theories of practice and obtain current research from the book chapters about all theories
<a href="#">522</a>	DSM	Current research on the treatment of different disorders is part of the lecture in this course
<a href="#">523</a>	Culture	Instructor conducts research on intercultural parenting and infuses discussion of that research when talking about race and ethnicity
<a href="#">527</a>	Family Systems Theories	Students learn several evidence-based theories of practice and obtain current research from the book chapters about these theories related to working with families. Students also gain current research about types of family and systems theories by doing their own research (primarily PsycInfo) related to their genogram assignment and presentations.
<a href="#">524</a>	Child & Adolescent Therapy	Students learn about using child-centered play therapy, which is well-researched. In addition, they have an optional paper to compare research on

		other theories.
<a href="#">526</a>	Law & Ethics	The professors who teach this class conduct research in this area and introduce the results in the class. The most recent was on the millennial generation and their use of Facebook.
<a href="#">528</a>	Group	The textbook includes the most up-to-date research on group therapy.
<a href="#">530</a>	Beginning Practicum	Students research particular issues as they emerge with clients and discuss this information in class
<a href="#">535</a>	Addictions	Students learn Motivational Interviewing as a well-researched, evidence-based method for working with clients who have addictions
<a href="#">584</a>	Advanced Practicum	Students research particular issues as they emerge with clients and discuss this information in class
<a href="#">521</a>	Research	Students research up to 20 articles on a topic of their choice to create a literature review
<a href="#">562</a>	Couples	Students learn several evidence-based theories of practice and obtain current research from the book chapters about all theories related to working with individuals
<a href="#">560</a>	Appraisal	Students learn about how to research the efficacy of certain instruments with a variety of populations
<a href="#">590a</a>	Advanced Techniques	Each week, students learn about a different topic not already part of the curriculum that is evidence-based.
<a href="#">538</a>	Crisis & Trauma	Current research is used for the content of this course in understanding crisis intervention and treatment for trauma
<a href="#">525</a>	Psychopharmacology	Each year, the instructor of this course obtains the latest research on this ever-changing field and integrates the information into the lectures.
<a href="#">597</a>	Final Project	This is a qualitative research process where students update their research from 521, conduct their own qualitative interviews with therapists, and analyze the results of those interviews into a meaningful writing project similar to a mini-dissertation.

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**F. Evidence exists of the use and infusion of technology in program delivery and technology's impact on the counseling profession.**

CSUF has invested in technology in a variety of ways. In fact, in our recent accreditation process by WASC, technology was included as one of the strengths of the university. Note the third bullet point in this report by the WASC steering committee.

**They Came, They Saw, They Recommended:  
What the WASC Visiting Team Said**

*WASC Steering Committee*

Since 2007, Cal State Fullerton has been undergoing the process of reaffirmation of accreditation by the Western Association of Schools and Colleges (WASC). Re-accreditation provides an opportunity for the campus community to examine ourselves and make adjustments to improve institutional quality. Based on campus input, the WASC Steering Committee (composed of CSUF campus members) identified three campus themes on which to focus improvement efforts: Campus-Wide Planning, Student Learning and Its Assessment, and Promoting Student Engagement and Success. On a pragmatic level, accreditation by WASC is necessary for our students to be eligible for financial aid, for CSUF to be eligible for federal grants, for CSUF credits to be transferable, and for CSUF degrees to be recognized.

The re-affirmation process includes three phases, and we are currently completing the second phase: Capacity and Preparatory Review (CPR). The CPR report was submitted in December 2009, and a six-member team visited the campus March 10-12 to evaluate whether CSUF functions with clear purposes, high levels of institutional integrity and fiscal stability, and whether or not there are appropriate organizational structures to fulfill its purposes. While on campus, the Visiting Team held open forums with various constituency groups (students, faculty, staff); interviewed specific standing committees, task forces, and campus leaders; reviewed financial documents, other institutional data, curriculum materials, and student projects; and toured the main campus as well as the Irvine campus. Campus members were also encouraged to provide confidential comments to an independent email account accessed only by members of the Visiting Team.

The draft report of the Visiting Team has been received, and Steering Committee members have communicated what they consider to be "errors of fact" to the team chair. In this article, we provide an overview of the commendations and recommendations/findings reported in the draft report. The commendations and recommendations mirror those presented by the Visiting Team chair in the Team's closing remarks on March 12.

**Commendations**

**The Visiting Team praised eight aspects of campus functioning:**

- The commitment of faculty and staff to students is very strong;
- People enjoy working at CSUF and students like being here, providing evidence of an outstanding sense of community;
- CSUF is very progressive in its use of technology and library services;
- We have excellent collaboration across divisions, colleges, and departments;
- There is a strong, emerging curricular and co-curricular assessment program;

## **Technology for Delivering Instruction**

### Technology for the Faculty

Each faculty member has the technology they need in their offices; this includes computers in each office with the types of upgrades each faculty member needs. Some faculty members have larger screens, some have additional software to conduct research, and others choose to work on the Apple platform. In addition, each faculty member has a laptop that can link directly to their office desktop. Furthermore, each faculty member has an iPad so that meeting agendas can be electronically disseminated and so that faculty members can use them in the classroom. The laptops and iPads allow faculty members to work from home or when away on business in order to continue ongoing projects and especially to be available to students.

### Technology in the Classroom

The classroom technology is equally impressive. Each classroom has a projector, large screen, and a technology cabinet which houses a computer, DVD/VCR player, and attachments to connect laptops, iPads, or thumb drives. Some rooms on campus are housed with “smart boards” where the instructor can make notes on the projected image from the computer. When the visiting team arrives, we are eager to demonstrate campus technology. Students often use these technologies for presentations.

### Student Portal

Students are provided with a name and password to log into the campus system. The department or individual faculty members can send emails using the portal to all students in the program, a subgroup of students, an entire class, or individual students. The Department relays messages via the portal by both emailing all students and posting portal messages. In addition, students are provided resources through the portal. Students can access library resources, order books, and conduct research through their portal. Students have access to a variety of apps such as Google Docs. They can register online, download an electronic transcript, and get involved in student organizations with documentation (certificates) that they can print to add to their resumes. Finally, they can access their classes on Titanium.

Here is an example of a student’s portal. Notice the different apps mentioned above. In addition, you can see at the bottom a place where students receive messages from the university or from the department. In the below example, you can see three messages from the department for an upcoming event on preparing for graduation, a volunteer opportunity for students, and a message about registration for the spring 2014 semester.



The screenshot displays the CSUF Portal homepage. At the top, there are navigation links for "CSUF PORTAL" and "GET INVOLVED", along with options to "Go to old portal" or "Set default portal", and a "Give Feedback" link. The main area is a grid of 32 icons representing various services:

- TITANIum Faculty
- Email Employee
- Employee Training Center
- Titan Apps Employee
- Web Meetings
- Academic Advising Student
- Scholarships
- Online IT Help
- Titan Online
- Student Email
- TITANIum
- Library
- Student Training
- Get Involved
- My Calendar
- Titan Apps
- My Courses
- TitanCard Deposit
- Housing Application
- Parking Services
- Career Center
- lynda.com Online Training
- Digital Printing Services
- WebCams
- Computer Labs Availability
- Parking Structure Availability

At the bottom of the icon grid, there are links for "Icons | Text", a "Show Less" button, and a settings gear icon. Below the grid is a "University Messages (17)" section with sub-sections for "Academic Messages (3)" and "Campus Events".

**University Messages (17)**

- Annual Panel Presentation on Career Pathways COUN 1 days ago
- Teach For America: Next Application Deadline 10/25/13 COUN 9 days ago
- SPRING 2014 CLASS SCHEDULE COUN 12 days ago

**Academic Messages (3)**

**Campus Events**

- TSU Annual Student Art show (9/30/2013 - 11/1/2013)
- Fall Food Drive Happening Now (10/3/2013 - 11/15/2013)
- Halloween at the Titan Bowl! (10/8/2013 - 10/31/2013)
- AARC Educational Success Workshops

### Titanium

Titanium is the name given by the campus for a Moodle system. The culture of the department (and probably the campus) has been increasingly to use electronic methods to deliver handouts and instruction on the computer. Faculty members use this software to varying degrees. At the very least, all faculty members have their syllabi uploaded so that students can download them rather than the instructor bringing in copies. At the most extensive level, the COUN 538 Crisis Intervention and Trauma Treatment is hybrid. For two-thirds of the class, the work they do is through Titanium, their readings, and other online resources. They meet on two Saturdays for the other third of the class. Within Titanium is the ability for students to upload papers to Turn It In.com, which some instructors require. Below is an example where the instructor uses Titanium for syllabi, handouts, and turning in papers. Notice the syllabus at the top, resources on the right panel, and that the main panel is organized by week with corresponding handouts and a place to upload assignments.

### Additional Student Resources

One new resource for 2013 is that the university provide Microsoft Office package free of charge to all students.

### Technology as Part of Course Content

The topic of technology as part of the counseling profession is infused in several courses throughout the curriculum. For instance, the use of technology is discussed as a method for assessing interests or skills, or for some assessments of personality in both the Career course and in the Assessment course. In the Lifespan Development and Culture courses, technology is discussed from a generational perspective where the millennial generation of individuals are digital natives and previous generations are digital immigrants, and these varying skill levels must be taken into consideration when technology is part of the counseling process. In both sections of practicum, students use technology often to maintain case notes or to file insurance or Medi-Cal claims. In Pre-Practicum, Practicum, and Advanced Practicum, students are asked to record sessions and bring the sessions to class on DVDs or flash drives in a confidential way (with locks, in lock boxes, or using encrypted drives); this information is explicit on the course syllabi and is discussed the first day of classes.

Link to the syllabi for each of these courses discussed here:

[502](#), See objective 4 and weeks 3 & 4 which include the use of assessment instruments

[560](#), Some of the assessment instruments listed use technology and limitations are integrated into the discussion

[518](#), The Newman & Newman text integrates some discussion of technology based upon age.

[523](#), Technology is discussed as a cultural issue when discussing the culture of social networking (early in the semester) versus working with elderly clients (age and ability week)

[511](#), Safe transport of video sessions is discussed on the syllabus

[530](#), Safe transport of video sessions is discussed on the syllabus

[584](#), Safe transport of video sessions is discussed on the syllabus

[526](#), Technology is discussed with limits of confidentiality and as a newer trend (see weekly schedule for these topics).

The most extensive conversation about technology in counseling is held in the COUN 526 Legal & Ethical Issues in Counseling. Technology is discussed with assessment in terms of being culturally sensitive to clients who may not feel comfortable using a computer to be assessed. Advertising is another area where technology is discussed and the need to maintain boundaries when using social media to make reach out to the community. The topic of confidentiality is the primary area where technology is deeply discussed. We talk about the problems with maintaining Facebook pages and how boundaries are difficult to maintain, even with the highest privacy settings. We discuss the limits of keeping records electronically where someone could hack into a computer that is connected to the internet. Students become aware of the limits of confidentiality when using a cordless phone (as signals get crossed sometimes) and cellular phones. Students are advised to maintain complicated passwords on any phones or computers that have client information in them. Communicating with clients via the Internet and HIPAA compliance are discussed, both in simply using email to manage appointments and in using technology like Face time or Skype, which are not encrypted. Related to the use of technology as the mode of counseling, students are encouraged to explore the difficulty with differences in state law and conducting therapy across state lines, especially when the therapist is not licensed in both states, when the therapist cannot know for sure the location of the client, or for handle crises such as suicidal risks.

The issue of integrating technology more thoroughly into the ethics course came up in 2011 when a subgroup of faculty members who teach ethics were interested in how our students were using Facebook in the program, and what it would mean when they start seeing clients. We explored the influence of students being from the millennial generation and whether that would increase the risk of using fewer privacy settings (no relationship was found among our students despite the literature indicating otherwise). (You can link here to read the article: [Millennial Counselors and the Ethical Use of Facebook](#).) After working on the article, all faculty members who teach the course have integrated technology into our lectures.

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**G. Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.**

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:

COUN 500 Introduction to the Profession provides an overview of the field and contains most of the elements for this section. In addition, COUN 526 Legal & Ethical Issues in Counseling discusses the law and ethics portion.

a. history and philosophy of the counseling profession;

This history of the counseling profession is reviewed in COUN 500 Introduction to the Profession and also in COUN 502 Career Development. The below section all comes from COUN 500:

The relevant objectives are:

- Understand the foundations of counseling as a profession, including its' history, philosophy, relationship to other professions, and unique identity

The relevant assignments are:

- Interviews – students are asked to interview therapists in the field. In CA, there aren't any pure counselors yet, so they interview marriage and family therapists. However, many of these therapists were trained with a counseling perspective and often do not work from a systemic frame of reference. Students learn about the profession from these interviews as well as day-to-day experiences.
- Students are required to complete “after chapter” exercises that specifically ask them to discuss these issues and compare mental health professions.

The relevant class discussions and reading assignments are:

- The primary text includes chapters on the history of the profession, as well as the philosophy of counseling as distinct from other professions.
- Class time is spent talking about these issues, both in the large class and small group activities.

b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;

Information from this section is pulled from COUN 500 Introduction to the Profession.

The relevant objectives are:

- Compare and contrast the different specialties and contexts in which counseling takes place including clinical mental health counseling, marriage and family counseling, community agency counseling, counseling in schools, etc.
- Investigate the realities of counseling practice in the field through systematic interviews with counselors representing different settings and specialties

The relevant assignments are:

- Interviews - One of the first assignments in COUN 500 is to conduct interviews with a number of counselors in the field. Students are required to explore the roles, functions, and responsibilities of each practitioner, as well as to learn ways that counselors work collaboratively with other mental health and health professionals. They write an extensive paper based on this qualitative research study. Many students report this assignment was one of the most valuable experiences they had in our program. It helped them to network with other professionals, learn about the realities of the profession, and in some cases, even locate practica sites and future jobs. This assignment is also repeated in Group Counseling (COUN 528) when they interview another set of counselors about their experiences, roles, and functions leading groups.

The relevant class discussions and reading assignments are:

- Week 5 readings focus on specialization and settings

c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;

This material is covered in various courses, including COUN 500 Introduction to the Profession and [COUN 538 Crisis Intervention and Trauma Treatment](#). The description below is for COUN 500 and 538 (see Appendix # for syllabi):

The relevant objectives are:

- Knowledge of emergency management systems in community mental health agencies (COUN 538)

The relevant assignments are:

- Interviews – in Coun 500 as part of their investigations and interviews students learn about issues related to trauma and disasters (COUN 500)
- Writing sample: A story that changed my life - Students explore their own experiences with trauma in their lives, whether the result of

abuse, neglect, bullying, or marginalization. Because so many of our students are immigrants and first generation university students, as well as from disadvantaged backgrounds, this is a common experience for them. (COUN 500)

The relevant class discussions and reading assignments are:

- We spend one class period, assessment in counseling, talking about these issues that prepare them for our later class on trauma and crisis intervention. (COUN 500)
- In the third week of class when students meet, students learn about being part of an emergency management team. (COUN 538)

d. self-care strategies appropriate to the counselor role;

This topic is emphasized weekly in COUN 500 Introduction to the Profession both through the need for a sense of community that starts as students and also in the form of encouraging students to explore their own issues and seek therapy as needed. Other self-care strategies are discussed such as mindfulness.

The relevant objectives are:

- Learn concepts and skills that increase success as a graduate student, including strategies for gaining the most from the program and curriculum
- Build a support network and collaborations with peers to create a constructive learning environment that promotes growth, as well as personal and professional development
- Learn strategies for self care to thrive as a graduate student and future professional, including ways to manage and prevent stress

The relevant assignments are:

- Research Paper - students are required to conduct a literature review related to an unresolved personal issue and then to discuss how they intend to address these issues and take care of themselves

The relevant class discussions and reading assignments are:

- All our students are encouraged seek and experience counseling as a client; the state of California rewards such effort with triple credit toward their licensure hours.
- The last chapter of the textbook also features extensive discussion and exercises in self-care priorities and practices.

e. counseling supervision models, practices, and processes;

During lecture, students learn how the supervisor's theoretical orientation is linked to their supervisory approach, and a developmental perspective is

provided within the context of the theory. Practical matters within supervision are discussed along with Supervisee Bill of Rights.

The relevant objectives are:

- To examine the counselor functions of supervision, models, practices and processes

The relevant class discussions and reading assignments are:

- In week 3, students learn about models of supervision and are given a sample Supervisee Bill of Rights document that can be used with supervisors when they are in practicum.

f. professional organizations, including membership benefits, activities, services to members, and current issues;

This topic is primarily discussed in COUN 500 Introduction to the Profession. In addition COUN 526 Legal & Ethical Issues in Counseling also touches on the requirement students have in practicum to join an organization for liability insurance prior to starting their practicum experience. They also learn about the benefits in COUN 526 to participating in organizations as way to stay current and avoid burn-out. [Link here to the COUN 526 syllabus](#). [Link here to see the Practicum Clinical Training Handbook](#) as evidence that students are required to have liability insurance, and the only way to obtain that insurance is through professional organizations (usually ACA, CALPCC, or CAMFT). Below are the ways this information is covered in COUN 500:

The relevant objectives are:

- Explore the various professional organizations, license options, counseling specialties, scopes of practice, and employment possibilities for the future, as well as ways to become actively involved in organizations

The relevant assignments are:

- Interviews – students often learn about the level of organizational participation of counselors in the field.

The relevant class discussions and reading assignments are:

- Week 1 and Week 5 - All students are encouraged to join ACA as members, join Chi Sigma Iota when they are eligible, and our student counseling association (GCSA).
- In addition, a huge number of students are invited as volunteers to work at the Evolution of Psychotherapy Conferences that features the biggest historical figures in the field.

g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

All of these issues are covered in [COUN 500](#), reviewing the policies and procedures to attain licensure in California, as well as in other jurisdictions around the country (and the world). In addition, [COUN 526 Legal & Ethical Issues in Counseling](#) defines these terms for students.

The relevant objectives are:

- Explore the various professional organizations, license options, counseling specialties, scopes of practice, and employment possibilities for the future, as well as ways to become actively involved in organizations (COUN 500)
- Become familiar with the various aspects, roles, models, and approaches of counseling professionals, including ethical and moral challenges that are frequently faced (COUN 500)
- To orient the student to ethical standards of professional organizations and credentialing bodies, and applications of the ethical and legal considerations in professional counseling (COUN 526)
- Orient the student to professional credentialing, including certification, licensure, and accreditation practices and standards and the effects of public policy on these issues (COUN 526)

The relevant class discussions and reading assignments are:

- The primary textbook reviews these policies and options. (COUN 500) In week 13, a detailed discussion is included on these areas and their relationship to public policy. (COUN 526)\_

h. the role and process of the professional counselor advocating on behalf of the profession;

As part of understanding the profession of counseling in COUN 500, students learn to advocate on behalf of the profession.

The relevant objectives are:

- Explore the various professional organizations, license options, counseling specialties, scopes of practice, and employment possibilities for the future, as well as ways to become actively involved in organizations.
- Investigate the realities of counseling practice in the field through systematic interviews with counselors representing different settings and specialties

The relevant assignments are:

- Interviews - students ask specifically about these issues when they interview counselors in the field



The relevant class discussions and reading assignments are:

- As in the previous requirements, the textbook and the fifth class session in COUN 500, discuss professional advocacy as part of social justice.

i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

It is safe to say that we have one of the most culturally diverse student populations in the world. Our students are not only academically qualified but represent so many different cultural/ethnic/religious groups that we are a living workshop of diversity. One unique feature of our program, and of COUN 500, is to make issues of social justice, advocacy, and altruism a major priority. Our student organization (GCSA) regularly sponsors student involvement in programs within the community and abroad. Dozens of students have worked with faculty on service projects in the community and an organization in Nepal that rescues, supports, and counsels girls at risk to be trafficked into slavery.

The relevant objectives are:

- Understand the counselor's role related to social justice and advocacy issues on behalf of clients, as well others who have experienced oppression
- Identify the major cultural constructs (race, religion, gender, sexual orientation, ethnicity, etc.) and how they interact with client experiences
- Increase cultural awareness of diversity issues and how they relate to cultural patterns of oppression, marginalization, racism, sexism, and other forms of prejudice

The relevant assignments are:

- Interviews – students often notice differences in the types of clients that therapists see and how social issues impact certain client populations
- Final Paper – most students are from marginalized groups and include research on how their experiences of being culturally different have impacted their lives.

The relevant class discussions and reading assignments are:

- Week 5 is devoted to social justice
- Week 15 focuses on Multicultural Counseling

j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

Ethical issues are introduced in many classes including [COUN 500 Introduction to the Profession](#) and [COUN 511 Pre-Practicum](#). (See Appendix # for syllabi.) However, the bulk of information is covered in [COUN 526 Legal & Ethical Issues in Counseling](#):

The relevant objectives are:

- To familiarize the student with California laws and ethics , primarily for marriage and family therapists (MFTs) with applied reference to license professional counselor (LPCs).
- Utilize case scenarios to demonstrate relevant ethical dilemmas and their relationship to possible ethical violations and subsequent intervention

The relevant assignments are:

- Presentation is required where they discuss current issues in ethics; this assignment includes a paper they turn in for grading.
- Final exam is a complicated case vignette where students identify legal and ethical issues and use a decision-making model to demonstrate their competency.

The relevant class discussions and reading assignments are:

- Every week, students discuss a different topic within law and ethics in depth. Lecture, Power Point presentation, and case discussions are used to highlight key concepts.

**2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:**

All standards in this section are met in the objectives, assignments, and in the weekly discussions of the Counseling & Culture class. The trends discussed primarily focus on race/ethnicity, social class, religion, gender and gender identity, sexual/affectual orientation, age, and ability. In addition, culture is infused throughout nearly every course.

- [Link here to see the COUN 523 Counseling & Culture syllabus, which meets all of these standards](#)
- For a sample of courses that infuse culture, see the following syllabi in Appendix # which have objectives, assignments, and class discussions about culture:
  - [COUN 511 Pre-Practicum](#)
  - [COUN 502 Career Development](#)
  - [COUN 526 Legal & Ethical Issues in Counseling](#)
  - [COUN 520 Individual Modes of Counseling](#)
  - [COUN 527 Family Systems](#)
  - [COUN 530 Practicum](#)
  - [COUN 584 Advanced Practicum](#)

a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;

The primary focus of the class is to start with the historical origins of discrimination including the Italians and the Irish, the Native Americans, and of course, African-Americans and slavery. We also learn about immigration patterns of Latinas/os, Asians, and individuals from the Middle East. We also discuss trends around social class, LGBT, religion, generation/age, and ability. The changes in how society has viewed each group are explored either through the reading, class discussions, or assignments. These groups are chosen because they are well-represented in our area and will be representative of the clients students see in practice. We integrate political discussions around international politics and how that influences individuals' perspectives about other groups. Election years are especially interesting because of the inherent relationship between culture, social justice, and politics.

The relevant objectives are:

- Study the historical influences of culture in America and the pluralistic trends that will impact work with clients in Orange County and other areas (readings & discussion)
- Develop an understanding of gender, sexual orientation, socioeconomic status, religion, age, and ability as different cultures and their experiences (readings and class discussion; potentially some areas on final paper and/or presentation)

The relevant assignments include:

- Movie Review Outline – students choose a movie from a pre-assigned list to demonstrate their ability to identify cultural issues. Each movie is selected by the instructor because of the multiple types of culture that intersect with each other and because of the relevance to contemporary culture. Some of these movies (like *Babel*) have international themes.
- Group Presentations – our student body is highly diverse, and so we are able to use the student’s own cultures as additional information on particular cultures. Often we have some race/ethnicity groups (Latino, Asian, and/or a Euro-American group like Irish or German); sometimes we have age related presentations (Boomers versus Millennials); and often we have an LGBTQ or related topic presentation. The types of groups changes each time the class is taught. Here students learn more about immigration patterns and contemporary experiences of minority groups.

The relevant lectures with reading assignments include:

- The second week of class when students understand how the content of the course was chosen.
- Historical immigrations waves, which is based upon readings, and then current information is infused in the discussion (such as current political issues in the news).
- Context is given about how oppression, minority, and discrimination are experienced. For instance, we have Euro-American students who were raised in a predominantly Mexican neighborhood, in which that student may not hold power in his or her community.
- The days we discuss social class, religion, gender, LGBTQ, age, and ability. Students have reading (such as *Nickeled and Dimed*) that provide an understanding of these constructs and how they are currently viewed both within our region, within the country, and internationally.

b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;

Every assignment and class discussion is focused on comparing one’s experience to the experience of others. Class discussions are encouraged to compare discriminatory experiences, reactions to the readings, and reactions to experiential components of the class.

The relevant objectives are:

- Be familiar with the general stereotypical values and norms of various ethnic groups and understand the limitations of these stereotypes (class discussions, movie review paper, final paper, and presentations).
- Understand the development of cultural identity and explore the impact of socio-cultural factors upon the cognitive, affective, and behavioral

development of culturally diverse groups (readings, class discussion, final paper and presentation).

- Explore the existence of and ramifications of privilege (readings and class discussion/exercise).
- Develop an understanding of gender, sexual orientation, socioeconomic status, religion, age, and ability as different cultures and their experiences (readings and class discussion; potentially some areas on final paper and/or presentation).
- Identify the cultural sources of personal value system and acknowledge these cultural values create biases that may affect culturally diverse groups (final paper and presentation).

The relevant assignments are:

- Journaling – students are asked to honestly reflect on their understanding of or reaction to culture on a weekly basis.
- Movie Review Outline – students review a movie to demonstrate their ability to identify culture and cultural constructs.
- Cultural Genogram – students are asked to interview family members and do research on their own culture(s) which may also be used in group presentations. They have the opportunity to connect the origins of many family values, even if these cultural values are from dominant American culture. Students are usually surprised to know that there are entire countries of people who engage in the same behaviors or hold the same beliefs. Euro-American students begin to understand that they, too, have a culture.
- Group Presentations – students learn about their own culture and teach it to the class. They talk about what is similar within the group, and they discuss individual differences so that everyone understands the benefits and limitations of stereotyping.

The relevant lectures with reading assignments include:

- The second day of class where we discuss why each group is chosen to be discussed (i.e. because they are oppressed in some way).
- Each immigration wave lecture. Students can understand the context for discrimination and how the cycle is perpetuated through inaccurate teaching of history.
- Discrimination, racism, prejudice, oppression, white guilt, and privilege day. Students learn about these constructs from journal articles and from class discussion, as many students have had these experiences. We also learn about Minority and White Identity Development models.
- The Color of Fear video is a beautifully articulated example of the contemporary views of racism and micro-aggressions to understand more clearly the experience of minorities.
- The days we discuss social class, religion, gender, LGBTQ, age, and ability. On each of these, we have experiential exercises that facilitate the minority experience. Class discussion further expands upon the experience as many students fit in several minority categories. Below

are some sample experiential exercises for these particular class discussions:

- Social class experience ([link here to see](#))
- Religion experience ([link here to see](#))
- Age & ability experience ([link here to see](#))
- Group presentations provide students with a personal understanding of what might be similar within a group and what differences might exist (see assignment for details).

c. theories of multicultural counseling, identity development, and social justice;

These three constructs are related but also are distinct. So, I will describe them separately here. Particular theories, like Feminist Theory or other types of theories are discussed in the theories classes; cultural limitations are integrated in those classes. However, the application of being culturally sensitive while working with clients is how we understand this standard. In the Counseling & Culture class, each topic is discussed first as its own subject as it is listed in the weekly calendar. Toward the end of each class, the students are always asked, “how does this apply to your work with clients.” This forces them to make connections to what they are learning, which isn’t always obviously connected to counseling in a culturally sensitive way (such as when they learn about historical immigration patterns or watch the video the *Color of Fear*).

Similarly, social justice is woven throughout the course as students understand the experiences of others. I take privilege from a contextual perspective, which seems to be more palatable for students, and this begins the students’ understanding of social justice. We do a privilege exercise and then talk about what demographic might hold the most privilege, the ways that each student is in a position of privilege, and the ways in which each student may not be privileged. From this point in the semester, student can clearly see that they have a responsibility to advocate for others when they are in a position of privilege, and often journal about doing this (for example, speaking up when a family member makes a bigoted comment).

As part of understanding the major cultural constructs in the literature, students learn about the different cultural identity models. We discuss Helms as the foundation, Sue & Sue’s general model to integrate other races and ethnicities, Carter’s White Identity Development model, and briefly touch on gay identity development. ([Link here to see the notes for that lecture.](#)) They have to use this information in their movie review outline assignment to guess where the characters might be in their development.

The relevant objectives are:

- Understand the development of cultural identity and explore the impact of socio-cultural factors upon the cognitive, affective, and

behavioral development of culturally diverse groups (readings, class discussion, final paper and presentation).

- Review counseling theory and strategies and examine ethical issues as they relate to the cultural dynamics of various groups (class discussion).
- Apply culturally sensitive approaches to diverse clients in a variety of settings while also being an agent of social justice and change (examples in class discussions and presentations).

The relevant assignments are:

- The Journal – students often write about their enhanced awareness of culture and discrimination as a result of this class, and even report being tired of seeing it so much. They speak of the social justice action they feel compelled to take or the guilt they feel when they don't take action.
- The Movie Review Outline – the movie review outline requires students to not only identify the different cultural groups represented in the movie, but also all of the cultural constructs such as identity development. In addition, the end of the assignment asks students to discuss how seeing the movie will change how they are as a private citizen and as a counselor, which often touches into social justice action.
- Group Presentations – part of the group presentation assignment is for students to demonstrate a realistic cultural clash within a counseling session and to discuss what went wrong and how to counsel through a multicultural framework.

The relevant class discussion with reading assignments is primarily on:

- The day where we discuss theoretical constructs: Ethnicity: Racism, discrimination, oppression, and prejudice; White Privilege, White Guilt, & Cultural Identity Development ([Link here to handouts for this lecture, starting on page 3](#)).
- Social justice is woven throughout each week's lecture. Students understand that there is a culture of counseling, and that culture holds values such as non-discrimination, demonstrating cultural sensitivity, and advocating for individuals who are oppressed in any way, even in one's personal life. The value of social justice is so strong in the department that most faculty members integrate discussions about cultural sensitivity and social justice in many different classes.

<p>d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;</p>
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The primary fundamental change that must occur is with students' perspective about issues related to diversity, and this will be discussed further under number e. below. After students have a clearer understanding that racism and other prejudice is indeed alive and well, they must understand the uses and limits of stereotyping. This is done more actively in class, and is done most explicitly on day we talk about each ethnic/racial minority group. I'll

elaborate on this below under the relevant class discussions. So, while understanding stereotypes can be an important strategy for working with clients, we discuss how so many individuals in our area are multiethnic or may be second or third generation, and all of these individuals acculturate in very different ways. So, the perspective isn't about a set of rules or strategies to use. That would assume that individuals within a group were more similar than different (which the literature refutes). Instead, the perspective is in understanding how cultural value systems impact phenomenology. In addition, cultural awareness is a process, not a destination, and students learn that they cannot possibly know all cultures, and that cultures are multi-faceted and intermingling. Consequently, the strategy is to learn a little about the group from their research, and then to use that information to explore the client's phenomenological view so they can work from that frame, instead of imposing their own frame, even when the client is culturally similar.

The relevant objectives are:

- Be familiar with the general stereotypical values and norms of various ethnic groups and understand the limitations of these stereotypes (class discussions, movie review paper, final paper, and presentations).
- Understand the development of cultural identity and explore the impact of socio-cultural factors upon the cognitive, affective, and behavioral development of culturally diverse groups (readings, class discussion, final paper and presentation).
- Review counseling theory and strategies and examine ethical issues as they relate to the cultural dynamics of various groups (class discussion).
- Apply culturally sensitive approaches to diverse clients in a variety of settings while also being an agent of social justice and change (examples in class discussions and presentations).

The relevant assignments are:

- The Movie Review Outline lightly touches on strategies in that students are expected to discuss how the movie-watching experience will impact their work with clients. In addition, students can see what not to do with clients based upon how oppressed the characters of the movie might be, which indirectly would impact their work with clients. Students also usually seek a grade of A and research stereotypes to understand the characters better.
- Cultural Genogram – as part of this assignment, students research their own cultures to gain a better understanding of the origins of the family's value system. This helps them to understand that values have a context and an origin, and stereotyping can be meaningful. Students understand after completing this assignment that stereotypes must be imposed carefully as they see the variance in their own families.
- The Group Presentations assignment is more explicit where students are asked to share their own experiences as being a member of a particular group and what has been hurtful. In addition, the counseling cultural clash is another way in which students learn what not to do,



and therefore, what might be a better approach with clients. What's interesting here is that sometimes students choose for the therapist to over-stereotype the client, and therefore make inappropriate assumptions based upon phenotype rather than understanding the client's level of acculturation. Of course, many times the client is stereotypically representative of a minority culture, and the therapist imposes dominant American values on the client as well. So, the students seem to understand the limits of stereotyping.

The relevant class discussions with reading assignments are:

- We have a day where we stereotype various ethnic and racial groups. [\(Link here to stereotyping handout.\)](#) Students are put into groups and asked to come up with a list of 5-6 stereotypes for their ethnic group. We write them on the board, and then talk about the origins of that stereotype and how valuing or devaluing of a particular stereotype comes from a cultural context (for instance, one's viewing time as money versus time being more fluid). We view each stereotype as neutral rather than being intrinsically valuable or devalued.
- The week we discuss the Poisonwood Bible novel is the most explicit example of strategies. [\(Link here to Poisonwood Bible class activity.\)](#) Certain characters are easily loveable while others seem unpalatable. We talk about context and perspective, and open the door to how we impose projections on our clients. I will assume you haven't read the book, so to give you an explicit example, the patriarch, Nathan, in this novel takes his family from the Deep South in the 1950's to the Congo and tries to religiously "save" the Congolese in a quite culturally insensitive way. Students react strongly to his perspective. However, we only hear the voices of his four female children and his wife. We never hear him directly. We apply this experience to counseling and discuss how biases are easily formed, especially from our non-religious students in particular. We discuss Nathan's context, that he is the only male character, that we do not hear his perspective, and explore his culture of being religious and experiencing PTSD after the war. As part of this assignment, I put students in groups by character and have them conceptualize them using a culturally sensitive approach. They identify which cultural factors might impact this character the most, and in this book, there are lots of cultural factors (race, era, gender, ability, social class, and religion). Students are asked to think about how they might work with this character as a client understanding these cultural influences and how it might be different without those cultural influences. So this is the most applied strategy to working with clients.
- We spend a significant amount of time on the day we discuss religion because we have such religious diversity in our student body. Protestant, Catholic, Jewish, Muslim, Atheist, and "spiritual" are most common in every group. We discuss how that impacts our views on gender roles and how that impacts our work with couples. We discuss

the intersection of working with LGBT clients and religion, and how to reconcile students who struggle with a heterosexist bias. And we talk about how we have to separate our personal values from our work with clients and work with clients from their value system. So this indirectly provides strategies that would apply to all client types. [Link here to see the religion exercise handout.](#)

- On the day we discuss age and ability, half the students role play elderly clients with disabilities (blind or deaf and generally feeble), and half the class practices their empathic skills as counselors. The students in the counselor role are not told who their clients are, and this makes the experience quite meaningful. The most interesting and consistent feedback I receive is how some students finally understand their grandparents' experiences. The other comment is that many students own that they are afraid of older clients; we process how to work through those concerns. [\(Link here to see age/ability experiential exercise\)](#)
- Finally, as stated before in group presentations, students give a real life example of a cultural clash and talk about what strategies must be used when working with culturally different clients.

e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and

I have already spoken about social justice advocacy and so will not repeat that information here. With regard to self-awareness, one primary focus of the class is for students to look at themselves as cultural beings and understand who they are to avoid imposing their values on others. All lectures and assignments have a self-awareness component. In class discussions, the instructor asks students what experiences they have had with the topic so that they can learn from each other and understand how some of these topics are current. Promoting optimal wellness and growth is more implicit in this class. We do make explicit that the field of counseling and our department have a culture, and this culture includes the valuing of all people and a humanistic perspective that all people have the capacity to move toward growth, if given the opportunity. They get this perspective in multiple classes, and this is most explicit in COUN 511 Pre-Practicum ([Link here to see the COUN 511 syllabus](#)). The way in which promoting wellness is held in the culture class is in the tone of respect that is set and maintained by the instructor. For instance, a student may talk about being oppressed by religious people, and another student may react that they do not feel safe expressing their religiosity. These experiences are explored in a group-like format, they are given context, and both students are validated for their experiences. In this way, the spirit of wellness and growth is embodied in the way difficult topics are managed during group discussions.

The relevant objectives are:

- Identify the cultural sources of personal value system and acknowledge these cultural values create biases that may affect culturally diverse groups (final paper and presentation).
- Apply culturally sensitive approaches to diverse clients in a variety of settings while also being an agent of social justice and change (examples in class discussions and presentations).

The relevant assignments are:

- Journal – the journal, which is not read by the instructor, is a safe place where students can process their feelings about class experiential exercises and discussions. Consequently, each class discussion is an opportunity for self-exploration. They are also permitted to reflect on current events or any issue related to the culture class. At the end of the semester, they are to read their journal and discuss the process of their experience, not the content of each entry, as they changed over time. This summary is read by the professor. The types of issues that emerge most often are: heightened awareness of their own experience as victims of discrimination; the discrimination/prejudice of others in everyday conversations; an awareness of their need for growth with a particular group; or a general understanding of the construct of culture and its meaning in therapy. Invariably, many students had undergraduate degrees that were focused on culturally-specific areas (like Latino studies or WoMen's studies), and they are always surprised that they still learned something and have more to learn. One surprising result of this assignment is that many ethnic minority students were in the first stages of minority identity development and devalued a part of their family, and through the experiences in this course discovered a lost part of themselves that they begin to embrace.
- Movie Review Outline – the final piece of this assignment is for students to reflect on their experience of watching the movie and to be aware of their own emotional and cognitive reactions were. They are also asked to watch the movie with a small group and process what they learned about their group members from a cultural standpoint, and react to that new information. They are also asked to articulate how they will be different after completing this assignment, both in their personal life (as a citizen) and as a counselor.
- Cultural Genogram – the full intention of this assignment is self-exploratory. Students are to engage in interviews with family members (nuclear and extended) with a set of questions to discover trends in beliefs or values. Subsequently, they are asked to identify and research the cultures from which these values may have emerged (ethnic/racial, religious, social class, gender, generational, LGBT, military, or any other relevant group). Students are asked to then integrate this information in a meaningful paper to understand themselves more fully as cultural beings. This is especially helpful for anyone in the first stage of cultural identity development.

- Group Presentation – the presentations are created based upon the make-up of the students. For instance, if we have a group of Mexican-American students, we will have a Mexican American group. If we have several gay and lesbian students, we may have an LGB group. While most of the research they complete is from their cultural genograms, they inevitably have to seek more research to be able to teach this information more thoroughly to the class. In addition, they gain a heightened awareness of their within group differences, especially since this is part of the presentation.

The relevant class discussions with reading assignments are:

- In addition to the weekly journal entries, several experiential exercises more explicitly require them to self-reflect. Below is a list links for the scheduled experiential exercises throughout the semester:
  - Bias exercise – this exercise introduces students to the idea that we make judgments about others based upon what we see without knowing a person.
  - Values exercise – this exercise helps students rank order a set of values and attempt to come to consensus about a small group rank ordering of these values. Students who have experienced poverty, for instance, value money must higher than students who have not struggled financially.
  - [Link to the Privilege exercise](#) – students get a visual representation of their privilege (or lack thereof) based upon where they are standing at the end of the exercise. Many students at the front and back feel shame, and we process those feelings.
  - [Link to Poisonwood Bible exercise](#) – students explore how they project without taking cultural context into consideration and discover the hypocrisy of how they can be judgmental about judgmental people.
  - [Link to Socioeconomic Status exercise](#) – students are put into 3 groups based upon class and are given resources representing that class level. With fail, students in the low class notice that the upper class has far more resources, and many students in the upper class group don't notice the other groups at all. We process the experiences they have with being given different resources but having an expectation that they should produce the same quality of work.
  - [Link to the Religion exercise](#) – they explore the way they interpret their own religion and how that may differ from others in the room who were raised with the same religion. They also are able to compare among religions to see how similar the monotheistic religions are.
  - [Link to the Age & Ability exercise](#) – they either experience: being elderly and hearing impaired or blind as a client; or being

a counselor of an elderly person with a disability. In class, we process their reactions to these roles and make observations about their behaviors.

f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

One of the primary purposes of this class is for self-awareness about biases, prejudices, and how students oppress others or act in discriminatory ways. They are told on the first day that the instructor assumes that we are all racist; we may not want to be, we may try hard not to be, but we cannot live in a context of racism, prejudice and oppression without being influenced. So, we start with that assumption and the instructor discusses personal areas for growth as a model for this type of open discourse. In addition, students are provided with information to understand how these experiences have always been a part of our dominant culture (like all countries) and continue to be experienced by many people. As stated before, the way they contribute to eliminating these problems is to start with oneself and to be an agent of change by advocating for others. We even connect these ideas to politics and voting for propositions or candidates. This standard permeates the entire class.

The relevant objectives are:

- Study the historical influences of culture in America and the pluralistic trends that will impact work with clients in Orange County and other areas (readings & discussion)
- Be familiar with the general stereotypical values and norms of various ethnic groups and understand the limitations of these stereotypes (class discussions, movie review paper, final paper, and presentations).
- Understand the development of cultural identity and explore the impact of socio-cultural factors upon the cognitive, affective, and behavioral development of culturally diverse groups (readings, class discussion, final paper and presentation).
- Explore the existence of and ramifications of privilege (readings and class discussion/exercise).
- Develop an understanding of gender, sexual orientation, socioeconomic status, religion, age, and ability as different cultures and their experiences (readings and class discussion; potentially some areas on final paper and/or presentation).
- Identify the cultural sources of personal value system and acknowledge these cultural values create biases that may affect culturally diverse groups (final paper and presentation).
- Review counseling theory and strategies and examine ethical issues as they relate to the cultural dynamics of various groups (class discussion).
- Apply culturally sensitive approaches to diverse clients in a variety of settings while also being an agent of social justice and change (examples in class discussions and presentations).

The relevant assignments are:

- Journal – students are asked to journal about any biases or prejudices they experience. They are asked to react to the class where I start with the assumption that all of us are racist, even if we don't want to be.
- Movie Review Outline – students are to identify their own reactions to the movie, which often involve biases and prejudices. They are also asked to discuss how they have changed from watching this movie, both as an citizen and as a counselor. Most often, students want to start advocating for others after seeing so much injustice.
- Cultural Genogram – the goal of this assignment is to identify personal values and the cultural origins of those values. Values intrinsically have bias. So, by identifying these biases, they can be careful to compartmentalize them and not impose them on clients.
- Group Presentations – students discuss experiences of oppression and micro-aggressions, and they talk about what others should or should not do as counselors. This is also demonstrated in a realistic cultural clash.

The relevant class discussions and reading assignments are:

- All class discussions are geared toward eliminating bias, prejudice, and oppression. Each week students are asked to understand that biases exist, prejudice and oppression are alive and well, and that each individual has work to do in this area. The point of each class is to encourage students to explore their biases so that they may begin the work to reduce and eventually eliminate them.
- The most explicit day where we discuss this is on the day we discuss Privilege, Oppression, Discrimination, and other related topics.
- The day in which we discuss social class is another explicit example of how we attempt to eliminate bias, prejudice, discrimination and oppression.

**3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:**

All standards in this section are met in the objectives, assignments, and in the weekly lectures/discussions of the Human Development class (COUN 518 Lifespan Development; [link here for 518 syllabus](#) except for the information on addictions. This standard is met in COUN 535 Addictions Counseling ([link here for 535 syllabus](#)). This class takes a life span approach covering development from birth through death and addressing the role of cultural context at each stage.

- a. theories of individual and family development and transitions across the life span;

The relevant objectives are:

- Overview of developmental counseling across the life span.
- Advanced understanding of core developmental concepts and how they apply to clinical and counseling intervention.

The relevant assignments are:

- The developmental case study of self requires students to reflect upon their own development and apply developmental theories to their own life experience.
- For the life span development case study, students are asked to interview someone and write a detailed report in which they apply developmental theories and discuss the interviewee's life experiences and transitions.
- Both the midterm and final exams require that students have a solid understanding of theories of development and transitions across the life span.

The relevant class discussions and reading assignments are:

- This topic is covered in every class as it is the primary focus of the course.
- The second class in particular provides an overview of the work of several developmental theorists (e.g., Piaget, Erikson, Vygotsky, Bandura, Bronfenbrenner).

- b. theories of learning and personality development, including current understandings about neurobiological behavior;

The relevant objectives are:

- Overview of developmental counseling across the life span.
- Advanced understanding of core developmental concepts and how

they apply to clinical and counseling intervention.

The relevant assignments are:

- The developmental case study of self asks students to analyze and reflect on their own intellectual and personality development.
- For the life span development case study, students are asked to discuss their interviewee's personality development and learning.
- Both the midterm and final exams require that students have a solid understanding of learning and personality development.

The relevant class discussions and reading assignments are:

- These topics are present throughout the semester.
- There is a particular focus on theories of learning in Class 2 in which the lecture includes Bandura's social learning theory and Vygotsky's concepts of scaffolding and the zone of proximal development.
- Class 3 on infancy focuses heavily on attachment research and implications, including information about the neurobiological basis for attachment.
- Class 6 on middle childhood also addresses learning theories and Carol Dweck's work on growth vs. fixed mindsets for learning.

c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
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The relevant objectives are:

- Advanced understanding of core developmental concepts and how they apply to clinical and counseling intervention.
- Discussion of case studies that are integrated into lecture and core concepts presented.

The relevant assignments are:

- The developmental case study of self requires students to reflect on the impact of traumatic experiences on their own development.
- For the life span development case study, students are asked to come up with hypotheses/theories for how they have come to understand their interviewees. This often entails understanding how trauma has affected their interviewees' lives. In addition, students integrate relevant research in their analysis.
- Both the midterm and final exams require that students understand the impact of trauma on development.

The relevant class discussions and reading assignments are:

- These topics are present throughout the semester.
- In particular, the lecture in Class 5 addresses children's responses to trauma, including natural disasters and acts of violence.



d. theories and models of individual, cultural, couple, family, and community resilience;

The relevant objectives are:

- Advanced understanding of core developmental concepts and how they apply to clinical and counseling intervention.
- Augmentation of preventive, therapeutic and educational strategies to helping people.

The relevant assignments are:

- The developmental case study of self requires students to reflect on their own development and what factors have contributed to their resilience.
- For the life span development case study, students are asked to consider protective factors that may have contributed to the interviewee's resilience.
- Both the midterm and final exams require that students understand resilience and protective factors throughout the lifespan.

The relevant class discussions and reading assignments are:

- Resilience is a theme throughout the class, but is particularly emphasized in Class 1. In this class, the lecture focuses on introducing students to the research on resilience and protective factors within the individual, family, school, and community at large.

e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;

The relevant objectives are:

- Augmentation of preventive, therapeutic and educational strategies to helping people.

The relevant assignments are:

- The midterm exam requires that students understand the needs of children with special/exceptional needs.

The relevant class discussions and reading assignments are:

- This topic is covered in the reading and discussion on middle childhood and academic achievement.

f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

The relevant objectives are:

- Overview of developmental counseling across the life span.
- Advanced understanding of core developmental concepts and how they apply to clinical and counseling intervention.
- Discussion of case studies that are integrated into lecture and core concepts presented.

The relevant assignments are:

- The developmental case study of self requires students to reflect upon their own development and the influence of crises, disability, psychopathology, and situational and environmental factors.
- For the life span development case study, students are asked to interview someone and write a detailed report in which they discuss the interviewee's life experiences, crises, and situational and environmental factors.
- Both the midterm and final exams require that students have a solid understanding of these ideas.

The relevant class discussions and reading assignments are:

- This topic is covered in all the readings for the semester and is interwoven in each class lecture.

g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and

The requirements for this standard are met in a different class, COUN 535 Addictions Counseling.

All of the objectives meet this requirement:

- Discuss issues related to assessment, treatment planning using Motivational Interviewing, client motivation, and behavior change in addiction and recovery.
- Design a treatment plan based on a comprehensive assessment of a hypothetical client.
- Demonstrate successful use of motivational interviewing in a role-play situation.
- Demonstrate the ability to use empirically-supported behavior change and behavior maintenance strategies with substance abusing clients.
- Discuss key counseling concepts related to addictive behaviors.
- Think critically about the key issues in the field of addiction and recovery, including consideration of multiple theoretical models, alternative courses of action, multicultural issues, and the potential outcomes and impacts for individuals, families, and communities.

The relevant assignments are:

- Personal Change Assignment – this assignment asks students to give something up (like caffeine or sugar) for 10 weeks to provide students with a “lighter” addiction and to better understand the challenges with giving something up. They are to journal and write a paper at the end of the 10 weeks about the experience. It helps them to understand the reasons behind the addiction, and one aspect of treatment. Some also work on relapse prevention, trying to give something up permanently.
- Course Review Paper – students read a novel and apply the information from the readings and class discussion on to the case vignette of the book in the form of a paper.
- Presentations – students present a particular drug class and discuss the physiological mechanisms involved in addiction as well as the negative physical effects. They end with treatment issues including withdrawal, if relevant.

The relevant class discussions and reading assignments are:

- The first several weeks of the semester, students first learn the physiology of addiction including neurotransmitters, brain functioning, EEG, and the sympathetic nervous system. They are then exposed to personal factors (such as risk takers) combined with family dynamics that might contribute to addictive behaviors.
- The middle portion of the class is focused on treatment, looking at Motivational Interviewing as the primary model. However, the Minnesota Model is discussed as are other traditional theories (like CBT) that may be effective in treatment.
- The last few weeks of the semester are focused on the prevalence of relapse and relapse prevention.

h. theories for facilitating optimal development and wellness over the life span.
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The relevant objectives are:

- Overview of developmental counseling across the life span.
- Discussion of case studies that are integrated into lecture and core concepts presented.
- Augmentation of preventive, therapeutic and educational strategies to helping people.

The relevant assignments are:

- The developmental case study of self requires students to reflect on their own development.
- For the life span development case study, students are asked to apply theories of development.
- Both the midterm and final exams require that students understand wellness throughout the lifespan.

The relevant class discussions and reading assignments are:

- This topic is woven throughout the class lectures and readings.
- For example, in the two classes on aging, emphasis is given to the factors that promote successful and healthy aging. A panel of guest speakers talk to the class about their experiences with aging, retirement, and finding joy and fulfillment in their later years.

**4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:**

All standards in this section are met in the objectives, assignments, and in the weekly discussions of the Career & Lifestyle Development class. The trends discussed primarily focus on career development as a social justice issue, critically examining how race/ethnicity, social class, religion, gender and gender identity, sexual/affectual orientation, age, and ability affect access to jobs, mobility in careers, and overall life satisfaction. Students' development of their own career trajectory is also stressed in the course. In addition, discussions of career issues are infused throughout nearly every course.

- [Link here to see the COUN 502 Career & Lifestyle Development syllabus](#), which meets all of these standards

a. career development theories and decision-making models;

The relevant objectives are:

- Examine and apply career development theories and decision-making models.

The relevant assignments are:

- Group Chapter Discussion of Brown's (2012) theory: A Values-based, Multicultural Approach to Career Counseling & Advocacy, where a small group of students demonstrates the salient features of the theory, and critiques its applicability to diverse populations.
- Group Theory Presentation, where students in small groups present in-depth about a particular career theory. They critique the theory relative to its cultural sensitivity and applicability to traditionally minoritized and stigmatized populations (e.g., women, LGBT persons, minorities, persons with disabilities).
- Final Exam, where in several vignette-driven essays students demonstrate their knowledge of career theories as aids to understanding and supporting their "client".

The relevant class discussions and reading assignments are:

- Week 2, where the history of career counseling is briefly explored, including the development of major theories. Students read the first three chapters of the Brown (2012) text.
- Week 3, theories are included as career assessments are introduced. Brown (2012) chapter 7.
- Week 4, students visit the Career Center on campus. Both Holland's theory and the theory underlying the MBTI are emphasized.
- Week 6, the Group Chapter on Brown's (2012) theory (see Assignments, above) is presented.
- Weeks 10, 11 & 13 the Group Theory Presentations (see Assignments, above) take place.

- Week 15, lecture focused on Theoretical Integration is presented.
- Week 17, Final Exam is turned in, incorporating Theory (see Assignments, above).

b. career, avocational, educational, occupational and labor market information resources, and career information systems;

The relevant objectives are:

- Identify informational resources related to career development.
- Examine technology-based career development applications and strategies, including computer-assisted career guidance and information systems (e.g., Eureka) and appropriate websites.
- Understand assessment methods, use of career planning strategies and technologies, and job-hunting and placement techniques.

The relevant assignments are:

- Group Chapter Discussions on Brown (2012) Chapter 6, 10 & 11.
- Final Exam, where career, avocational, educational, occupational and labor market information resources, and career information systems must be utilized to serve the “client’s” needs in essays from the vignette.

The relevant class discussions and reading assignments are:

- Week 2, discussing the overall process for career & lifestyle planning, emphasizing information resources and systems.
- Week 4, students visit the Career Center on campus, where career information and resources are highlighted.
- Week 6, discussing Clients with Special Needs and how to find career information to support these clients.
- Week 7, discussing Preparing for Work and Facilitating the Global Job Search, where information resources and systems are crucial.
- Week 15, discussing Brown (2012) chapter 18 “Labor Market Trends and Issues in Career Information & Development”.

c. career development program planning, organization, implementation, administration, and evaluation;

The relevant objectives are:

- Developing an understanding of the fundamentals of career counseling including: assessment methods, use of career planning strategies & technologies, program implementation & evaluation, and job-hunting & placement techniques.
- Understanding the ways that career development programs may be implemented in schools and community agencies.

The relevant assignments are:

- Group chapter discussions on Brown’s (2012) Chapters 12 & 15.

The relevant class discussions and reading assignments are:

- Week 8, when the Chapter Discussions of Brown (2012) #12 & 15 are presented.
- Week 9, lecture on Brown (2012) Chapters 13 & 16: Program Evaluation and Evidence-Based Practice, and Career Development in Postsecondary Educational Settings.

d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
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The relevant objectives are:

- Study of the world of work as it impacts the psychological and sociological life of the individual, family and community.
- Examination of the interrelationships among and between work, family, and other life roles and factors, including the role of diversity and gender in career development.

The relevant assignments are:

- Personal Career Development Summary, exploring the student's development of career values, their current and future career trajectory, and the major influences on their career to date.
- Group Theory Presentation on Chaos/Postmodern Theory, exploring multiple contexts and interrelationships.
- Partner's Career Interview & Assessment Paper, exploring their co-student "client's" career preferences and options holistically and systemically, including cultural, ethnic, spiritual and socio-economic influences.
- Final Exam, doing the same exploration for a vignette "client".

The relevant class discussions and reading assignments are:

- Week 2, discussing comprehensive career plans that are holistic and systemic.
- Week 3, discussing the "Big Picture" of career counseling, addressing the interrelationships in this standard.
- Week 5, discussing Ethical & Legal concerns in career counseling, including the need to address all aspects covered in this standard.
- Week 9, discussing Special Considerations in Career Counseling, specifically the interrelationships noted in this standard, and Intersexuality as it affects these interrelationships.
- Week 10, discussing Balancing Life Domains, which includes factoring in these interrelationships.
- Week 11, discussing Social Effects on Career Trajectories.
- Week 13, discussing Worldview and Contextual Factors in Career Counseling, taking into account how the counselor's worldview interacts with the client's, and how the systemic factors interrelate.

- Week 13, Group Theory Presentation on Chaos/Postmodern (see Assignments, above).

e. career and educational planning, placement, follow-up, and evaluation;
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The relevant objectives are:

- Examining assessment instruments and techniques that are relevant to career planning and decision making.
- Becoming familiar with career counseling processes, techniques, and resources, including those applicable to specific populations .
- Understanding cultural, ethical and legal considerations in career counseling.
- Learning the fundamentals of career counseling including: assessment methods, use of career planning strategies and technologies, program implementation & evaluation, and job-hunting and placement techniques.
- Understanding ways that career development programs may be implemented in schools and community agencies.
- Exploring the student's own work values and career development.

The relevant assignments are:

- Personal Career Development Summary, as students examine their past to guide their future careers.
- Resume and Sample Cover Letters, for the present and 10 years in the future; students examine their career and educational planning.
- Group Chapter Discussion of Brown (2012) Chapter 12 on Career Development Programs in K-12 Settings.
- Group Chapter Discussion of Brown (2012) Chapter 15 on Career Development Programming in Business Organizations.
- Partner's Career Interview & Assessment Paper, exploring their co-student "client's" career and educational planning.
- Final Exam, applying career planning, education mapping, and evaluation of outcomes (for prognosis) to a vignette "client".

The relevant class discussions and reading assignments are:

- Week 2, discussing the Career and Lifestyle Planning Process and Developing Comprehensive Career Development Plans.
- Week 3, presenting an overview of Career Development Theories & Assessment Results and examining the 'Big Picture' of Career Counseling & Reflections .
- Week 4, visiting the Career Center to view their planning, placement, follow-up and evaluation processes.
- Week 8, Group Chapter Discussions on Brown (2012) Chapters 12 & 15 (see Assignments, above).



- Week 9, lecture on Brown (2012) Chapter 13 on Program Evaluation and Evidence-Based Practice, and Chapter 16 on Career Development in Postsecondary Educational Settings.

f. assessment instruments and techniques relevant to career planning and decision making; and
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The relevant objectives are:

- Examining assessment instruments and techniques that are relevant to career planning and decision-making.
- Exploring technology-based career development applications and strategies, including computer-assisted career guidance and information systems (e.g., Eureka) and appropriate websites, which include assessment instruments.
- Demonstrate an understanding of the fundamentals of career counseling including: assessment methods, use of career planning strategies and technologies, program implementation & evaluation, and job-hunting and placement techniques.
- Assessing the student's own work values and career development.

The relevant assignments are:

- Taking the Career Assessment Surveys.
- Analyzing the student's own assessment results along with their partner's scores on these assessments to write the Partner's Career Interview & Assessment Paper.
- Reflecting on assessment processes for the same paper.
- Using the Personal Career Development Summary as a reflective assessment of multiple career indices (e.g., influences, decision-making patterns, likely career pathways, etc.).
- Assessing current and future career pathways through the Resume & Cover Letter assignment.
- Group Theory Presentation on Holland, to understand Holland codes as scored on two of the Assessments taken for class (Cambell & Strong).
- Final Exam, utilizing assessment instruments and processes to serve the vignette "client".

The relevant class discussions and reading assignments are:

- Week 1, discussing the completion of the MBTI, CISS, & SII for class discussion and writing the Partner's Paper.
- Week 2, discussing the Career and Lifestyle Planning Process and Developing Comprehensive Career Development Plans.
- Week 3, presenting an overview of Career Development Theories & Assessment Results and examining the 'Big Picture' of Career Counseling & Reflections.

- Week 3, lecture on Career Intake Assessment: Overview & Role Play Practice, followed by in-class meetings with Partners for Assessment paper.
- Week 4, Career Center visit, highlighting assessment instruments and techniques relevant to career planning and decision-making.
- Week 5, discussing Ethical & Legal issues, relevant to proper selection and use of assessments and their results.
- Week 10 when Holland's Theory is presented by a group.

g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

The relevant objectives are:

- Exploration of the needs and concerns of clients from diverse backgrounds and life experiences relative to career counseling.
- Understanding interrelationships among and between work, family, and other life roles and factors, including the role of diversity and gender in career development.
- Applying technology-based career development applications and strategies, including computer-assisted career guidance and information systems (e.g., Eureka) and appropriate websites to blur the lines between minority and majority status workers.
- Developing a familiarity with career counseling processes, techniques, and resources, including those applicable to specific populations.
- Understanding how cultural, ethical and legal considerations in career counseling impact specific populations in a global economy.
- Exploring the ways that career development programs may be implemented in schools and community agencies, especially to foster increased social justice.
- Understanding the roles that multiple kinds of diversity, gender issues and family contexts play in career and lifestyle opportunities, locally and globally.
- Exploring the student's own work values and career development relative to specific populations.

The relevant assignments are:

- Personal Career Development Summary, exploring the specific populations to which the student belongs, and how that has affected/affects their career path.
- Partner's Career Interview & Assessment Paper, also exploring population affiliation and its effect for their co-student "client", citing current research.
- Group Chapter Discussions on Brown (2012) Chapters 5,6,10, & 11 (see syllabus).

- Group Theory Presentations. A major focus of this assignment is to critique the theory being presented in terms of its relevance, usefulness, and fairness with specific populations.
- Final Exam integrating information on the specific populations to which the vignette “client” belongs (e.g., gender, race, sexual orientation, ex-offender, disabled, etc.), demonstrating the past and future effects on her career development.

The relevant class discussions and reading assignments are:

- Week 2, discussing special populations in the development of comprehensive career development plans.
- Week 3, presenting an overview of Career Development Theories & Assessment Results and examining the ‘Big Picture’ of Career Counseling & Reflections including a discussion of specific populations and their specialized needs.
- Week 4, Career Center visit, emphasizing services available for specific populations (e.g., mothers returning to school, veterans).
- Week 5, discussing the ethical responsibility to be aware of and responsive to specific populations, while working for social justice globally.
- Week 6, Group Chapter Discussions on Brown’s (2012) Values-based, Multicultural Approach to Career Counseling & Advocacy, and Clients with Special Needs.
- Week 7, Group Chapter Discussions on the Global Job Search.
- Week 9, including emphasis on specific populations in discussing Special Considerations in Career Counseling, and Intersexed persons as a special population.
- Week 12, guest speaker presenting on ASD families as a special population.
- Week 13, discussing specific populations regarding worldview and contextual factors in career counseling.
- Week 15, transgender and intersex persons as a specific population.
- Week 15, labor market trends, including influences on the global economy.

**5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:**

This standard is met under three different courses. The first is COUN 511 Pre-practicum where students learn the basics skills to build therapeutic relationships. The second course is COUN 520 Individual Modes of Counseling, our individual theories course. The final course is COUN 527 Family Systems where we discuss the systemic theories. Link the corresponding number for each syllabus: [511](#), [520](#), [527](#).

a. an orientation to wellness and prevention as desired counseling goals;

This information is repeated in several courses included COUN 500 Introduction to the Profession and COUN 520 Modes of Individual Counseling. However, the ideas of wellness and prevention are deeply steeped in COUN 511 Pre-Practicum since the primary goal of this class is to teach students to empathize with clients and to do so well. This means that students learn to reflect not just surface emotions and feelings, but deeper experiences using a personal and direct way of speaking that best demonstrates empathy, such as “you feel unworthy of love.” When students understand the client’s perspectives and feelings well, they can come from a wellness-frame, rather than pathologizing the client. In addition, the gains clients experience from this type of response is taken out of session to create better self-esteem and healthier relationship preventing the need for clients to use therapy for a healthier life.

The relevant objectives are:

- Explain the benefits of and how basic counseling skills are utilized with a variety of counseling theories.
- Demonstrate and know when to use the following basic counseling skills: attending behavior, appropriate use of questions, immediacy, client observation, encouragement, reflection of feeling, reflection of content, reflection of meaning, reflection of discrepancy, summarization, and session management.
- Discuss the role of values in the counseling process.
- A discussion of wellness and prevention as part of counseling goals.

The relevant assignments are:

- All assignments meet this standard:
  - Reflection Exercise – students practice the skill of reflecting feelings until something unexpected happens to gain the benefit of just letting people be heard.
  - All 3 videos help students to practice the skills and evaluate themselves
  - The final exam is vignette based and requires them to demonstrate the skills of reflection

The relevant class discussions and reading assignments are:

- The second lecture specifically addresses wellness and prevention as a philosophy for working with clients
- The six middle weeks focus on this through the exploration of various skills looking at the categories of theories. Students are exposed to a Humanistic perspective to work with clients. In addition, the beginning and end of this period are marked with discussing what they did well and not-so-well on their session assignments.

b. counselor characteristics and behaviors that influence helping processes;

The philosophy in this program and in the COUN 511 Pre-Practicum course is to help students understand that the use of themselves to develop the clinical relationship and become agents to facilitate change are as essential as the skills that they learn. The whole purpose of this course is to help students understand themselves better while also learning more about the skills/behaviors needed to influence the helping process.

The relevant objectives are:

- Every objective is focused on either the skills/behaviors required to be more effective or personal qualities needed to facilitate effectiveness:
  - Explain the benefits of and how basic counseling skills are utilized with a variety of counseling theories.
  - Demonstrate and know when to use the following basic counseling skills: attending behavior, appropriate use of questions, immediacy, client observation, encouragement, reflection of feeling, reflection of content, reflection of meaning, reflection of discrepancy, summarization, and session management.
  - Recognize counter-transference that may be interfering with client's process, minimize counter-transference through personal work, and understand how counter-transference can be used in therapy.
  - Discuss the role of values in the counseling process.
  - Explain the role that culture and diversity play in the counseling process.
  - Describe the role of non-verbal communication in the counseling relationship.
  - Discuss the role of technology in the counseling processes.
  - Apply ethical and legal principles of counseling both in one's own behavior and to hypothetical ethical/legal dilemmas.
  - Accurately assess one's own level of skill development and the counselor characteristics and behaviors that influence the helping process.

- Explain how one's life experiences have influenced the decision to pursue a career in the counseling profession.
- A discussion of wellness and prevention as part of counseling goals.
- Demonstrate and introductory knowledge of the concept consultation when working with families.
- Recognize and assess crisis issues with clients and perform initial steps to mediate the crises.

The relevant assignments are:

- All assignments require performance of the skills required for effective counseling:
  - Reflection Exercise – students practice the skill of reflecting feelings until something unexpected happens to gain the benefit of just letting people be heard.
  - All 3 videos help students to practice the skills and evaluate themselves
  - The final exam is vignette based and requires them to demonstrate the skills of reflection

The relevant class discussions and reading assignments are:

- Each class lecture focuses on a skill that students must develop, including the skills of self-awareness and identifying areas for growth.
- In addition to lecture, 50% of the class is devoted to students doing triadic work shifting in roles from counselor to client to observer to practice the skills needed each week. The secondary gain is when they play the role of the client, students usually choose to discuss real issues (knowing they are not getting therapy but empathy) and often gain insight simply from being heard.
- See below handouts to demonstrate the type of session assignment they complete, and to understand the various skills:
  - [Sample Session](#)
  - [Common Errors](#)
  - [Strengths and Weaknesses for each type of response](#)

c. essential interviewing and counseling skills;

The purpose of COUN 511 Pre-Practicum is to teach students to first become empathic listeners. As part of learning the skills of demonstrating empathy, they learn other types of responses (skills) in how to respond to the client, such as asking questions. In this course, students are given a broad overview of other types of skills such as assessment, diagnostic, cultural sensitivity, and the use of techniques within theories. However, each of these particular skills is provided with the corresponding course (assessment in the assessment class, diagnosis in the DSM class, cultural sensitivity in the culture class, and

techniques in the theories class, for example). For the purpose of “essential interviewing and counseling skills,” the focus below will be on the foundational skills. In the other standards, skills will be incorporated as well.

The relevant objectives are:

- Explain the benefits of and how basic counseling skills are utilized with a variety of counseling theories.
- Demonstrate and know when to use the following basic counseling skills: attending behavior, appropriate use of questions, immediacy, client observation, encouragement, reflection of feeling, reflection of content, reflection of meaning, reflection of discrepancy, summarization, and session management.
- Describe the role of non-verbal communication in the counseling relationship.
- Accurately assess one's own level of skill development and the counselor characteristics and behaviors that influence the helping process.
- Demonstrate and introductory knowledge of the concept consultation when working with families.
- Recognize and assess crisis issues with clients and perform initial steps to mediate the crises.

The relevant assignments are:

- All assignments require performance of the skills required for effective counseling:
  - Reflection Exercise – students practice the skill of reflecting feelings until something unexpected happens to gain the benefit of just letting people be heard.
  - All 3 videos help students to practice the skills and evaluate themselves
  - The final exam is vignette based and requires them to demonstrate the skills of reflection

The relevant class discussions and reading assignments are:

- There are two books used in this class. The workbook demonstrates the common errors in helping (such as asking too many questions or giving advice), and the textbook covers the various areas of the counseling profession and focuses on the skills necessary for each area.
- Each week, the lecture (1<sup>st</sup> half of class) is organized around the skills from the textbook, and demonstrations are provided. Students volunteer to be a client and discuss lighter issues, and the instructor demonstrates the type of skill discussed that week.
- During the second half of most classes, students break into triads and practice skills with each other rotating in the roles of client, counselor,

and observer. The instructor moves from room-to-room providing feedback in addition to the feedback the students provide to each other.

- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

In COUN 511 Pre-Practicum, students are provided with an overview of many counseling theories and how the skills may be different based upon theoretical orientation. However, students gain a deeper understanding of theory in the COUN 520 Individual Modes of Counseling class, COUN 527 Family Systems class (which will be discussed in II.G.5.e. below), COUN 562 Couples Counseling, and COUN 524 Child & Adolescent Counseling. However, the COUN 520 Individual Modes of Counseling class is where students begin to understand the philosophical underpinnings and differences between theories and write a personal theory paper. So this will be the course used to support this particular standard. ([Link here to see COUN 520 Individual Modes of Counseling syllabus.](#))

The relevant objectives are:

- Explore personal values and belief and existing models of counseling to begin to develop a personal model of counseling.
- Make hypotheses by creating theoretical case conceptualizations and treatment plans using the classical and evidence-based counseling theories.
- Discuss efforts to research and validate various theories of counseling; discuss evidence-based models, and use of research to improve counseling effectiveness in the clinical mental health setting.
- Identify some counseling interventions used by each of these models.

The relevant assignments are:

- Weekly Conceptualizations and Treatment Plans – Each week, students are using the same vignette from the syllabus to attempt to use the language of the theory to conceptualize and create a treatment plan.
- Personal Theory Paper – students are expected to understand: their own philosophies of how personalities develop; their ideas about what brings people to therapy; and how people change.
- Relaxation Log – students engage in a weekly relaxation log to experiment with using a typical clinical exercise that client's might use.
- Compare and Contrast Paper – students are asked to choose two different theories and compare and contrast to gain a deeper understanding of the chosen theories.



The relevant class discussions and reading assignments are:

- Every week, students bring their conceptualizations to the class. Students work in small groups to come up with a consensus about a good conceptualization, and then we compare answers among groups. The professor then facilitates a discussion about the theory and provides a demonstration or shows a video on what that theory could look like with clients.

e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;

The Systems of Family Counseling course covers this material thoroughly ([Link here to see the COUN 527 Family Systems syllabus](#)). The first part of the course is dedicated to introducing students to a general systems theory understanding of families. The rest of the term is dedicated to becoming familiar with and learning to differentiate amongst the major models of family counseling and their key techniques/interventions.

The relevant objectives are:

- Become familiar with different types of family counseling models, including a systemic and person-centered recovery-orientation
- Differentiate between the major theories of family counseling by their unique features, goals, techniques, and strategies
- Learn family counseling and family education techniques and skills

The relevant assignments are:

- Family Genogram – in this assignment students create a genogram of their own family. After the genogram is completed, they then compose a paper analyzing their family themes and patterns by drawing from a systems and person-centered approach and incorporating the concepts and language learned in class discussions and readings.
- Group Presentation – For this assignment students, in groups, select a major model of family counseling and a type of family. Incorporating research and theory, the students then illustrate a conceptualization of their chosen theory with their chosen type of family. In the presentation there is an emphasis on illustrating some of the key techniques of the theory. Lastly, students then demonstrate/practice some of the key techniques of the theory in a role play.
- Final Exam – At the end of the semester students take a multiple-choice in-class exam that covers 7 of the major models of family counseling. For each theory, the questions focus on the main founders, key concepts, therapy goals, the therapist's role and function, key techniques, and multicultural considerations.

The relevant class discussions and reading assignments are:

- From Week 2 to Week 6 the class discussions and readings introduce a general systems theory perspective.

From Week 7 to Week 15 the class discussions and readings each week emphasize the main founders, key concepts, therapy goals, the therapist's role and function, key techniques, and multicultural considerations of several major models of family counseling

f. a general framework for understanding and practicing consultation; and

The practice of consultation is discussed in a variety of courses depending on context. For example, in COUN 524 Child & Adolescent Counseling, the first week of the class includes information about the complexity of working with children and the need to often consult parents and/or teachers. Examples are given on how to make those connections. [Link here to view the PPT that includes consultation \(slide 4\)](#). In COUN 526 Legal & Ethical Issues in Counseling, consultation is emphasized from a different perspective where counselors need to consult with other counselors on difficult ethical issues. The course is structured in a way that incorporates consultation with each weekly vignette. [Link here to view the ethical decision-making process that includes consultation as on step, and link here to look at a sample vignette with answers \(page 2\)](#). COUN 590 Advanced Techniques spends a week discussing the various roles of consultation in which counselors participate. Furthermore, consultation is heavily discussed in COUN 523 Counseling & Culture for students to gain a greater understanding of clients who are culturally different than they are. However, COUN 511 Pre-Practicum provides a general framework and provides basic skills for conducting consultation, and therefore, will be used here to demonstrate how this standard is met.

The relevant objectives are:

- Demonstrate and introductory knowledge of the concept consultation when working with families.

The relevant class discussions and reading assignments are:

- The Applied Helping Skills text covers this topic in Chapter 10.
- Consultation is discussed the week of culture and ethics. For culture, students are told to consult to understand cultural different clients; for ethics, students are advised to consult with challenging legal or ethical issues.
- Consultation is discussed the week of the topics of working with families and groups within the context of working with children, and in working with families or groups as needed for difficult cases.

g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

Crisis intervention, including suicidal prevention models is incorporated in a variety of courses. For instance, in COUN 511 Pre-Practicum, students are given an introduction to the topic. In addition, in COUN 526 Legal & Ethical Issues in Counseling, crisis issues are framed from making sound ethical processes and decisions to appropriately handle these types of situation. However, crisis issues are most heavily addressed in our new hybrid course COUN 538 Crisis Intervention and Trauma Treatment. Below are samples from COUN 511 and COUN 538 to demonstrate some ways in which we address this standard. [Link here to see the COUN 511 and COUN 538 syllabi.](#)

The relevant objectives are:

- COUN 511:
  - Recognize and assess crisis issues with clients and perform initial steps to mediate the crises.
- COUN 538
  - Understanding case management and treatment strategy within recovery orientation
  - Understanding the basics of crisis theory and crisis intervention models
  - Understanding assessment strategies for evaluating clients who have experienced crisis or trauma
  - Beginning skills in crisis intervention
  - Knowledge of how people with mental or emotional disorders are impacted by crises and trauma
  - Knowledge of the multidisciplinary responses to crises, emergencies, and disasters

The relevant class and reading assignments are:

- COUN 511: James, Richard K. (2007). *Crisis Intervention Strategies*, 6<sup>th</sup> ed., Belmont, CA: Cengage.  
From [ichapters.com](http://ichapters.com) download the following chapters:  
3 - Basic Crisis Intervention Skills  
6 – Posttraumatic Stress Disorder  
7 – Crisis of Lethality  
8 – Sexual Assault  
9 – Partner Violence  
12 – Crisis in Schools
- COUN 538:
  - Weekly Quizzes – on the week students discuss crisis issues, they will be quizzed over readings.
  - Group Presentations – students work in small groups to record case vignettes in the first class meeting. This information will be used to conduct group presentations on how students might approach the clinical vignette role plays.
  - Final Paper – students write a comprehensive paper to identify contributing factors of a crisis video, skills required to work

with this client, and short, medium and long term treatment goals.

The relevant class discussions are:

- COUN 511 Pre-Practicum: The final class prior to the final exam is fully devoted to discussing crisis issues. We discuss the types of crises to consider, especially in a first session (domestic violence; substance abuse; child, elder, and dependent abuse; suicide; and homicide). For each of these crisis issues, students learn how the skills for crises and trauma experiences are different than other types of therapy sessions. They learn: briefly about risks (such as what increases risk for individuals to choose suicide as an option); how to provide an assessment while also establishing or maintaining the clinical relationship; and what actions to take based upon these assessments.
- COUN 538 Crisis Intervention & Trauma Treatment – the first half of the weekly topics are dedicated to different aspects of crisis issues to match the objectives listed above. The class meets on two different 8-hour Saturdays for in-class role plays and discussions to augment what they have learned from the reading materials and online activities.

**6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:**

All standards in this section are met in the course objectives, assignments, and in the weekly discussion, analysis and in the experiential nature of the Groups: Process and Practice course. [Link here to see the COUN 528 Groups: Process and Practice syllabus](#), which meets all of these standards.

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;

The focus on this course is on the study of group dynamics and major approaches to group guidance and counseling with an emphasis on how to start a counseling group, how to effectively lead groups, and how to evaluate results. As an experiential approach to teaching group counseling and leadership, this course allows students first hand experience of group dynamics and process, an *in vivo* opportunity to move through different developmental stages of group, the experience of reflect upon their own roles and behaviors in their class group and groups across their lifespan, and focused attention on evidence-support therapeutic factors that contribute to successful group outcomes. The teaching format allows the class to operate in the first half of class as an actual interpersonal process group. Following a short break, the second half of class is dedicated to a depersonalized guided discussion of the group dynamics and theoretical aspects at work in the first half of class. The class discusses the group process from the beginning of class and applies ideas and concepts from the reading to better understand group process at work. The second half may include video presentations and role-play scenarios. There will be limited use of formal lecture; instead students raise questions from the readings and group experience. All of the course assignments are focused on understanding the role of group process, therapeutic factors, and self-reflection on the influence of group dynamics and roles.

The relevant objectives are:

- Demonstrate an ability to explore the dynamics, processes, and stages of group work.
- Demonstrate a continuing ability to become aware of your own characteristic style of group functioning.
- Demonstrate an ability to explain various group member roles and their impact on the progress of the total group. This includes applying group theory and skills in such a way as to respect client diversity.
- Demonstrate maturity & commitment through regular attendance.
- Demonstrate an ability to effectively address members at critical junctures in the group.
- Demonstrate an appreciation for and ability to utilize both the ACA

*Code of Ethics* and the *ASGW Training Standards of Practice* as they apply to professional group work. This includes becoming familiar with the unique ethical issues faced by group leaders as specified in the professional codes.

- Demonstrate a minimal and developing ability to develop the skills, knowledge, and confidence to be able to lead groups in a variety of settings.

The relevant assignments are:

- Class participation in activities and exercises: first-hand experience of group process and dynamics
- Groups in Action Paper: Students observe multiple actual groups of their choice in the surrounding community and setting of their interest (school, substance abuse clinic, mental health facility, private practice, corporation, etc.). Students focus their attention on leadership style, what works best and least and why, and demonstrate understanding of group dynamics, group process, and therapeutic factors by noting process events and reactions in the room. The emphasis on the paper is not reporting what was seen, rather exploring the group dynamics in the room that contribute to bring group members back each week.
- My Behavior in Groups- A major part of this paper is analyzing a student's group roles and behavior across the significant groups in one's life (including the class interpersonal group). From this reflection students notice patterns and deconstruct the factors that support certain group behaviors while limiting others.
- Journal Assignment: Students keep a personal journal 3 days a week about their experience in the class interpersonal group. Students are encouraged to write about the roles they are playing, the behaviors they show, and the group process they are aware of.

The relevant class discussions and reading assignments are:

- Week 2: Discussion about Group Process (Yalom Ch. 1,2, Appendix A; Learning Group Leadership [LGL] Ch. 2)
- Week 3: Interpersonal Process (Yalom Ch. 3, 4; LGL Ch. 3)
- Week 4: Therapeutic Factors (Yalom Ch. 5, 6)
- Week 5: Stages of Group Development (Yalom Ch. 11,12; LGL Ch. 4)
- Week 6: Group and Cultural Factors (Yalom, Ch.7; LGL Ch. 5)
- Week 8: Ethics and Legal Issues of Groups: (LGL Ch. 13; *ASGW Group Leader Training Standards*)
- Week 16: Termination (LGL Ch. 4)
- The book *The Schopenhauer Cure* (TSC; Yalom, 2006) is a psychoeducational book that follows a group over a year period. Mention to mirror Yalom's textbook, this novel allows students to read about group stages, process, member reflections, and therapeutic factors.

- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;

Beyond learning group assessment skills of reading and understanding group dynamics and process, this course is focused on teaching students how to develop their own micro-skills as a group counselor. Students learn how to adapt their facilitation for different types of groups (interpersonal, support, psycho-educational) across different settings. Most class discussions focus on how to lead groups, and role-plays/ demonstrations are used often to practice various situations and facilitation styles. Further, since our student body is highly diverse across many identities and dimensions, students can experience how leadership styles vary based on the population being served and the cultural identity of the leader.

The relevant objectives are:

- Demonstrate a continuing ability to become aware of your own characteristic style of group functioning.
- Demonstrate leadership procedures related to at least two group counseling theories as contained in the primary textbook for the course.
- Demonstrate a minimal degree of self-processing skills through the use of a journal and by asking for a receiving feedback to improve group counseling leadership skills.
- Demonstrate an ability to effectively address members at critical junctures in the group.
- Demonstrate the ability to conceive, generate, plan, conduct, terminate, and summarize a counseling group with a co-counselor. This includes practice leading groups.
- Demonstrate a minimal and developing ability to develop the skills, knowledge, and confidence to be able to lead groups in a variety of settings.

The relevant assignments are:

- **Class Participation:** Students are exposed to multiple approaches to group leadership by virtue of being a part of a real interpersonal group with a many different co-leaders. The leadership of the group can change each week allowing students a true experience of viewing different leaders at work. Students all have the opportunity to co-lead the group in class, which provides actual experience.
- **Groups in Action Paper:** Students observe multiple actual groups of their choice in the surrounding community and setting of their interest (school, substance abuse clinic, mental health facility, private practice, corporation, etc.). Students focus their attention on leadership style, what works best and least and why, and demonstrate understanding of group dynamics, group process, and therapeutic factors by noting process events and reactions in the room. Students are encouraged to interview group leaders they observe.

The relevant class discussions and reading assignments are:

- Week 7: Working with a Co-Leader (Yalom pp. 429-450; LGL Ch. 11)
- Week 8: Ethics and Legal Issues of Groups: (LGL Ch. 13; *ASGW Group Leader Training Standards*)
- Week 10 and 11: Tasks of the Group Counselor (Styles and Interventions) (LGL, Ch. 7,8,9,10,12,14)

c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

This course introduces students to the wide range of theories of group counseling while also emphasizing the common factors that different approaches share. Students are encouraged to view their group experience in class from different theoretical perspectives while role-playing and practicing specific theoretically based interventions.

The relevant objectives are:

- Demonstrate leadership procedures related to at least two group counseling theories as contained in the primary textbook for the course.

The relevant assignments are:

- Class Participation: The class interpersonal group operates from an interpersonal perspective, yet students explore other theoretical perspectives when they co-lead the group. Students also discuss different theoretical perspectives in the 2<sup>nd</sup> half of class through theoretical analysis and role plays.
- Groups in Action Paper: Be viewing multiple groups in the community students are exposed to a variety of leadership styles and theoretical perspectives. Students use theoretical models to analyze the group process they observe.

The relevant class discussions and reading assignments are:

- Week 9: Theories of Group Counseling (LGL Ch. 6.)

d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and

The course reviews the full developmental cycle of a group starting with pre-group selection and ending with a structured termination session. Students are given an in vivo experience of pre-group intake during the first class and then read/ role play a pre-group intake. Throughout the class students examine what is working in their group and why.

The relevant objectives are:



- Demonstrate an ability to explore the dynamics, processes, and stages of group work.
- Demonstrate an ability to explain various group member roles and their impact on the progress of the total group. This includes applying group theory and skills in such a way as to respect client diversity.
- Demonstrate a minimal degree of self processing skills through the use of a journal and by asking for a receiving feedback to improve group counseling leadership skills.
- Demonstrate an ability to effectively address members at critical junctures in the group.
- Demonstrate an appreciation for and ability to utilize both the *ACA Code of Ethics* and the *ASGW Training Standards of Practice* as they apply to professional group work. This includes becoming familiar with the unique ethical issues faced by group leaders as specified in the professional codes.

The relevant assignments are:

- **Class Participation:** Students are exposed to multiple approaches to group leadership by virtue of being a part of a real interpersonal group with a many different co-leaders. The leadership of the group can change each week allowing students a true experience of viewing different leaders at work. Students all have the opportunity to co-lead the group in class, which provides actual experience. Students role play pre-group selection in class and determine goodness of fit. In the 2<sup>nd</sup> half of class the student reflect on what is working in the group and why.
- **Groups in Action Paper:** By observing groups in the community students question why these group are effective and what brings members back each week. They also review a variety of group leader behaviors.

The relevant class discussions and reading assignments are:

- Week 8: Ethics and Legal Issues of Groups: (LGL Ch. 13; *ASGW Group Leader Training Standards*)
- Week 13: Is Group Counseling Effective? (Yalom Ch. 13; LGL Ch. 1)
- Week 14: Preparing Your Group (Yalom Appendix A; LGL Ch. 10)
- Week 15: Pre-group Screen Criteria (LGL Ch. 10)

e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.
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This class is limited to no more than 12 students in each section. This course uses both didactic instruction and group process to meet class needs. The first half of the class interacts as a group with a selected leader. The group meets

weekly for 90 minutes over a 16-week semester. Students often spend more than 22 clock hours as group members.

The relevant objectives are:

- Demonstrate a continuing ability to become aware of your own characteristic style of group functioning.
- Demonstrate an ability to explain various group member roles and their impact on the progress of the total group. This includes applying group theory and skills in such a way as to respect client diversity.
- Demonstrate maturity & commitment through regular attendance.
- Demonstrate a minimal degree of self processing skills through the use of a journal and by asking for a receiving feedback to improve group counseling leadership skills.
- Demonstrate the ability to conceive, generate, plan, conduct, terminate, and summarize a counseling group with a co-counselor. This includes practice leading groups.
- Demonstrate a minimal and developing ability to develop the skills, knowledge, and confidence to be able to lead groups in a variety of settings.

The relevant assignments are:

- Class Participation: Students are in an interpersonal group in their class. This more than doubles the expected standard. Students get the time to see their group develop and reflect on their own reactions to the group at different stages.
- My Behavior in Groups Paper: As part of this extensive paper students are asked to apply the principles, theories, experiences, readings, and ideas from class and text to an introspective analysis of their experience of the class interpersonal group.
- Journal Assignment: Throughout the course of the semester students write multiple times per week about reactions to what takes place in class, in the readings, and in their own minds and hearts as a result of their experiences.

The relevant class discussions and reading assignments are:

- All of the Weeks and class discussions directly related to experiencing the interpersonal group from class.

**7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:**

Assessment is covered thoroughly in COUN 560 Individual and Group Appraisal in Counseling. [Link here for the COUN 560 syllabus.](#)

a. historical perspectives concerning the nature and meaning of assessment;

The relevant objectives are:

- Historical perspectives concerning the nature and meaning of assessment, prior and current research-based assessment trends, and the role of assessment in marriage and family therapy.
- The design and purpose of various psychological tests and instruments.

The relevant assignments are:

- Mid-Semester Examination: The mid-semester examination is in class covering the content of the lectures and class discussions and assigned readings through the first 6 lectures unless otherwise planned. The exam will comprise of 50 multiple-choice questions evaluating your general understanding of the basic concepts, theories and models of assessment, statistical methods and basic concepts of test construction, relevant issues in assessment of clinical situations.

The relevant class discussions and reading assignments are:

- Class 1: Overview:  
Historical and Theoretical Foundations  
Ethical Guidelines and Considerations

b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;

The relevant objectives are:

- The design and purpose of various psychological tests and instruments.
- Developing a rudimentary understanding of the following psychological tests:
  - Intelligence, Aptitude and Achievement Tests
  - Clinical Assessment tools and Self-report Inventories
  - Projective and Objective Assessment of Personality
  - Assessment of Couple, Family
- The administration, scoring, and interpretation of a variety of appraisal

instruments and inventories within the scope of counseling. These include:

- Adult Manifest Anxiety Scale, College form (AMAS-C)
- Beck Depression Inventory, 2<sup>nd</sup> edition (BDI-II)
- Coping Inventory for Stressful Situations (CISS)
- Marital Satisfaction Inventory-Revised (MSI-R)
- Sixteen Personality Factor, Fifth edition (16-PF)
- Stress Profile (SP)
- Substance Abuse Subtle Screening Inventory, Third Edition (SASSI3)
- Family Environment Scale (FES) &
- Parenting Stress Index, Second Edition (PSI-2)

The relevant assignments are:

- **Mid-Semester Examination:** The mid-semester examination is in class covering the content of the lectures and class discussions and assigned readings through the first 6 lectures unless otherwise planned. The exam will comprise of 50 multiple-choice questions evaluating your general understanding of the basic concepts, theories and models of assessment, statistical methods and basic concepts of test construction, relevant issues in assessment of clinical situations.
- **Testing Portfolio:** This project evaluates your competency and understanding of selecting assessment instruments, completing an intake interview, writing an intake report, your ability to use self-report measures in assessment of your own issues, personality and fit for this program. It facilitates your understanding of the application of testing in a comprehensive counseling assessment process.
  - **Part 1:** You will participate in taking tests, scoring the tests that you have taken in class, and you will summarize the results.
  - **Part 2:** Write up a testing report summarizing your findings, and determining whether you are a good match for this program or your future career as an MFT.

The relevant class discussions and reading assignments are:

- **Classes 2 & 3: Basic Concepts: test construction and psychometrics.**
  - **Readings:** Whiston, Chapter 1, 2, 3, 4, 5, 14, 15, Appendices A, B, C
- **Classes 4 & 5: Art of Interviewing, Clinical Assessment, Diagnostic**
  - **Evaluation:** (I will be administering the Self-Report Measures in class, DO NOT MISS 9/26 CLASS)
  - **Reading:** Whiston, Chapters 11, 12, 13 & 15
  - **Symptom Checklists, Other Self-report Measures:**
    - Clinical Inventories (Within the Counseling, Psychology and Social Work Scope of practice):
    - BDI-II: Beck Depression Inventory

- AMAS-C : Adult Manifest Anxiety Scale, College form
  - Substance Abuse Subtle Screening Inventory, Third Edition (SASSI-3)
  - SCL-90-R: Symptom Checklist-Ninety Revised & Brief Symptom Checklist (BSI)
  - BASC-2: Behavioral Assessment Scale for Children, Second Edition
- Classes 6 & 7: Formal Assessment of Intelligence
  - Reading: Whiston, Chapters 7& 8 & 15
- Class 10: Scoring The Self Report Measures.
  - Please Remember to Bring All Your Self-Reports to class, “Completed”!
  - DO NOT MISS THIS CLASS!
- Class 11: Understanding and Communicating the Results:
  - The Tenets of Report Writing
  - The Language of Report Writing
  - Reading: On Titanium see “project outline”
- Classes 12 & 13: Appraisal of Personality & Overview of Clinical And Nonclinical Personality Tests
  - Reading: Whiston, Chapter 10 & 15;
  - On Titanium: Reading folder on Assessment of Personality & Reading folder on Projective Assessment
  - Objective Personality Tests:
    - Nonclinical Population: (Counseling Scope of Practice)
      - 16-PF
      - Myers-Briggs Type Indicator
      - California Personality Inventory
    - Clinical Population: MMPI-II & MCMI-III
  - An Overview of the Projective Assessment:
    - Rorschach
    - Thematic Apperception Test
    - Children Apperception Test & Robert’s Apperception Test for children
    - Rotter’s Incomplete Sentences Blank
    - House-Tree-Person
    - Family Kinetic Drawing
  - Class 14 & 15: Assessment of Couples & Families:
    - Reading: Whiston, Chapter 11;
    - On Titanium: Reading folder on Assessment of Systems (i.e., couples, parent-child and families.)
      - MSI-R: Marital Satisfaction Inventory - Revised
      - PSI: Parenting Stress Index
      - FES: Family Environment Scale
      - Family Projective Drawing

- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

Standards c., d., and e. are combined here since they are covered in the same ways for the course.

The relevant objectives are:

- Statistical concepts relevant to assessment and test construction.

The relevant assignments are:

- Mid-Semester Examination: The mid-semester examination is in class covering the content of the lectures and class discussions and assigned readings through the first 6 lectures unless otherwise planned. The exam will comprise of 50 multiple-choice questions evaluating your general understanding of the basic concepts, theories and models of assessment, statistical methods and basic concepts of test construction, relevant issues in assessment of clinical situations.
- Testing Portfolio: This project evaluates your competency and understanding of selecting assessment instruments, completing an intake interview, writing an intake report, your ability to use self-report measures in assessment of your own issues, personality and fit for this program. It facilitates your understanding of the application of testing in a comprehensive counseling assessment process.
  - Part 1: You will participate in taking tests, scoring the tests that you have taken in class, and you will summarize the results.
  - Part 2: Write up a testing report summarizing your findings, and determining whether you are a good match for this program or your future career as an MFT.

The relevant class discussions and reading assignments are:

- Classes 2 and 3: Basic Concepts: test construction and psychometrics.
  - Readings: Whiston, Chapter 1, 2, 3, 4, 5, 14, 15, Appendices A, B, C

f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and

The relevant objectives are:

- Historical perspectives concerning the nature and meaning of assessment, prior and current research-based assessment trends, and the role of assessment in marriage and family therapy.
- The administration, scoring, and interpretation of a variety of appraisal instruments and inventories within the scope of counseling. These include:
  - Adult Manifest Anxiety Scale, College form (AMAS-C)
  - Beck Depression Inventory, 2<sup>nd</sup> edition (BDI-II)
  - Coping Inventory for Stressful Situations (CISS)
  - Marital Satisfaction Inventory-Revised (MSI-R)
  - Sixteen Personality Factor, Fifth edition (16-PF)
  - Stress Profile (SP)
  - Substance Abuse Subtle Screening Inventory, Third Edition (SASSI3)
  - Family Environment Scale (FES) &
  - Parenting Stress Index, Second Edition (PSI-2)
- Cultural factors that influence assessment, such as: age, gender, sexual orientation, ethnicity, language, disability, spirituality, social status, etc.

The relevant assignments are:

- Testing Portfolio: This project evaluates your competency and understanding of selecting assessment instruments, completing an intake interview, writing an intake report, your ability to use self-report measures in assessment of your own issues, personality and fit for this program. It facilitates your understanding of the application of testing in a comprehensive counseling assessment process.
  - Part 1: You will participate in taking tests, scoring the tests that you have taken in class, and you will summarize the results.
  - Part 2: Write up a testing report summarizing your findings, and determining whether you are a good match for this program or your future career as an MFT.

The relevant class discussions and reading assignments are:

- Class 1: Overview:
  - Historical and Theoretical Foundations
  - Ethical Guidelines and Considerations
- Classes 4 & 5: Art of Interviewing, Clinical Assessment, Diagnostic
  - Evaluation: (I will be administering the Self-Report Measures in class, DO NOT MISS 9/26 CLASS)

- Reading: Whiston, Chapters 11, 12, 13 & 15
- Symptom Checklists, Other Self-report Measures:
  - Clinical Inventories (Within the Counseling, Psychology and Social Work Scope of practice):
  - BDI-II: Beck Depression Inventory
  - AMAS-C : Adult Manifest Anxiety Scale, College form
  - Substance Abuse Subtle Screening Inventory, Third Edition (SASSI-3)
  - SCL-90-R: Symptom Checklist-Ninety Revised & Brief Symptom Checklist (BSI)
  - BASC-2: Behavioral Assessment Scale for Children, Second Edition
- Classes 6 & 7: Formal Assessment of Intelligence
  - Reading: Whiston, Chapters 7& 8 & 15
- Class 10: Scoring The Self Report Measures.
  - Please Remember to Bring All Your Self-Reports to class, “Completed”!
  - DO NOT MISS THIS CLASS!
- Class 11: Understanding and Communicating the Results:
  - The Tenets of Report Writing
  - The Language of Report Writing
  - Reading: On Titanium see “project outline”
- Classes 12 & 13: Appraisal of Personality & Overview of Clinical And Nonclinical Personality Tests
  - Reading: Whiston, Chapter 10 & 15;
  - On Titanium: Reading folder on Assessment of Personality & Reading folder on Projective Assessment
  - Objective Personality Tests:
    - Nonclinical Population: (Counseling Scope of Practice)
      - 16-PF
      - Myers-Briggs Type Indicator
      - California Personality Inventory
    - Clinical Population: MMPI-II & MCMI-III
  - An Overview of the Projective Assessment:
    - Rorschach
    - Thematic Apperception Test
    - Children Apperception Test & Robert’s Apperception Test for children
    - Rotter’s Incomplete Sentences Blank
    - House-Tree-Person
    - Family Kinetic Drawing
- Class 14 &15: Assessment of Couples & Families:
  - Reading: Whiston, Chapter 11;
  - On Titanium: Reading folder on Assessment of Systems (i.e., couples, parent-child and families.)



- MSI-R: Marital Satisfaction Inventory - Revised
- PSI: Parenting Stress Index
- FES: Family Environment Scale
- Family Projective Drawing

g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

The relevant objectives are:

- Historical perspectives concerning the nature and meaning of assessment, prior and current research-based assessment trends, and the role of assessment in marriage and family therapy.
- The administration, scoring, and interpretation of a variety of appraisal instruments and inventories within the scope of counseling. These include:
  - Adult Manifest Anxiety Scale, College form (AMAS-C)
  - Beck Depression Inventory, 2<sup>nd</sup> edition (BDI-II)
  - Coping Inventory for Stressful Situations (CISS)
  - Marital Satisfaction Inventory-Revised (MSI-R)
  - Sixteen Personality Factor, Fifth edition (16-PF)
  - Stress Profile (SP)
  - Substance Abuse Subtle Screening Inventory, Third Edition (SASSI3)
  - Family Environment Scale (FES) &
  - Parenting Stress Index, Second Edition (PSI-2)
- Ethical and legal concepts in assessment, process of appraisal and psychological testing.

The relevant assignments are:

- Testing Portfolio: This project evaluates your competency and understanding of selecting assessment instruments, completing an intake interview, writing an intake report, your ability to use self-report measures in assessment of your own issues, personality and fit for this program. It facilitates your understanding of the application of testing in a comprehensive counseling assessment process.
  - Part 1: You will participate in taking tests, scoring the tests that you have taken in class, and you will summarize the results.
  - Part 2: Write up a testing report summarizing your findings, and determining whether you are a good match for this program or your future career as an MFT.

The relevant class discussions and reading assignments are:

- Classes 4 & 5: Art of Interviewing, Clinical Assessment, Diagnostic

- Evaluation: (I will be administering the Self-Report Measures in class, DO NOT MISS 9/26 CLASS)
- Reading: Whiston, Chapters 11, 12, 13 & 15
- Symptom Checklists, Other Self-report Measures:
  - Clinical Inventories (Within the Counseling, Psychology and Social Work Scope of practice):
  - BDI-II: Beck Depression Inventory
  - AMAS-C : Adult Manifest Anxiety Scale, College form
  - Substance Abuse Subtle Screening Inventory, Third Edition (SASSI-3)
  - SCL-90-R: Symptom Checklist-Ninety Revised & Brief Symptom Checklist (BSI)
  - BASC-2: Behavioral Assessment Scale for Children, Second Edition
- Classes 6 & 7: Formal Assessment of Intelligence
  - Reading: Whiston, Chapters 7& 8 & 15
- Class 10: Scoring The Self Report Measures.
  - Please Remember to Bring All Your Self-Reports to class, “Completed”!
  - DO NOT MISS THIS CLASS!
- Class 11: Understanding and Communicating the Results:
  - The Tenets of Report Writing
  - The Language of Report Writing
  - Reading: On Titanium see “project outline”
- Classes 12 & 13: Appraisal of Personality & Overview of Clinical And Nonclinical Personality Tests
  - Reading: Whiston, Chapter 10 & 15;
  - On Titanium: Reading folder on Assessment of Personality & Reading folder on Projective Assessment
  - Objective Personality Tests:
    - Nonclinical Population: (Counseling Scope of Practice)
      - 16-PF
      - Myers-Briggs Type Indicator
      - California Personality Inventory
    - Clinical Population: MMPI-II & MCMI-III
  - An Overview of the Projective Assessment:
    - Rorschach
    - Thematic Apperception Test
    - Children Apperception Test & Robert’s Apperception Test for children
    - Rotter’s Incomplete Sentences Blank
    - House-Tree-Person
    - Family Kinetic Drawing
- Classes 14 & 15: Assessment of Couples & Families:
  - Reading: Whiston, Chapter 11;

- On Titanium: Reading folder on Assessment of Systems (i.e., couples, parent-child and families.)
  - MSI-R: Marital Satisfaction Inventory - Revised
  - PSI: Parenting Stress Index
  - FES: Family Environment Scale
  - Family Projective Drawing

**8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:**

Most of the standards in this section are met in the objectives, assignments, discussion, and individual consultation methods in the “Research in Counseling” class (COUN 521). This course is the first in a sequence of two research classes which culminate in a final qualitative research “project” (COUN 597). The emphases in this class are on becoming a skilled consumer of research, having a basic understanding of research methodologies, developing a topic for an original qualitative research project, and writing the literature review for that project. [Link here to see the COUN 521 syllabus.](#) However, item 8.d. below on program evaluation is the only standard not covered in the COUN 521 course, and instead is covered in the COUN 502 Career Development course.

a. the importance of research in advancing the counseling profession;

We believe that counselors need to be engaged in a life-long learning process regarding their own growth, their approach to clients, and their knowledge of the field. New understandings of client issues and ways of working with them are emerging all the time; often the information is confusing and contradictory. By this time in the program, counselors-in-training know that there are few absolute answers to complex human problems. This makes it all the more crucial that counselors develop solid critical thinking skills and learn to personally evaluate research. By preparing to conduct their own study in an area of counseling that truly interests them, students often take on a deeper “ownership” of the counselor profession, develop a specific knowledge base, and are better prepared as practitioners.

The relevant objectives are:

- Demonstrate the ability to critically evaluate both quantitative and qualitative research.
- Solidify a counseling topic of personal interest that is relevant to community counseling in Southern California and learn the literature of that topic.
- Engage in peer review and provide constructive feedback to other students.
- Construct a thematic literature review and rationale for the upcoming study.
- Demonstrate good writing skills and utilization of APA style.

The relevant assignments are:

- Students work through a text (Jones, W.P., & Kottler, J.A., 2006, *Understanding research: Becoming a competent and critical consumer*).

- Students begin to research their own interests in the field, in preparation for the study they will do the following semester. In selecting their own topic, they must focus on a counseling issue or problem, a particular population, and a therapeutic approach.
- Students write a selective, thematic literature review based on 20-23 scholarly works (quantitative studies, qualitative studies, case studies, opinion pieces, action research, books and book chapters, and more).
- In preparation for the literature review, students must write summaries for each scholarly work they plan to use, outlining the methodology and findings.
- Students must take an online tutorial in APA style. They also attend a session with a campus librarian and utilize not only the APA manual, but another text called *An Easy Guide to APA style*.

The relevant class discussions and reading assignments are:

- During the first third of the course, students read and respond to weekly assignments from the text *Understanding research: Becoming a competent and critical consumer*. Class discussion and lecture emphasize the variety of research in counseling, the importance of research to clinical work, and how students need to be adequate consumers of research.
- Students are expected to know APA style at this point in the program, but they do an online tutorial and a library session as refreshers, and are assigned readings from *An Easy Guide to APA style*. Class discussion and lecture highlight some of the issues they may have been less exposed to, e.g., bias in language and ethical issues in research and writing.
- The second third of the course involves students' exploration of their own topics, learning to understand the literature in that area, and learning to choose a selection of pertinent scholarly works for their topic. There is minimal lecture at this point, and more small group and individual consultation with the professor
- The last third of the course is where students write an integrated literature review for their topic, outline the gaps in the literature, and state the rationale for the study they plan to conduct the next semester (COUN 597). There is lecture and discussion on writing itself, on writing an integrated review, and on constructing a rationale for their study. Students are also involved at this point in peer review, as they must send the first half and the completed review to a peer for comments prior to submitting them to the professor for a grade. The professor continues to work with the class in small group and individual consultation, helping with sorting through articles, writing, and constructing the logic for their study.

<p>b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;</p>
---

The primary focus regarding research methods is to educate students on the types of different methodologies, and their value to specific kinds of research questions in counseling. We want them to become good consumers of research, increase their critical thinking with regard to counseling issues, and understand how different methodologies have strengths and limitations. They must construct a thematic literature review which incorporates a critical analysis of methodology. Ultimately, we want them to appreciate the role of research in the counseling field and prepare to do their own study. In the second research class (COUN 597), they conduct a qualitative interview project and learn quite a bit more about qualitative methodology. However, in this class, most spend considerable time exploring quantitative studies for their literature review.

The relevant objectives are:

- Demonstrate the ability to critically evaluate both quantitative and qualitative research.
- Solidify a counseling topic of personal interest that is relevant to community counseling in Southern California and immerse themselves in the literature of that topic.
- Construct a thematic literature review.

The relevant assignments are:

- Students work through a text (Jones, W.P., & Kottler, J.A., 2006, *Understanding research: Becoming a competent and critical consumer*) which is broken up into chapters that illustrate each element (i.e., introduction, method, results, discussion) of a typical journal article in both quantitative and qualitative modalities. The text uses examples from both education and counseling, which is helpful. Students have assignments based on the text each week until we are finished with the text. [See Assignment A for an example.](#)
- Students begin to develop and research their own interests in the field, learning that they will ultimately be drawing on all kinds of research in their literature review, but will be conducting a qualitative interview study for their own project. In selecting their own topic, they must focus on a counseling issue or problem, a particular population, and a therapeutic approach. In doing so they cover a wide variety of scholarly work and must be able to critically analyze the different methodologies and develop an understanding of the gaps in the literature.
- Students write a selective, thematic literature review based on 20-23 scholarly works (quantitative studies, qualitative studies, case studies, opinion pieces, action research, books and book chapters, and more). Emphasis is placed on a critical examination of the literature (i.e., having an understanding of the methodological limitations in research) and understanding where the “gaps” in the literature are. The first set

of assignments is for students to choose appropriate articles and scholarly works for their topics of interest, and then write “part 1” summaries of each piece (these are bullet-point summaries of the studies’ methodologies, outcomes, strengths, limitations, etc.). Then they begin the process of constructing a thematic review and writing. They turn in half of their review to a peer for peer review and feedback, and then submit it to the professor for an “in-progress” mid-semester grade. At the end of the course, they submit a completed literature review and present their topic and proposed project to the class.

The relevant class discussions and reading assignments are:

- In the first class, we focus on differences between quantitative and qualitative research, the importance of having a “skeptical mindset” in consuming research, and looking at a variety of articles in order to become familiar with the lay-out of journal articles and the many different kinds of scholarly work.
- Students must respond on a weekly basis to exercises in the text or questions posed by the professor; then the topics (all aspects of an empirical articles, methods, statistical procedures, etc.) are discussed in class.
- Emphasis is placed on helping students to understand the inherent and inevitable limitations of certain sampling procedures and use of standardized measures.
- Class lecture and discussion, small group meetings, “seminar-style” classes (in which half the class meets with the professor one week and half the next week), peer review assignments, and individual consultation with the professor are used to help students choose, understand, and integrate scholarly work into a literature review that supports the rationale for their own upcoming study.

c. statistical methods used in conducting research and program evaluation;
--

Students must have completed an undergraduate or prerequisite course in statistics in order to enter the counseling program, but we do not require them to take a statistics course while in the program. However, this class emphasizes the importance of being able to understand the basics of statistics, including the benefits and drawbacks of relying on statistics to evaluate counseling-related issues. We emphasize that having familiarity with statistical terms and procedures is essential to reading and comprehending quantitative journal articles.

The relevant objectives are:

- Demonstrate the ability to critically evaluate both quantitative and qualitative research. In this process, students learn about basic statistical procedures and how to interpret them.

The relevant assignments are:

- Students answer questions posed by the professor from the chapter on Methods (and statistical processes) in the text by Jones, W.P., & Kottler, J.A., 2006, *Understanding research: Becoming a competent and critical consumer*. [Link here to see Assignment B for a sample assignment.](#)
- Students are assigned a quantitative article to read and write what we call a “part 1” summary of the purpose, methodology (including statistics), findings, meaning, and limitations of the study.
- Students must write “part 1” summaries of each piece of scholarly work they choose for their literature review. [Link here to see Assignment C for a sample assignment.](#)

The relevant class discussions and reading assignments are:

- The class engages in discussion about the reading from Jones & Kottler’s text, and engages in questions and answers with the professor regarding basic statistical procedures they will see in quantitative studies.
- Students write summaries of all the scholarly works they plan to use in their literature review, and one aspect of those summaries covers statistical procedures and findings in quantitative articles.

d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;

Program evaluation is covered in the COUN 502 Career Development course. [Link here to see the COUN 502 syllabus.](#)

The relevant objectives are:

- The fundamentals of career counseling including: assessment methods, use of career planning strategies and technologies, program implementation & evaluation, and job-hunting and placement techniques.
- The ways that career development programs may be implemented in schools and community agencies.

The relevant assignments are:

- Group Chapter Discussions (10 points): Student groups will review/outline textbook chapters and lead class discussions (approx. 25 minutes) during class meetings as assigned. The group will provide handouts for each class member. Groups will be formed for selected chapters on the second day of class.

The relevant class discussions and reading assignments are:

- Read Chaps. 12 & 15 for next class meeting.



- Group Chapter Discussion on Chap. 12: Career Development Programs in K-12 Settings
- Group Chapter Discussion on Chap. 15: Career Development Programming in Business Organizations
- Discussion of Partner's papers
- Read Chap. 13 & 16 for next class meeting.
- Program Evaluation and Evidence-Based Practice
- Career Development in Postsecondary Educational Settings

e. the use of research to inform evidence-based practice; and

In the process of researching the literature about a counseling topic of interest to students, they learn about the use of research related to evidence-based practice. They are required to research a particular approach (theoretical or treatment modality) with regards to the population and problem of interest, and come to have a greater understanding of the use of research.

The relevant objectives are:

- Solidify a counseling topic of personal interest that is relevant to community counseling in Southern California and immerse themselves in the literature of that topic. In this process, students learn about research conducted with specific therapeutic modalities and ultimately conduct their own interview study of therapists who utilize that modality.
- Construct a thematic literature review.

The relevant assignments are:

- Students begin to develop and research their own interests in the field, learning that they will ultimately be drawing on all kinds of research in their literature review, but will be conducting a qualitative interview study for their own project. In selecting their own topic, they must focus on a counseling issue or problem, a particular population, and a therapeutic approach.
- Students write a selective, thematic literature review based on 20-23 scholarly works (quantitative studies, qualitative studies, case studies, opinion pieces, action research, books and book chapters, and more). This is in preparation for the original study of therapists' process, to be conducted in students' last semester. The intensive process in constructing the literature review (in which students must submit "part 1" summaries of the purpose, findings, methodology, and limitations) helps to educate students about how research informs evidence-based practice.

The relevant class discussions and reading assignments are:

- At least one-third of the students' literature review must focus on treatment. Students are required to write "part 1 summaries" of the purpose, findings, methodologies, and limitations of these works.
- The class reads and discusses published literature reviews in the field in order to understand both how they are written, and what the complexities are in determining evidence-based practice.

f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

This course provides an excellent opportunity for students to learn about ethics and cultural relevance in counseling research. By learning to critically examine existing research, they become better at interpreting results. By constructing a literature review they learn to convey the results and meaning of research in an ethical and culturally appropriate manner.

The relevant objectives are:

- Demonstrate the ability to critically evaluate both quantitative and qualitative research.
- Engage in peer review and provide constructive feedback to other students.
- Construct a thematic literature review.
- Demonstrate good writing skills and utilization of APA style.

The relevant assignments are:

- Students read and provide reflections on content in Chapters 5 & 6 (Plagiarism & Avoiding Biased Language) in the *EasyGuide* text
- In learning to critically analyze research, students become aware of problematic and biased samples, methodology, and reporting.
- Students must review each other's work during the course, and provide feedback on APA style, content, and use of language.
- Students must write a literature review using non-biased language in accordance with APA style.

The relevant class discussions and reading assignments are:

- All three texts used for the class cover the importance of non-biased language and ethics in research. Discussions include the historically problematic nature of White, middle-class samples being used to generalize to all groups, and the persistent lack of research attention to diverse groups in mainstream research.
- The professor discusses the use of Institutional Review Boards (and students will take an IRB on-line tutorial in the next research class) and some of the historical maltreatment of human subjects. The professor shares some of her own IRB submissions in order to illustrate the concepts.

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### SECTION III PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

#### SUPERVISOR QUALIFICATIONS AND SUPPORT

##### **A. Program faculty members serving as individual or group practicum/internship supervisors must have the following:**

Not Applicable. Site Supervisors conduct supervision. Faculty members conduct a class of 6-9 students each week to provide additional feedback and oversight to the supervision process.

##### **B. Students serving as individual or group practicum student supervisors must meet the following requirements:**

Not Applicable. Site Supervisors conduct supervision. Faculty members conduct a class of 6-9 students each week to provide additional feedback and oversight to the supervision process

##### **C. Site supervisors must have the following qualifications:**

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision.

The Clinical Training Director (CTD) evaluates each agency interested in working with our students. An application must be completed by the agency, and then the application is reviewed by the CTD and the site is visited by the CTD. Supervisors must meet state standards to be a supervisor which include licensure as an LPCC, LMFT, LCSW or Psychologist (all of which require a minimum of a master's degree; number 1 above) for a minimum of 2 years (number 2 above) and training in supervision plus annual training CE's in supervision to maintain supervision status (number 4). [Link here to see the full Agency Application](#), and below is the wording beginning on page 3 specifying these requirements. In addition, once a relationship has been established, supervisors also sign a Practicum 4-way Agreement ([link here to see Practicum 4-way Agreement](#)) specifying the roles and responsibilities of the supervisor and student (number 3 above).

**Supervisors:**

All supervisors must have had sufficient experience, training and/or education in the area of clinical supervision to competently supervise trainees. A supervisor is a currently licensed marriage and family therapist, clinical psychologist, clinical social worker, or licensed physician certified in psychiatry as defined in section 4980.45(a) of the Business and Professions Code (must be licensed a minimum of two years). Note: Board eligibility in psychiatry does not mean board certified. Supervisors must meet current BBS requirements.

Please provide the following information for each individual who will be providing either individual or group supervision to trainees. In addition, please submit a copy of their clinical license and proof of individual malpractice insurance coverage, along with a current resume.

D. Supervisor I

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City/State: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Social Security #: \_\_\_\_\_ AAMFT approved: \_\_\_\_ yes \_\_\_\_ no

Date of License: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Type of License: (give number)

\_\_\_\_\_ LMFT

\_\_\_\_\_ Clinical Psychologist

\_\_\_\_\_ LCSW

\_\_\_\_\_ Board Certified Psychiatrist

Liability Insurance \_\_\_\_ yes \_\_\_\_ no Carrier: \_\_\_\_\_

Amount of Coverage: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Theoretical Orientation (please describe):

If required in regulation by the Board of Behavioral Sciences (BBS), could you provide documentation of your training to be a supervisor? \_\_\_\_ yes \_\_\_\_ no

Will Supervisor I be providing individual supervision, group supervision or both?

Individual

Group

Both

Finally, knowledge of program expectations is also on the Agency Application beginning on page 7. Below is a condensed version of this portion of the form:

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**Responsibilities of the Trainee within the scope of practice of Marriage and Family Therapist:**

Please describe in detail the fieldwork experience and responsibilities the trainee will have at your agency. This experience must be within the scope of practice of a marriage and family therapist. It may include applied psychotherapeutic techniques, assessment, diagnosis, prognosis and treatment of pre-marital, couple, family and child relationships, including dysfunctions and healthy functioning and health promotion and illness prevention as defined by section 4981.40(b)(1) of the Business and Professions code.

Enclose a copy of the description of duties that you provide your trainees.

Number of client hours per week which trainees are typically assigned \_\_\_\_\_. The Department recommends an average of seven direct client contact (DCC) hours per week, in order to achieve a total of 280 DCC hours (minimum) during the practicum year.

Indicate the percentage (%) of the total DCC hours for trainees that will likely be seeing :

\_\_\_\_\_ Individuals                      \_\_\_\_\_ Couples                      \_\_\_\_\_ Children  
 \_\_\_\_\_ Adolescents                      \_\_\_\_\_ Families                      \_\_\_\_\_ Groups

Do you have a didactic training component as part of your program? \_\_\_\_ yes \_\_\_\_ no

How long have you had a didactic training program for trainees/interns? \_\_\_\_\_

Frequency of training: \_\_\_\_\_

Time/Day of the week training is scheduled: \_\_\_\_\_

Is “concentrated” training provided prior to a trainee being active (seeing clients)? \_ yes \_ no

If so, when does trainee begin \_\_\_\_\_ end \_\_\_\_\_

Describe your training program. Please include copies of your training syllabus and reading schedule.

How do you integrate issues of diversity into your training experience?

Average number of hours trainees/interns/supervisors are on-site at the agency weekly.

\_\_\_\_\_ Trainees                      \_\_\_\_\_ Interns                      \_\_\_\_\_ Supervisors



What is your application process? Please check all that apply.

- |  |   |
|--|---|
| <input type="checkbox"/> Initial Telephone Contact   | <input type="checkbox"/> Resume             |
| <input type="checkbox"/> Formal Application          | <input type="checkbox"/> Personal Statement |
| <input type="checkbox"/> Letter(s) of Recommendation | <input type="checkbox"/> Other _____        |
| <input type="checkbox"/> Reference Check             |   |

Interviewing process:       Individual                       Group

Period of Service:              From \_\_\_\_\_              To \_\_\_\_\_

Number of hours per week required of trainee: \_\_\_\_\_

Are there any mandatory time commitments? (Please include as much information as possible, including day, week and time of staff meetings, trainings, etc.)



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**E. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.**Orientation

Once the Clinical Training Director (CTD) reviews the application, she goes to the facility to make sure they meet our standards for a clinic (e.g. private rooms for sessions or appropriate methods for keeping records). During this meeting, the CTD provides the agency with expectations including the documents they are required to complete (e.g. 4-way Agreement, Student Midterm and Final Evaluations) as well as information about our Agency Faire where students apply for their practica/internship experiences.

Assistance/Consultation

The Supervisor or Clinic Director sometimes initiates contact with the Counseling CTD via email or phone to discuss any concerns or questions. In addition, in Practicum (COUN 530), the instructors email supervisors biweekly with a survey to evaluate how students are doing. This provides supervisors with the opportunity to bring up any concerns. In Practicum (COUN 530) and Internship (COUN 584), instructors visit the site to meet the supervisor and student, and sometimes questions or concerns emerge during these meetings. Since we have multiple students at each agency, most agencies are visited by several of our faculty members every semester. [Link here to see a sample of the End of Semester Checkout Form](#) showing date of site visits. Faculty members turn these in each semester. [Link here to see p. 14 of the Practicum Clinical Training Handbook](#) that outlines faculty responsibilities. Below is the excerpt from that page:

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6. Require students to bring a minimum of three (3) videos of their sessions with clients to class during the semester, and provide appropriate feedback regarding videos and case presentations.
  7. Make one (1) introductory telephone call to site supervisors within the first two weeks of the semester, have email contact [see e-Form, **Appendix B**] every other week during the semester, and make one (1) site visit with the supervisor and student at the end of the semester of COUN 530. At the end of COUN 584, make one (1) site visit with both supervisor and student to discuss the student's progress and experience at the agency, unless a student has changed agencies after completion of COUN 530. In such case, an introductory telephone call should be made to the supervisor within the first three (3) weeks of COUN 584. Maintain agency contact during COUN 590.
  8. Contact the Clinical Training Director immediately if problems arise that the instructor and student cannot resolve.
  9. Verify students' direct client contact (DCC) hours, and other practicum hours.
  10. Assist students with case management.
  11. Distribute the COUN 584 Selection Form to students currently enrolled in COUN 530, and return the completed form to the Fieldwork Coordinator – Counseling's mailbox in EC 405.
  12. Collect student's Assessment of Clinical Training Site, Evaluation of Site Supervisor, and Practicum Summary Log and return with a completed End of Semester Check-Out form [see **Appendix B**] to the Clinical Training Director's mailbox in EC 405 within two weeks after grades are due.
  13. Provide individual feedback to students twice: at the mid-point and at the end of the semester. The midterm and end-of-semester feedback should be both oral and written. Please complete and sign the Practicum Instructor's Final Evaluation of Student form (in consultation with the site supervisor) [see **Appendix B**] and submit it to the Clinical Training Director, along with the documents in #12.
- 

### Professional Development

Each semester, the department hosts a luncheon with agencies who can participate. At this luncheon, we start with introductions of all agency representatives (usually supervisors) and faculty members who are present. Information and updates are provided to the agency about various topics such as curricular changes, changes in licensure laws, and/or updates about our program. In the final forty-five minutes, a faculty member will present on a professional development topic. [Link here to see link here to see copies of the Practicum Meet and Greet sign-in sheets](#) for Spring 2013 and Fall 2013 events.

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**F. Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.**

A 4-way Agreement is signed by the agency, supervisor, student, and CTD that provides explicit instructions about expectations. Students download all the forms from the website. Below is a picture of the forms showing the 4-way; [link here to review the full Practicum 4-way Agreement document](#).

*Department of Counseling*  
Marriage and Family Therapy (MFT) Program  
Clinical Training Handbook

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## Appendix B - Forms & Information

[Click here](#) to download the complete Appendix B

1. [Declaration](#)
2. [Consent Form for Participation in Counseling Practicum](#)
3. [Transportation Storage of Confidential Client Data](#)
4. [4-Way Agreement](#)
5. [BBS Supervisor Responsibility Statement](#)
6. [BBS Weekly Summary of Hours of Experience](#)
7. [BBS MFT Experience Verification](#)
8. [Practicum Summary Log/Semester Accounting Form](#)
9. [Site Supervisor Mid-Semester Evaluation of Student](#)
10. [Practicum Instructor Final Evaluation of Student](#)
11. [Site Supervisor Final Evaluation of MFT/LPCC Trainee](#)
12. [Student Assessment of Clinical Training Site](#)
13. [Student Evaluation of Site Supervisor](#)
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**PRACTICUM****G. Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student's practicum includes all of the following:**

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

Items III.G.1 through 4 are documented in several places including pages 22-24 of the Clinical Training Handbook ([link here for the full Practicum Clinical Training Handbook](#) and see below), pages 4-6 of the Practicum 4-way Agreement ([link here to see the Practicum 4-way Agreement](#)), and can be found in the records we maintain from students of their practicum experience (can be seen at site visit).

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**Minimum Practicum Experience Defined**

Students should plan to devote approximately 15-20 hours per week for three (3) consecutive semesters of supervised practicum. Please refer to **Section II, Summary of BBS LMFT/LPCC Licensure Regulations** or the BBS website for minimum/maximum experience requirements.

The Department of Counseling requires that students have a total of 700 Practicum hours (defined below) during their practicum year, with a minimum of 280 direct client contact hours during the course of COUN 530, 584, and 590. These totals meet or exceed the BBS regulations for LMFT/LPCCs and CACREP accreditation standards.

Direct client contact (DCC) hours are accrued through providing counseling services to clients in the following categories: individual children and/or adults, couples, families, and groups. Groups should be facilitated by two clinicians (including, but not limited to, student trainees) as co-leaders whenever possible. **Note:** co-leaders for groups are mandatory during COUN 530.

Students will gather all 280 of their direct client contact (DCC) hours during the (minimum of) 3 semesters in which they are enrolled in practicum courses COUN 530, 584, and 590. DCC hours may be performed and counted as of the date the semester begins [**Note:** Non-DCC hours may be counted from the date listed in the 4-Way Agreement.] Students in their first semester of practicum (COUN 530) need to earn a **maximum** of 40 DCC hours of the 280 required for graduation (by CACREP, not the BBS). The remaining 240 DCC hours will be gathered in COUN 584 and COUN 590. If necessary, students may take extra semesters of 590 to cover enrollment in practicum as they finish gathering their DCC hours. In this case, students may 1) stay at their original site beyond the calendar year commitment, or 2) seek placement in another approved site. Either scenario requires consultation with the Clinical Training Director. In **NO** circumstances may a student change sites/begin at a new site without the express **PRIOR** knowledge of and permission from the Clinical Training Director.

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Students are evaluated in a variety of ways to meet Standard III.G.5 Student Evaluations. First, faculty members teaching COUN 530 send biweekly emails to supervisors. If any concerns emerge, faculty members will contact supervisor by phone to discuss those concerns and take further action. Below is a copy of the format they use:

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CALIFORNIA STATE UNIVERSITY, FULLERTON  
DEPARTMENT OF COUNSELING

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**COUN 530 e-FORM – 2 WEEK PROGRESS REPORT**

Student Name:

Instructor Name:

Supervisor Name:

Dates covered for this review period:

Today's date:

Semester/Year:

**Instructions: Please check the areas you are working on in this 2-week period with this student.**

**Professionalism:**

Please check the areas you are working on in this 2-week period with this student.

- Interpersonal Appropriateness
- Ethical Decision-making
- Responsibility & Dependability
- Taking Supervision Well/Openness to Feedback

Please comment as necessary:

**Skills:**

Please check the areas you are working on in this 2-week period with this student.

- Assessment & Diagnosis
- Relationship Building
- Case Conceptualization
- Treatment Planning
- Documentation
- Termination & Referral

Please comment as necessary:

**Student Development:**

- Student is performing exceptionally well for their level of experience
- Student is performing adequately for their level of experience
- Student performance is below average with a few minor concerns
- Student performance shows serious concerns

Please comment as necessary:

**NOTE:** Please state any concerns you may have, so further contact can be initiated.

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In addition, the practicum instructor evaluates students on three videos shown in class with case conceptualizations. [Link here to see the official COUN 530 Practicum syllabus.](#) Below is an excerpt from a 530 different syllabus on that assignment:

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**Midterm Tape Presentation (30 points)**

Students will be expected to show the best 5-10 minutes of any session in class (not previously shown). During the presentation, students will pause after each counselor comment and discuss whether the response was good or bad, support this view, and if the response could be improved, provide a better response with an explanation as to why this new response is better. At the end of the 5-10 minutes, students will be expected to discuss general strengths and weaknesses of his/her work with this client and any countertransference reactions experienced. (Do you like the like the client, dislike the client, why? Does the client remind you of anyone? Did the client create a positive or negative projection?) Finally, students will first conceptualize and treatment plan in his/her own words, and then attempt to do so in the language of any theory chosen by the student. *Midterm paperwork will be expected to be turned in with the presentation:* Supervisor Evaluation of Student (group or individual, whomever knows your work better), Student Evaluation of Agency and Student Evaluation of Supervisor. NOTE: The first form requires your supervisor's signature. Make sure to give your supervisor 2 weeks to complete the evaluation. If (s)he doesn't feel enough information is available for an evaluation, please have him/her write a statement on the form stating so and when the form can be completed and turned in to me.

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**Final Case Presentation (30 points)**

Students will be expected to show the best 5-10 minutes of any session in class (not previously shown). During the presentation, the student will:

- 1.) conceptualize the client using a theory that might be on your licensing exam,
- 2.) how the responses evidenced were beneficial to the client, and
- 3.) discuss treatment planning through the language of your theory.
- 4.) In addition, awareness of how the student was feeling during the segment shown will be shared, and
- 5.) include any recommendations for better responses and why.
- 6.) You are also expected to talk about the ways in which you have consulted with clients during the semester and any consulting you anticipate doing. Talk about how you would talk differently with a client than with whom someone you're consulting.
- 7.) Finally, after reviewing your journal, which you will bring to class on this day, discuss how you have grown and changed over the course of the semester as a therapist.

Write a summary after re-reading your 15 journal entries. Also as part of this summary, talk about what stood out for you on the Kottler book. Due on the day of your final presentation are: a journal summary; the agency supervisor evaluation of student (individual supervisor), student evaluation of supervisor, student evaluation of agency, and your hours. Please bring in your journal for me to review and return on the day you present.

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Supervisors also provide a midterm and a final evaluation of the student. [Link here to see copies of these forms \(Practicum Site Supervisor Evaluation Midterm; Practicum Site Supervisor Evaluation Final\).](#)

Finally, at the end of each semester, the practicum instructor visits the site to discuss with the site supervisor the student's strengths and areas for growth.

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## INTERNSHIP

**H. The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:**

1. At least 240 clock hours of direct service, including experience leading groups.

From page 22 of the Clinical Training Handbook, students are required a minimum of 240 direct client contact hours including experience with groups. [Link here to see Practicum Clinical Training Handbook](#), and below is the excerpt from the handbook:

---

### **Minimum Practicum Experience Defined**

Students should plan to devote approximately 15-20 hours per week for three (3) consecutive semesters of supervised practicum. Please refer to **Section II, Summary of BBS LMFT/LPCC Licensure Regulations** or the BBS website for minimum/maximum experience requirements.

The Department of Counseling requires that students have a total of 700 Practicum hours (defined below) during their practicum year, with a minimum of 280 direct client contact hours during the course of COUN 530, 584, and 590. These totals meet or exceed the BBS regulations for LMFT/LPCCs and CACREP accreditation standards.

Direct client contact (DCC) hours are accrued through providing counseling services to clients in the following categories: individual children and/or adults, couples, families, and groups. Groups should be facilitated by two clinicians (including, but not limited to, student trainees) as co-leaders whenever possible. **Note:** co-leaders for groups are mandatory during COUN 530.

Students will gather all 280 of their direct client contact (DCC) hours during the (minimum of) 3 semesters in which they are enrolled in practicum courses COUN 530, 584, and 590. DCC hours may be performed and counted as of the date the semester begins [**Note:** Non-DCC hours may be counted from the date listed in the 4-Way Agreement.] Students in their first semester of practicum (COUN 530) need to earn a **maximum** of 40 DCC hours of the 280 required for graduation (by CACREP, not the BBS). The remaining 240 DCC hours will be gathered in COUN 584 and COUN 590. If necessary, students may take extra semesters of 590 to cover enrollment in practicum as they finish gathering their DCC hours. In this case, students may 1) stay at their original site beyond the calendar year commitment, or 2) seek placement in another approved site. Either scenario requires consultation with the Clinical Training Director. In **NO** circumstances may a student change sites/begin at a new site without the express **PRIOR** knowledge of and permission from the Clinical Training Director.

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Pages 4-6 of the Practicum 4-way Agreement also highlights this for both the trainee and supervisor. [Link here to see the Practicum 4-way Agreement](#).

2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
3. An average of 1 ½ hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.

Page 24 of the Clinical Training Handbook specifies supervision requirements. [Link here to see the Practicum Clinical Training Handbook](#). Page 3 of the Practicum 4-way Agreement also specifies this for the supervisor and student. [Link here to see the Practicum 4-way Agreement](#), and find the exact language below in g.2:

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#### THE SUPERVISED PRACTICUM SITE/AGENCY DIRECTOR

- a. Shall provide the trainee and the supervisor with the documentation necessary to verify to the Board of Behavioral Sciences (BBS) that the placement is one that is named in law as appropriate for an MFT Trainee, and that the trainee is employed in the manner required by law. Such documentation is specified by the MFT Experience Verification Form and may include but is not limited to the agency's 501c3, 1250, 1250.2 or 1250.3. A copy of the documentation is kept on file in the CTD office;
- b. Shall evaluate the qualifications and credentials of any employee who provides supervision to MFT trainees;
- c. Shall provide adequate resources to the trainee and the supervisor in order that they may provide clinically appropriate services to clients;
- d. Shall orient the trainee to the policies and practices of the agency;
- e. Shall notify the qualifying degree program in a timely manner of any difficulties in the work performance of the trainee;
- f. Shall provide the trainee and the supervisor with an emergency response plan which assures the personal safety and security of trainee, supervisor and trainee's clients in the event of a fire, earthquake or other disaster;
- g. Shall provide the trainee with experience within the scope of practice of a Marriage and Family Therapist;

**Note:** The minimum requirement is 280 hours of direct client contact (DCC) per practicum year, related to the following guidelines:

1. An average of seven (7) direct client contact hours per week;
  2. one (1) hour of individual supervision per five (5) hours of client contact and two (2) hours of group supervision, with no more than 8 trainees or one (1) hour of individual supervision for client contact hours that exceed five (5) hours but do not exceed ten (10) client contact hours. If client contact hours exceed ten (10) hours per week, student will be provided appropriate supervision as stipulated by BBS regulations;
  3. additional activities may include: additional group supervision, staff meetings, case conferences, case management, seminars, and documentation (note writing);
  - h. Shall be familiar with the laws and regulations that govern the practice of Marriage and Family Therapists in the State of California, and in particular, those that directly affect the MFT trainee;
  - i. Shall provide the qualifying degree program with a photocopy of the current license of each supervisor who will be supervising the degree program's trainees;
  - j. Shall provide the qualifying degree program with whatever documents are necessary to assure that the trainee's performance of duties conforms to BBS laws and regulations;
-



In addition, students enroll in a 3-unit course COUN 584 where they meet with the instructor who provides additional supervision through discussion and a review and evaluation of video sessions students bring to class.

COUN 590 has two structures. In summer, the course houses all students at an agency, most of whom are not seeing clients for more than a few weeks during this time because they are at school sites. The class is required and the structure is set up as an Advanced Topics including a deeper understanding of conceptualization and other topics with clinical relevance. Students are continuing to obtain individual and group supervision at their agencies if they are seeing clients; the instructor has oversight during the summer for students who might be seeing clients.

In the fall and spring semesters, COUN 590 is available for students who are unable to meet their hours requirements in one year. The structure of this class is consistent with COUN 584 where they discuss cases and turn in videos of their session. The summer version and fall/spring version has evolved so much that we are currently in the process of creating a new course for fall and spring. [Link here to see the COUN 590 syllabus \(590a for summer; 590b for spring or fall\).](#)

4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).

The practicum/internship agencies are established to serve mostly low income community clients and require record-keeping, supervision, and regular meetings and/or training. The level of use for assessment instruments and the need for referral varies depending on the particular agency. Each agency is unique and the site visitors can see the diversity of how each agency operates when they visit. [Link here to see three samples of agency policies indicating other activities: \(1\) Chino Community Center Policy Manual; \(2\) Institute for Advanced Studies Pre-Licensed Counselor Job Description; and Living Success Center Procedure Manual.](#)

5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.

Agencies are required to allow students to record sessions for the purpose of supervision. This is specified in the Practicum 4-way Agreement ([link here to see Practicum 4-way Agreement](#)). Below is the page from that Agreement:

---

Student's Name \_\_\_\_\_

CWID# \_\_\_\_\_

Page 4 of 8

- k. Shall notify the qualifying degree program and the trainee of change of address, phone, ownership, or any other status that may affect the ability of the trainee to count hours gained at the practicum setting;
- l. Permit in-vivo supervision by the practicum supervisor, as needed;
- m. Provide access for the trainee to video record current clinical cases for practicum class review.

\_\_\_\_\_ Initials of the Representative of the Practicum Site

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In addition, students are expected to prepare at least three videos of counseling sessions for evaluation in Practicum classes (COUN 530 and COUN 584). [Link here to see for the COUN 530, 584 and 590b syllabi.](#)

6. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

- Students are evaluated by the site supervisor at mid-term and prior to finals week. They provide the evaluation to their supervisor, and then submit it to their faculty member at particular due dates. [Link here to see the Practicum Site Supervisor Midterm Evaluation of Student and Practicum Site Supervisor Final Evaluation of Student.](#)
- Students are also evaluated by the faculty member formally with the three videos of sessions. [Link here to see syllabi for COUN 584 Advanced Practicum and COUN 590 Advanced Techniques and look under Assignments.](#)
- Students also receive a final evaluation from instructor that is part of the Clinical Training Handbook so that they are clear from the beginning on what is expected. This evaluation includes information from the supervisor as well as from watching the video sessions. [Link here to see the Practicum Instructor Final Evaluation of Student.](#)
- Finally, at the end of the semester, the faculty member visits the site to meet the supervisor and discuss the student's strengths and areas for growth. [Link here to see three completed examples of the Practicum Checkout Form Completed.](#) Below is a screen print for three students in our Practicum Database that shows the date the instructor met with the student's supervisor that is data entered from these forms.

**CWID** **805-77-9097** **Ashley Chisum** Applicants By Term Search Close

**APPLICATIONS/ENROLLMENT BY TERM** **FILE ITEMS** **STUDENTS PLACEMENT**

Term	Course	Agency Site (Primary)	Agency Supervisor		Faculty	Site Visitation By: Site Visit Date	
			Lastname	Firstname			
X FALL 12	530-03	Western Youth Servi	Pistilli	Rebecca	Gottlieb, Michelle	Gottlieb, M.	12/20/2012
<b>CWID</b> 805779097		<b>Secondary</b> (School TBA)	<b>Notes</b>				
X SPR 13	584-02	Western Youth Servi	Pistilli	Rebecca	Englar-Carlson, Me	Englar-Carlson, M.	5/22/2013
<b>CWID</b> 805779097		<b>Secondary</b> (School TBA)	<b>Notes</b>				
X		(School TBA)			(Supv-TBA)		
<b>CWID</b> 805779097		<b>Secondary</b> (School TBA)	<b>Notes</b>				

**Practicum Forms**

4 Way Agreement	Expiration Date	Declaration	Consent for Participation	Transportation/ Storage	Responsibility Statement	Insurance	Expiration Date
<input checked="" type="checkbox"/>	7/13/2013	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	8/27/2013

**CWID** **899-67-2497** **Samantha Chiuppi** Applicants By Term Search Close

**APPLICATIONS/ENROLLMENT BY TERM** **FILE ITEMS** **STUDENTS PLACEMENT**

Term	Course	Agency Site (Primary)	Agency Supervisor		Faculty	Site Visitation By: Site Visit Date	
			Lastname	Firstname			
X FALL 12	530-02	Chino Community Ser	Cheng	Michelle	Read, Mary	Read, Mary	12/3/2012
<b>CWID</b> 899672497		<b>Secondary</b> (School TBA)	<b>Notes</b>				
X FALL 13	590-01	Chino Community Ser	Cheng	Michelle	Mejia Yuan, Olga		
<b>CWID</b> 899672497		<b>Secondary</b> (School TBA)	<b>Notes</b>				
X SPR 13	584-03	Chino Community Ser	Cheng	Michelle	Cervantes, Joseph	Cervantes, J	6/3/2013
<b>CWID</b> 899672497		<b>Secondary</b> (School TBA)	<b>Notes</b>				
X		(School TBA)			(Supv-TBA)		

**Practicum Forms**

4 Way Agreement	Expiration Date	Declaration	Consent for Participation	Transportation/ Storage	Responsibility Statement	Insurance	Expiration Date
<input checked="" type="checkbox"/>	8/8/2013	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	9/5/2013

CWID		<b>894-88-5243</b>		Erin Hulon		Applicants By Term		Search		Close	
APPLICATIONS/ENROLLMENT BY TERM			FILE ITEMS			STUDENTS PLACEMENT					
Term	Course	Agency Site (Primary)	Agency Supervisor		Faculty	Site Visitation By:		Site Visit Date			
			Lastname	Firstname							
X	FALL 12	530-03	Institute of Advanced	Winer	Burt	Gottlieb, Michelle	Gottlieb, M.	12/20/2012			
CWID		Secondary		Notes							
894885243		(School TBA)									
X	FALL 13	590-01	Institute of Advanced	Winer	Burt	(Supv-TBA)					
CWID		Secondary		Notes							
894885243		(School TBA)									
X	SPR 13	584-04	Institute of Advanced	Winer	Burt	Mejia Yuan, Olga	Mejia, O.	5/9/2013			
CWID		Secondary		Notes							
894885243		(School TBA)									
X			(School TBA)			(Supv-TBA)					
<b>Practicum Forms</b>											
4 Way Agreement	Expiration Date	Declaration	Consent for Participation	Transportation/Storage	Responsibility Statement	Insurance	Expiration Date				
<input checked="" type="checkbox"/>	7/13/2013	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	9/18/2013				

- [Link here to see the Practicum Clinical Training Handbook \(p.14\) portion outlining Faculty Member’s Responsibilities.](#) Below is the excerpt from p. 12 outlining this requirement:

6. Require students to bring a minimum of three (3) videos of their sessions with clients to class during the semester, and provide appropriate feedback regarding videos and case presentations.
  7. Make one (1) introductory telephone call to site supervisors within the first two weeks of the semester, have email contact [see **e-Form, Appendix B**] every other week during the semester, and make one (1) site visit with the supervisor and student at the end of the semester of COUN 530. At the end of COUN 584, make one (1) site visit with both supervisor and student to discuss the student's progress and experience at the agency, unless a student has changed agencies after completion of COUN 530. In such case, an introductory telephone call should be made to the supervisor within the first three (3) weeks of COUN 584. Maintain agency contact during COUN 590.
  8. Contact the Clinical Training Director immediately if problems arise that the instructor and student cannot resolve.
  9. Verify students' direct client contact (DCC) hours, and other practicum hours.
  10. Assist students with case management.
  11. Distribute the COUN 584 Selection Form to students currently enrolled in COUN 530, and return the completed form to the Fieldwork Coordinator – Counseling's mailbox in EC 405.
  12. Collect student's Assessment of Clinical Training Site, Evaluation of Site Supervisor, and Practicum Summary Log and return with a completed End of Semester Check-Out form [see **Appendix B**] to the Clinical Training Director's mailbox in EC 405 within two weeks after grades are due.
  13. Provide individual feedback to students twice: at the mid-point and at the end of the semester. The midterm and end-of-semester feedback should be both oral and written. Please complete and sign the Practicum Instructor's Final Evaluation of Student form (in consultation with the site supervisor) [see **Appendix B**] and submit it to the Clinical Training Director, along with the documents in #12.
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## CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

### FOUNDATIONS

<b>A. Knowledge</b>
---------------------

1. Understands the history, philosophy, and trends in clinical mental health counseling. (500)

This is covered in several lectures, several chapters in the primary textbook of the Introduction to the Profession course, especially related to history and philosophy of mental health counseling as a professional specialty. In addition, students are required to interview a minimum of four mental health counselors to discover the realities of contemporary practice and trends. Look under Assignments on the syllabus for details.

2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. (526)

The final exam in Law & Ethics is used to measure students' ability to identify and make thoughtful decisions about legal and ethical concerns. Students are given 10-15 minutes to review a complicated vignette which has a variety of legal and ethical issues. They can take some notes during this time, and then orally present their answer to the instructor. [Link here to see the exam and answers.](#)

3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. (538)

This topic is covered in both the crisis intervention text by James and Gilliland and the trauma text by Briere and Scott in the Crisis Intervention & Trauma Treatment course. Students read nearly all of both texts and take quizzes and/or answer online discussion forum questions on them. They also must explicitly account for interdisciplinary work in their group presentation on crisis intervention with a mock scenario. [Link here to see the group presentation assignment.](#)

4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. (526)

In the 3<sup>rd</sup> week of class in Law & Ethics, students learn the two professions (LMFT and LPCC) for which they will be eligible to become credentialed after meeting all the

requirements. This information is in several reading assignments in addition to the discussion. Students get this information from the [Practicum Clinical Training Handbook](#) as well to reinforce the differences between the professions and corresponding resources when they begin practicum (COUN 530).

5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision. ([520](#) & [526](#))

Models and theories of clinical mental health counseling are primarily covered in the COUN 520 Modes of Individual Counseling course. Students demonstrate this knowledge when bringing their weekly conceptualization and treatment planning assignment for each theory. Look at page 3 under Assignments for the assignment, page 12-13 for the case, and page 14 for the questions they answer each week.

Methods, models and principles of clinical supervision are discussed in COUN 526 Legal & Ethical Issues in Counseling. Note that COUN 520 is a pre-requisite to 526, so students understand these basic theories as one set of models (in contrast to the development model of supervision). This information is primarily covered in lecture on week 3 (page 11 of syllabus).

6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders. ([535](#))

This is covered in depth in the first 3 class sessions of Addictions Counseling within topics such as: Wk 1) Etiological theories, Wk 3) Physiological and psychological effects, and Wk 4) Assessment and diagnosis. This is also covered in the class presentations during weeks 6, 7, and 8.

See Assignments: Class Presentations and Course review Paper.

7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems). ([526](#))

Week 5 lecture (supported with reading materials) in Law & Ethics covers professional issues related to clinical mental health including the different roles practitioners may undertake. Privilege, confidentiality, its limits, and the role of the expert witness are discussed during Week 6.

8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability. ([502](#))

In COUN 502 Career Development, we discuss the 'real world' of working in community mental health agencies (as trainees, interns, employees, administrators and independent

contractors) in nearly every class. Highlighted in the syllabus are the weeks when class discussion particularly focuses on these domains.

9. Understands the impact of crises, disasters, and other trauma-causing events on people. (538)

A comprehensive range of crises, disaster, and trauma topics are covered in the James and Gilliland text, which comes with an online supplement of chapter quizzes and role-play videos. Students demonstrate their knowledge by taking weekly quizzes for all the assigned chapters. Please see Weekly Quizzes in the syllabus for Crisis Intervention and Trauma Treatment.

10. Understands the operation of an emergency management system within clinical mental health agencies and in the community. (538)

This topic is covered across many chapters in the James and Gilliland text, but most specifically in chapter 5 (Crisis Case Handling: community mental health clinics), and students demonstrate knowledge through taking the quiz. Please see Weekly Quizzes in the syllabus for the Crisis Intervention and Trauma Treatment course.

## **B. Skills and Practices**

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. (Practicum)

In each practicum class, students present a minimum of 3 videos which includes attention to the adherence of legal and ethical standards. See [COUN 530](#) and [584](#) syllabi. In addition, the supervisor evaluates this skill. See the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under the sections Law and Ethics.

2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve the service delivery opportunities in clinical mental health counseling. (Practicum)

Agency trainings include policies related to public mental health and work within the regulatory requirements established by the Board of Behavioral Sciences. [Link here to see sample grant information from Clinical Mental Health Agency](#). This document is an example of what supervisees receive to advocate for clients based upon grants that have been awarded to the agency. Unfortunately, student have also learned about the impact of regulatory processes in the last few years as they have been laid off due to lack of funding or see that we have removed a site as an option because the agency can longer support our students adequately (i.e. provide both individual and group supervision or allow recording of sessions).



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**COUNSELING, PREVENTION, AND INTERVENTION****A. Knowledge**

1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society. (502)

The infusion of mental health promotion from a position of social justice and client-centered advocacy (key elements of the Recovery Orientation to Mental Wellness that guides the mental health delivery system in California) is central to our class discussions in Career Development. The course calendar is highlighted to demonstrate this infusion.

2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. (522)

Numerous text readings, videos, and role-plays are used in the Brief Treatments course to address the many aspects of diagnosis, etiology, treatment, referral, and prevention. Students demonstrate their knowledge in writing an intake report and treatment plan based on a mock intake conducted by the professor in class. Please see Intake and Treatment Plan Paper in the syllabus.

3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help). (500)

Their primary textbook for the Introduction to the Profession course covers these issues in several different chapters related to group work and consultation. One lecture is devoted to these subjects. Students complete an assignment in which they talk to practicing counselors in the field about various forms of program development and service delivery. See Assignments in syllabus.

4. Knows the disease concept and etiology of addiction and co-occurring disorders. (535)

This is covered in depth the Addictions course in Wk 1) Etiological theories, Wk 3) Physiological and psychological effects, and Wk 4) Assessment and diagnosis. This is also covered in the class presentations during weeks 6, 7, and 8. Discussed in Wk 9) Motivational Interviewing, Wk 10) Family Treatment, Wk 11) Resistance and Wk 16) when the author of one of the class texts does a guest lecture.

See Assignments: Personal Change Assignment, Class Presentations, and Course review Paper.

5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network. (535)

This is covered in depth in the Addictions course during Wk 4) Assessment and diagnosis, Wk 5) Treatment Plans and Case Management, Wk 10) Family Treatment, Wk 13) Special Populations, and Week 15) Group Treatments. This is also covered in the class presentations during weeks 6, 7, and 8.

See Assignments: Class Presentations and Extra Credit Assignment.

6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events. (538)

Basic principles of crisis intervention in the Crisis course are covered comprehensively in the James and Gilliland text, beginning with chapter 1. These principles are applied to a wide variety of crises, including PTSD, sexual assault, intimate partner violence, natural disaster, counselor burnout, suicidality, and more. Students take weekly quizzes on the chapters, write responses to questions posed by the professor in response to weekly videos, and demonstrate knowledge of crisis intervention skills and analysis in a group presentation (Link here see the [Group Presentation](#) assignment in the syllabus and the separate attachment).

7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. (520; 522; 526)

In COUN 520 Individual Modes of Therapy, students produce weekly case conceptualizations and treatment plans using the theoretical orientation of the week. In class, they work in small groups to come to a consensus about the best version and then present that result to the large class. See Flexible Calendar and Assignments on syllabus.

In COUN 522 Brief Treatments, students write an intake and treatment plan. See assignments.

In COUN 526 Legal & Ethical Issues in Counseling, students are provided with a sample case conceptualization and the class discusses the type of language needed for this type of documentation. Link here for a sample that is provided to students.

8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders. (527)

In COUN 527 Systems of Family Counseling students work as a group to integrate theory, research, and practice for a particular type of family (e.g., single-parent, immigrant family, step-family) in a presentation. Main components of the assignment are to provide a theoretical conceptualization for the type of family and to identify key techniques and interventions they would use in working with this type of family to help the family members alleviate distress. Students also include discussions of the broader

community and social networks that impact the family. Students further demonstrate a role play where they practice some of the key interventions for their theory. See Group Presentation and Demonstration Role Play on the syllabus.

9. Understands professional issues relevant to the practice of clinical mental health counseling. (526)

Current issues in professional practice of clinical mental health is discussed in week 9, and many of these issues are part of the case vignette used in the final exam in the Law & Ethics course.

## **B. Skills and Practices**

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. (Practicum)

Video presentations demonstrate their ability to execute these skills in Practicum and Advanced Practicum. See [COUN 530](#) and [584](#) syllabi. In addition, the supervisor evaluates this skill. See the [Practicum Site Supervisor Final Evaluation of Trainee document](#).

2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. (Practicum)

Video presentation in Practicum and Advanced Practicum includes attention to cultural sensitivity when providing conceptualizations, diagnosis, treatment, referral and prevention services. See [COUN 530](#) and [584](#) syllabi.

3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities. (Practicum)

Within the practica syllabi, one of the weekly discussions concerns prevention, education and advocacy. Students often engage in these activities at their sites such as community outreach, facilitating educational and prevention groups, and students often need to advocate on behalf of clients, especially in school settings. See [COUN 530](#) and [584](#) syllabi.

4. Applies effective strategies to promote client understanding of and access to a variety of community resources. (Practicum)

Within the practicum syllabus, one of the weekly discussions is related to access of community resources. Students at many agencies have to provide these resources to clients. See [COUN 530](#) syllabus. See [Practicum Site Supervisor Final Evaluation of](#)

[Trainee](#) document under Treatment Planning for evaluation of their ability to make appropriate referrals to community resources.

5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (Practicum)

Cultural sensitivity is highlighted on the video presentation assignments in Practicum/Advance Practicum as well as the evaluations from the site supervisor and the practicum instructor. Link here to see the [Practicum Instructor Evaluation](#). Link here to see the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Human Diversity.

6. Demonstrates the ability to use procedures for assessing and managing suicide risk. (Practicum)

This is evaluated most closely by the clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Crisis.

7. Applies current record-keeping standards related to clinical mental health counseling. (Practicum)

This is evaluated most closely by the practicum clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Professional Documentation.

8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders. (Practicum)

This is evaluated most closely by the practicum clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Clinical Evaluation.

9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. (Practicum)

This is evaluated most closely by the practicum clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Supervision.

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**DIVERSITY AND ADVOCACY****A. Knowledge**

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services. (523)

This topic is the primary purpose of our COUN 523 Counseling & Culture class. Students demonstrate their knowledge in the Movie Review assignment where they identify the multiple cultures stereotyped in the movie and assess the impact of the characters' culture in the plot. In addition, students write a cultural genogram so they can explore their own cultures. Find this on the Assignments section of the syllabus.

2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client. (523)

In COUN 523 Counseling & Culture, students write a personal cultural genogram at the end of the semester which includes all areas of culture (the above and more). This can be found in the Assignments section under the Genogram assignment.

3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. (522)

Current literature on theory, strategies, and techniques are addressed every week in connection with the diagnostic area studied. In the Brief Treatments course, currently we use a text by Seligman & Reichenberg entitled *Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders*. Students demonstrate knowledge through weekly quizzes in class (please see the Weekly Quizzes requirement in the syllabus).

4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling. (523)

(see number 5 below)

5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare. (523)

Standards E.4. and E.5. are consolidated here to eliminate redundancy:

In COUN 523 Counseling & Culture, part of the weekly discussions include how to make decisions about when and how to intervene on behalf of others in general and within clinical mental health. The Flexible Calendar on the schedule highlights the topics, and

the discussions are framed in the context of oppression and advocacy. For instance, early in the semester, we discuss readings from *Lies My Teacher Told Me* which discusses how the way we learn history negatively impacts cultural minorities. We integrate current topics (especially during election years) and talk about how we can effect change. Evidence of learning this standard is often reflected in their weekly journaling assignment (found under Assignments).

6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services. ([523](#); Practicum)

Much like standards E.4. and E.5., this topic of public policy becomes part of the discussion of history, politics, and advocacy. See reading assignments on *Lies My Teacher Told Me* for the COUN 523 syllabus. In addition, students gain a deeper understanding at each of the practicum agencies. In reviewing the Clinical Training Handbook, students can explore the types of mental health services available (see list of agencies with descriptions). Once students arrive at their agency, they learn the politics that seem to influence funding and resources within the agency to learn the local/county/state levels of influence.

## **B. Skills and Practices**

1. Maintains information regarding community resources to make appropriate referrals. (Practicum)

Within the practicum syllabus, one of the weekly discussions is related to access of community resources. Students at many agencies have to provide these resources to clients. See [COUN 530 syllabus](#). See [Practicum Site Supervisor Final Evaluation of Trainee](#) document under Treatment Planning for evaluation of their ability to make appropriate referrals to community resources.

2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients. (Practicum)

Within practicum syllabus, one of the weekly discussions concerns prevention, education and advocacy. Students often engage in these activities at their sites such as community outreach, facilitating educational and prevention groups, and students often need to advocate on behalf of clients, especially in school settings. See [COUN 530 syllabus](#)

3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (Practicum)

Cultural sensitivity is highlighted on the video presentation assignments as well as the evaluations from the site supervisor and the practicum instructor. Link here to see the [Practicum Instructor Evaluation](#) and link here to see the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Human Diversity.

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## ASSESSMENT

### A. Knowledge

1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans. (518 & 522)

In COUN 518 Lifespan Development, students learn what is expected of “normal” development. The class is organized according to age group and within each age group, students come prepared for discussion after reading about that group. They produce a written assignments on self and then additional paper on another person from a lifespan perspective. They are also tested on the concepts. See Assignments in syllabus.

In COUN 522, Brief Treatments, students learn more specifically about psychopathology through the lens of the DSM and related materials. They write an Intake and Treatment plan paper following an in-class mock intake, and they demonstrate knowledge of differential diagnoses, case conceptualization, and treatment planning. (See directions for the Intake & Treatment plan paper in the syllabus).

2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments. (560)

In COUN 560, Individual and Group Appraisal in Counseling, students demonstrate their ability to properly utilize assessment skills and assessment instruments in the Testing Portfolio assignment. They conduct all of these activities in this assignment.

3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified. (525)

The entire class is devoted to meeting this standard, and students’ level of understanding of this material is evaluated on a case vignette final exam where students have to identify relevant client histories and presenting problems that would highlight issues related to psychopharmacological intervention. In addition, case vignettes also test the students’ abilities to understand side effects of prior psychotropic use with each of the issues involved.

4. Identifies standard screening and assessment instruments for substance use disorders and process addictions. (535)



See top of page 5 of course syllabus for section on screening and assessment instruments. These are provided weekly to correspond with assigned readings. See Assignment: Personal Change Assignment.

## **B. Skills and Practices**

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. (Practicum)

This is evaluated most closely by the practicum clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Clinical Evaluation.

2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. (Practicum)

This is evaluated most closely by the practicum clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Clinical Evaluation.

3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. (Practicum)

This is evaluated most closely by the practicum clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Crisis Management.

4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care. (Practicum)

This is evaluated most closely by the practicum clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Treatment Planning.

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## RESEARCH AND EVALUATION

### A. Knowledge

1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling. (521)

This class is the first of a two-semester research process and it focuses extensively on critical evaluation of research related to a counseling issue of the student's choice. Students must produce a literature review by the end of the course. In the process of constructing a thematic literature review, they demonstrate knowledge of critical evaluation by writing summaries of their research articles, which include a critique of methodological issues. See the Specific Grading Criteria for the literature review in the syllabus.

2. Knows models of program evaluation for clinical mental health programs. (502)

Students are made aware of and process different models for program evaluation of clinical mental health programs as the class explores issues of access, prevention, treatment, advocacy and outcomes throughout the course. The course calendar is highlighted to show particular discussions relating to this topic.

3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling. (520)

In COUN 520 Modes of Individual Counseling, the list of theories is provided on the Flexible Calendar of the syllabus. Discussions about evidenced-based treatments are included in the reading and integrated in the discussion about what type of research exists on each of these theories. Note several different theories toward the end of the semester are chosen precisely because of the evidence and research that exists for it. On page 14, you will see where students address evidence as part of their weekly conceptualizations.

### B. Skills and Practices

1. Applies relevant research findings to inform the practice of clinical mental health counseling. (Practicum)

Final Case presentations include a component where students provide research to support the work they are doing with clients. See COUN 530 and 584 syllabi.

2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments. (Practicum)

This is evaluated most closely by the practicum clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Treatment.

3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs. (Practicum)

This is evaluated most closely by the practicum clinical supervisor and is reflected on the Practicum Site Supervisor Final Evaluation of Trainee. Look under Treatment.

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**DIAGNOSIS****A. Knowledge**

1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*. (522)

All the main categories of the DSM are studied in Counseling 522, using the DSM itself, as well as numerous companion texts on conceptualization, treatment, and diagnostic skill. Students demonstrate knowledge most comprehensively on the final exam, in which they must distinguish among differential diagnoses in response to case material and questions related to the DSM. Please see the syllabus for Final Exam.

2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care. (522)

Counseling 522 addresses all major diagnostic categories of the DSM and uses a companion text for treatment modalities. Students demonstrate knowledge most specifically in the Intake and Treatment Plan paper (see syllabus).

3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders. (535)

This is covered in depth in Wk 3) Physiological and psychological effects, and Wk 4) Assessment and diagnosis in the Addictions course. This is also covered in the class presentations during weeks 6, 7, and 8. Also covered in Wk 11) Resistance.

Addressed in Personal Change Assignment, Class Presentations, and Course review Paper.

4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations. (560)

In COUN 560, Individual and Group Appraisal in Counseling, students demonstrate their ability to properly utilize assessment skills and assessment instruments in the Testing Portfolio assignment. They must integrate cultural issues and limitations in this assignment.

5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma causing event. (538)

The relationship between diagnosis and crisis, disaster, and trauma is covered in nearly every chapter of the two texts used in Crisis Intervention & Trauma Treatment course (Crisis intervention by James & Gilliland and trauma treatment by Briere & Scott). Students demonstrate knowledge through weekly quizzes, online discussion forums, case note assignments, class presentations, and a final paper. See syllabus for weekly quizzes.

<b>B. Skills and Practices</b>
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1. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. (Practicum)

This is evaluated most closely by the practicum clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Clinical Evaluation.

2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. (Practicum)

This is evaluated most closely by the practicum clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Clinical Evaluation and Crisis Management.

3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. (Practicum)

This is evaluated most closely by the practicum clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Crisis Management.

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# THE END

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## **CACREP Addendum to Self-Study California State University, Fullerton**

### **General**

CACREP recognizes that the primary identity of the program is as a counseling program. CACREP further recognizes that the Licensed Marriage and Family Therapist (LMFT) license has been a longstanding credential in the State of California and that it is only recently that the Licensed Professional Clinical Counseling (LPCC) credential was approved by the state. Reviewers noted that infused throughout the program materials were a number of references to the LMFT credential and eligibility requirements and processes. Reviewers requested clarification of how the program communicates to students the primary identity of the program given that the students are eligible for both licenses.

- Thank you for recognizing the newness of the LPCC in California. To be specific, the first counselors who were given licenses, unfortunately, were LMFTs until we advocated that they process the grandparenting applications of non-licensed individuals first. These initially non-licensed individuals received their licenses roughly two years ago (around April 2012). So, having licensees in the state is definitely new, and so far, no supervisors have been identified to our knowledge.
- In terms of syllabi and other documents, we have made the following modifications.
  - COUN 526 – increased the emphasis on counseling and decreased the emphasis on the other mental health professions.
- With regard to how we acculturate our students: In their New Student Orientation, COUN 500 Introduction to the Profession course, COUN 526 Professional, Legal & Ethical Issues in Counseling course, and through all types of advising, we inform students that we are a clinical mental health counseling program with specialty in marriage and family therapy. We do this in a few ways:
  - In our two courses listed above (COUN 500 and 526), we discuss the historical and philosophical differences between the mental health professions including: counseling, marriage and family therapy, social work, and psychology. We discuss how California mental health laws evolved with California being the first state to license marriage and family therapists, which is why California has more than 50% of the licensed MFTs in the country. We also discuss how the MFT profession was structured in California more as a counseling perspective with systemic work being one of many ways to work with clients. In contrast, we discuss how some MFT programs and licensure laws in other states require a systemic focus to be identified as an MFT (and we discuss AAMFT here). Since our program is not infused with systemic thinking, our program has always been a counseling program with a specialty in MFT.
  - When discussing the pursuit of licensure, we tell students they are eligible for and should pursue both licenses. We ask them to join ACA, California Association for LPCCs (CALPCC), and California Association for MFTs (CAMFT). We advocate for the counselor organizations for several reasons: (1) because this is their identity, (2) they will be eligible to work with VA and Tricare clients because of our CACREP accreditation, (3) the benefits of joining ACA to learn what's happening nationally, and (4) to join CALPCC to learn about state-level

changes to law. We recommend they join CAMFT because they have impressive resources such as four full time lawyers on staff always available for consultation (not including the Executive Director who is also a lawyer) and other benefits such as inexpensive, local conferences as well as city and county level subdivisions of the CAMFT organization, which provide training, referrals, and other support.

- Students are being acculturated to the counseling profession and to own the counselor identity. If you find documents that do not reflect this, please let us know since so much with regard to licensure changed only two years ago.



## Section I. The Learning Environment, Structure and Evaluation

### *Standard P*

Please provide clarification of the processes involved when evaluations indicate that a student is not appropriate for the program.

- **REMEDICATION:** Remediation is our ultimate goal in working with students who may have problems either academically or for non-academic reasons (such as mental health, professional, or ethical issues). Remediation often includes: delay or pause in practica experiences; time to bring up grade point average; retaking a class where a deficiency is identified (such as law and ethics); recommending a leave of absence to address personal issues in psychotherapy; and other more personalized actions, for instance, when a student who was demonstrating homophobia in class was asked to spend a weekend with her lesbian colleague; she was surprised to discover that her colleague “was like everybody else!” We personalize the discipline according to the student’s needs and we make all decisions by consensus at faculty meetings. So, students are rarely asked to leave. However, sometimes students are unable to bring up their grade point average or make other poor academic decisions such as repetitively plagiarizing where the University initiates the termination.
- **ACADEMICALLY BASED TERMINATION FROM PROGRAM:** There are three circumstances where students may be unable to continue in the program and will be asked to leave by the University. The first situation is maintaining a grade point average below 3.0 for a solid year. The second situation that leads to termination is earning three C’s in the program. The final academically-based reason for termination is multiple incidences of plagiarism over the course of at least three different semesters. In each case, the Graduate Advisor meets with the students when they are at risk (such as the grade drops below 3.0, they earn a C in one class, or they are caught plagiarizing). The Advisor discusses the problem, tries to find ways to help remediate, and offers support. If the student is not successful in making changes, then both the Department Chair and Graduate Advisor will meet with the student. However, as stated above, if the student is unable to meet the criteria, before the end of the semester where we know the student will be unable to continue, the Department Chair and Graduate Advisor will meet a final time with the student to talk about alternative careers in the helping field.
- **STUDENT-INITIATED TERMINATION FROM PROGRAM:** Many students leave the program on their own during the remediation process. One recent example was a student who disappeared for two years, and then returned saying that she had an addiction problem. We set up a remediation plan which required her to attend all classes, attend them on time, and to turn in all assignments on time. She also needed to maintain a high grade point average (which she was capable of doing) to bring up her overall grades from the courses she failed when she left. This student started well, but then increasingly demonstrated unprofessional behavior such as consistently showing up late for class, if at all, and she did not turn in assignments on time. She simply stopped attending before the end of the semester once she realized that she was unable to remediate.
- **FACULTY INITIATED TERMINATION FROM PROGRAM:** All students who are asked to leave the program have failed to successfully complete a remediation plan.
  - By the time they are asked to leave, the following has occurred at a minimum:

1. The faculty have met and discussed this student and his or her issue over the course of a full academic year.
  2. The student has met with the Graduate Student Advisor at least two times to discuss the problem. The first meeting might be informal or formal depending on the issue. If no change occurs after the first meeting, the Advisor and Department Chair meet with the student a second time and document that meeting in an email to the student and in the file. Clear expectations are set and the student must agree to the terms. The student understands that he or she is now on probation.
  3. The Advisor might meet with the student at least twice during a semester to check-in with progress.
  4. Once we see that the student is unable to meet expectations, we discuss it in faculty meeting. At the meeting we will come to a consensus about asking the student to leave the program. Then, we consult with Graduate Studies about our situation and the Dean, if we think she may need to be informed of the situation.
  5. Finally, the Advisor and Chair meet with the student to let him or her know that continuing in the program will not be possible because he or she was unable to meet the terms of probation. We discuss other career options that might be more appropriate, depending on the reason the student is asked to leave.
- In my thirteen years here, we have only asked three students out of almost 1000 students to leave the program.
    1. Two incidents of egregious non-professional behaviors that lead to being fired from two different agencies (not completing paperwork, not showing up for supervision, and missing meetings).
    2. One incident of being fired from two different agencies for several egregious boundary crossings with clients.
  - Link here to see a sample of [Disqualified Student Documentation](#) for one student. The student's name has been removed. Link here to see a sample of [Faculty Meeting Minutes for August 28, 2012](#) that indicate we were discussing the student in faculty meetings.

#### *Standard A.A.4*

While the program provides an Assessment of Student Learning Outcomes Grid, reviewers were unclear as to how the program is drawing upon its assessment of student learning outcomes of the program area standards for purposes of program evaluation and modification.

- DOCUMENTS. Looking back, I notice that I included several documents in the Appendix that describe the Student Learning Outcome (SLO) process more thoroughly, but I neglected to refer to them in the self-study section A.A.4.
  - Link here to see the [Student Learning Outcomes with Assessment Measures](#) that were developed for each SLO and the corresponding course where we will measure the SLO.
  - Link on each SLO below to see the Rubrics for each assessment measure (organized by course).
    - [Rubric Professional Identity](#)
    - [Rubric Diversity Awareness and Sensitivity](#)
    - [Rubric Clinical Skills](#)
    - [Rubric Conceptualization and Treatment Planning](#)
    - [Rubric Research, Critical Thinking, and Problems Solving](#)
    - [Rubric Professional Writing Skills](#)
  - You will notice notations that demonstrate the level of understanding we expect for each class (I-introductory; D-demonstrated; M-mastery). Students are not expected to reach the level mastery before graduation on some items, but students are expected to reach a demonstrated understanding of each rubric. As stated in the self-study, each semester, student grades are uploaded into the SLO database and the grade is converted to rubric scores. These scores are calculated in reports the following semester (after faculty members have made any necessary modifications to the database if the grade does not reflect the student's learning). The conversion is as follows:
    - A+ or A = 6
    - A- = 5
    - B+ = 4
    - B = 3
    - B- = 2
    - C+ or lower = 1
- PROCESS AND TIMELINE In addition, having completed the self-study paperwork, I have a clearer way to articulate our current process and ideas for changes.
  - Current Timeline Process
    - Even years – Agency Survey
      - Evaluates:
        - Diversity Awareness and Sensitivity
        - Clinical Skills
        - Conceptualization and Treatment Planning
    - Odd years – Alumni Survey
      - Evaluates: each course which can easily be identified for the following rubrics
        - Diversity Awareness and Sensitivity (523)

- Clinical Skills (511, 524, 528, 530, 584)
  - Conceptualization and Treatment Planning (520, 530, 584)
- December and May (prior to Graduation) – Exit Interview Survey
  - Evaluates:
    - Professional Identity
    - Diversity Awareness and Sensitivity
    - Clinical Skills
    - Research, Critical Thinking, and Problems Solving
- February and September – Student Learning Outcome Database primarily based upon student grades
  - Evaluates all six SLOs.
- Modifications to the Process and Timeline
  - Agency Survey – modify survey to contain all six SLOs. New version completed and disseminated by September 2014.
  - Alumni Survey – modify survey to ask about all six SLOs in addition to their experiences in each class. New version completed and disseminated by September 2015.
  - Exit Interview – modify survey to ask about all six SLOs. New version completed and disseminated by April 23, 2014 for spring exit interview. Results from Exit Interview Survey will be documented in the first faculty meeting of fall semester (August 26, 2014). [Link here to see new blank version that incorporates all student learning outcomes.](#)
  - Advisory Board – ask Advisory Board to provide feedback on all six areas. We had our first meeting on April 18, 2014. [Link here to see the Advisory Board Meeting Minutes](#) here.
  - SLO Database – evaluate whether the way we obtain information about student performance in classes is useful. February 2015 (once we have completed three full cycles).
- Closing the Loop – the evaluation results are brought to faculty meetings for discussion. Improvements to the program or to the evaluation process would be discussed and changed via consensus in faculty meetings. Changes that have been made in the last several years are documented in Section I.AA.1. However, only one change has been required based upon results of SLO evaluations, and as stated in Section I.AA.4., where we decided that only full time faculty members can teach COUN 597 Final Project to improve the Professional Writing Skills SLO.

### Section III. Professional Practice

#### *Standard C.1-2 & 4*

Please provide a listing of the qualifications of the program's most current site supervisors in relation to the specifications in these standards.

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision.

- Few of our supervisors have a degree in counseling. The first LPCCs were given their license in mid-2012 and are only now eligible to become supervisors. The state counseling organization, California Association for Licensed Professional Clinical Counselors (CALPCC) is working hard to inform agencies about the profession of counseling. Our Department of Counseling provides training about counselors at our semi-annual Practicum Meet & Greet. However, LPCCs are mostly yet misunderstood or completely unknown in California. We hope to continue to make gains in the coming years.
- Link here to see our [Supervisors' Qualifications Chart](#) which includes a large sample of our supervisors who have also met the requirements to be counselor, marriage and family therapist, and social work supervisors in the state of California.

### **Clinical Mental Health Counseling Standards**

The program outlines learning activities as they related to the program area standards, however, the response lacked the additional specificity to enable reviewers to make clear determinations as to how these standard related learning activities are assessed for student learning. Reviewers also noted that a number of the CMHC skills and practice standards were assessed via the Site Supervisor's Evaluation but were unclear as to the linkages the program has established between the evaluation component and the skills and practices delineated in these standards.

- I have cut and pasted below the portion of the self-study document that relates to Clinical Mental Health Counseling Standards. I have used italics to provide additional information making clear how each area is assessed by pulling the information directly from the syllabus or Site Supervisor Evaluation. I have also noted in the linked documents (syllabi or assignments) where the standards are met, which were missing in the originals documents found in the initial self-study except for the Supervisor Final Evaluation of Trainee and Practicum Instructor Final Evaluation of Trainee, which did not have a way I could designate the location on the document. However, the description should be clear and make it easy to find.

## CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

### FOUNDATIONS

#### A. Knowledge

1. Understands the history, philosophy, and trends in clinical mental health counseling. (500)

This is covered in several lectures, several chapters in the primary textbook of the Introduction to the Profession course, especially related to history and philosophy of mental health counseling as a professional specialty. In addition, students are required to interview a minimum of four mental health counselors to discover the realities of contemporary practice and trends. Look under Assignments on the syllabus for details.

*Look for the following designation in the below areas of the modified **COUN 500** syllabus:*

#### CACREP CMHC III.A.1

- Page 1, Objective 1 (history and philosophy)
- Page 2, Objective 3 (differences in specialties including CMHC)
- Page 2, Objective 6 (trends)
- Page 4, Interview Assignment Description (trends)
- Page 7, Course Outline 9/9 (3<sup>rd</sup> class)- (learning the history and foundations)
- Page 8, Course Outline 9/23 – (understanding CMHC different from other specialties)
- Page 8: Course Outline 10/21 – assignment due

*Look also in the modified **COUN 526** syllabus*

- Page 2, Learning Outcome 1
- Page 4, Rationale for Course Assignments 2

2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. (526)

The final exam in Law & Ethics is used to measure students' ability to identify and make thoughtful decisions about legal and ethical concerns. Students are given 10-15 minutes to review a complicated vignette which has a variety of legal and ethical issues. They can take some notes during this time, and then orally present their answer to the instructor.

[Link here to see the exam and answers.](#)

Look for [CACREP CMHC III.A.2] in the following areas on the modified **COUN 526** syllabus:

- Pages 1-2, All objectives
  - Pages 3-4, All assignments
  - Pages 10-19, Course Outline, All weeks
3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. (538)

This topic is covered in both the crisis intervention text by James and Gilliland and the trauma text by Briere and Scott in the Crisis Intervention & Trauma Treatment course. Students read nearly all of both texts and take quizzes and/or answer online discussion forum questions on them. They also must explicitly account for interdisciplinary work in their group presentation on crisis intervention with a mock scenario. [Link here to see the group presentation assignment.](#)

See modified **COUN 500** syllabus with the designation CACREP CMHC III.A.3:

- Page 2, Objective 3 – explicitly discusses settings
- Page 2, Objective 6 – comparing notes when interviewing practitioners
- Page 4, Interview Assignment – part of interview process
- Page 8, Course Outline, 9/23 – discussion of settings and roles
- Page 8, Course Outline 10/23 – turning in Interview Assignment

See modified **COUN 526** syllabus with designation CACREP CMHC III.A.3:

- Page 1, Objective 3 – roles
- Page 12, Course Outline, 9/25 – roles discussed in class

For COUN 538, see the link to the [group presentation assignment](#) to meet the interdisciplinary treatment teams portion of the standard:

4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. (526)

In the 3<sup>rd</sup> week of class in Law & Ethics, students learn the two professions (LMFT and LPCC) for which they will be eligible to become credentialed after meeting all the requirements. This information is in several reading assignments in addition to the discussion. Students get this information from the [Practicum Clinical Training Handbook](#) as well to reinforce the differences between the professions and corresponding resources when they begin practicum (COUN 530).

Look in the modified **COUN 526** syllabus

- Page 1, Course Objective 1 for professional organizations and credentialing bodies
- Page 1, Course Objective 4 for professional organizations and membership
- Page 2, Learning Outcome 1, 2<sup>nd</sup> bullet – licensing and scope of practice
- Page 2, Learning Outcome 1, 4<sup>th</sup> bullet – roles of organizations



- *Page 3, Assignments, 2 short essays, personal values (also supported on page 4, item 2 under Rationale for Assignments) – understanding values of professional organizations.*

*The modified **Clinical Training Handbook** will be updated in summer 2014 prior to the beginning of the 2014 fall semester. The licensing board finally created a document that we will insert to show what hours are required to meet the Licensed Professional Clinical Counselor (LPCC) credential in California. This will be available for the site visitors in September 2014.*

5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision. ([520](#) & [526](#))

Models and theories of clinical mental health counseling are primarily covered in the COUN 520 Modes of Individual Counseling course. Students demonstrate this knowledge when bringing their weekly conceptualization and treatment planning assignment for each theory. Look at page 3 under Assignments for the assignment, page 12-13 for the case, and page 14 for the questions they answer each week.

- *Page 11 – lists the theories on the Flexible Calendar*
- *Pages 12-14 – noted on the syllabus that these pages (Case Vignette and Questions) meet this particular standard.*

Methods, models and principles of clinical supervision are discussed in COUN 526 Legal & Ethical Issues in Counseling. Note that COUN 520 is a pre-requisite to 526, so students understand these basic theories as one set of models (in contrast to the development model of supervision). This information is primarily covered in lecture on week 3 (page 11 of syllabus).

- *Page 11 – noted on week 3 where models of supervision are discussed.*
- *Link here to see a copy of the **Supervisee Bill of Rights***

6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders. ([535](#))

This is covered in depth in the first 3 class sessions of Addictions Counseling within topics such as: Wk 1) Etiological theories, Wk 3) Physiological and psychological effects, and Wk 4) Assessment and diagnosis. This is also covered in the class presentations during weeks 6, 7, and 8.

See Assignments: Class Presentations and Course review Paper.

- *Page 5-6 – Course Review Paper Assignment is listed*
- *Page 6 – Presentation Assignment*
- *Page 8 – Flexible Calendar that indicates the topics for each course. Again, please note: week 1 for etiology; week 3 for physiological and psychological*

*effects; week 4 for assessment and diagnosis; and weeks 6, 7 and 8 for presentations.*

7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems). (526)

Week 5 lecture (supported with reading materials) in Law & Ethics covers professional issues related to clinical mental health including the different roles practitioners may undertake. Privilege, confidentiality, its limits, and the role of the expert witness are discussed during Week 6.

- *Pages 12-13 – shows the list of CMHC professional issues on weeks 5 & 6 of syllabus.*

8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability. (502)

In COUN 502 Career Development, we discuss the ‘real world’ of working in community mental health agencies (as trainees, interns, employees, administrators and independent contractors) in nearly every class. Highlighted in the syllabus are the weeks when class discussion particularly focuses on these domains.

- *Page 1 – objective 4*
- *Page 2 – Objective 5;and Course Competency 3*
- *Page 8 – week 3 of syllabus*
- *Page 9 – week 9 of syllabus*

9. Understands the impact of crises, disasters, and other trauma-causing events on people. (538)

A comprehensive range of crises, disaster, and trauma topics are covered in the James and Gilliland text, which comes with an online supplement of chapter quizzes and role-play videos. Students demonstrate their knowledge by taking weekly quizzes for all the assigned chapters. Please see Weekly Quizzes in the syllabus for Crisis Intervention and Trauma Treatment.

- *Page 6 – Weekly Quizzes*
- *Page 15 – Week 2 of syllabus specifically speaks to effects of trauma*
- *Page 16-17 – Weeks 5, 6, 7 & 8 of syllabus all address specific types of trauma*

10. Understands the operation of an emergency management system within clinical mental health agencies and in the community. (538)

This topic is covered across many chapters in the James and Gilliland text, but most specifically in chapter 5 (Crisis Case Handling: community mental health clinics), and

students demonstrate knowledge through taking the quiz. Please see Weekly Quizzes in the syllabus for the Crisis Intervention and Trauma Treatment course.

- *Page 6 – Weekly Quizzes*
- *Page 16 – Week 4 of syllabus*

## **B. Skills and Practices**

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. (Practicum)

In each practicum class, students present a minimum of 3 videos which includes attention to the adherence of legal and ethical standards. See [COUN 530](#) and [584](#) syllabi. In addition, the supervisor evaluates this skill. See the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under the sections Law and Ethics.

- [COUN 530 Practicum Syllabus](#)
  - *Page 2 – Objective 6*
  - *Page 5-6 – Oral Presentation and Written Case Summary*
- [COUN 584 Advanced Practicum Syllabus](#)
  - *Page 2 – Objectives, second to last bullet point*
  - *Pages 5-6 Client Case Presentation assignments and Final Case Presentation Assignment*
- [Practicum Instructor Final Eval of Student](#)
  - *Page 2 – IV. Maintaining a Relationship – 5<sup>th</sup> item*
- [Practicum Site Supervisor Final Evaluation of Trainee](#)
  - *Page 3 – Competency 7: Law*

2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve the service delivery opportunities in clinical mental health counseling. (Practicum)

Agency trainings include policies related to public mental health and work within the regulatory requirements established by the Board of Behavioral Sciences. [Link here to see sample grant information from Clinical Mental Health Agency](#). This document is an example of what supervisees receive to advocate for clients based upon grants that have been awarded to the agency. Unfortunately, student have also learned about the impact of regulatory processes in the last few years as they have been laid off due to lack of funding or see that we have removed a site as an option because the agency can longer support our students adequately (i.e. provide both individual and group supervision or allow recording of sessions).

- *The original link to this document is our only written documentation that students apply this information to the work they do. Interviews with our agencies would be the most effective documentation we can provide.*

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## COUNSELING, PREVENTION, AND INTERVENTION

### C. Knowledge

1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society. (502)

The infusion of mental health promotion from a position of social justice and client-centered advocacy (key elements of the Recovery Orientation to Mental Wellness that guides the mental health delivery system in California) is central to our class discussions in Career Development. The course calendar is highlighted to demonstrate this infusion.

- *The principles of mental health including prevention, intervention, consultation, education, and advocacy are woven throughout the program as part of Recovery Orientation to Mental Wellness, but is hard to identify in 502. Samples include:*
    - **COUN 511 Pre-Practicum Syllabus** –
      - Page 2
        - Objective K – Prevention; and
        - Objective L – Consultation.
      - Page 6 – 9/9 – prevention is part of reading.
      - Page 7 – 11/18 – Chapter 10 has a section on consultation.
    - **COUN 526 Professional, Legal & Ethical Issues in Counseling Syllabus** – page 10, week 2 – wellness, prevention and development.
    - **COUN 500 Introduction to the Profession Syllabus** – page 8, Sept 23<sup>rd</sup> - advocacy
    - **COUN 524 Child & Adolescent Therapy Syllabus** – page 1,
      - Objective I; and
      - page 7 week 6/3 – Consultation
    - **COUN 535 Addictions Counseling Syllabus** – page 9, week 13 – prevention and advocacy;
2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. (522)

Numerous text readings, videos, and role-plays are used in the Brief Treatments course to address the many aspects of diagnosis, etiology, treatment, referral, and prevention. Students demonstrate their knowledge in writing an intake report and treatment plan based on a mock intake conducted by the professor in class. Please see Intake and Treatment Plan Paper in the syllabus.

- **COUN 522 Brief Treatments** - Page 4 – Intake Report & Treatment Plan assignment
- **COUN 526 Professional, Legal & Ethical Issues in Counseling Syllabus** –
  - Page 10, week 2 – wellness, prevention and development.
  - Page 11 – week 3 – the decision-making model includes referral and is integrated each week thereafter.

3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help). (500)

Their primary textbook for the Introduction to the Profession course covers these issues in several different chapters related to group work and consultation. One lecture is devoted to these subjects. Students complete an assignment in which they talk to practicing counselors in the field about various forms of program development and service delivery. See Assignments in syllabus.

- *Page 3-4 – Interviews assignment – programs are often discussed in interviews, especially at agencies.*
- *Their year-long practical experience infuses them with the development of various programs. Interviews at agencies would provide the best evidence of this standard.*

4. Knows the disease concept and etiology of addiction and co-occurring disorders. (535)

This is covered in depth the Addictions course in Wk 1) Etiological theories, Wk 3) Physiological and psychological effects, and Wk 4) Assessment and diagnosis. This is also covered in the class presentations during weeks 6, 7, and 8. Discussed in Wk 9) Motivational Interviewing, Wk 10) Family Treatment, Wk 11) Resistance and Wk 16) when the author of one of the class texts does a guest lecture.

See Assignments: Personal Change Assignment, Class Presentations, and Course review Paper.

- *Page 5 – Personal Change Assignment and Course Review Paper*
- *Page 6 – Class Presentation*
- *Pages 8-9 –Flexible Calendar for the following weeks: 1, 3, 4, 6, 7, 8, 9, 10, 11, and 16*

5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network. (535)

This is covered in depth in the Addictions course during Wk 4) Assessment and diagnosis, Wk 5) Treatment Plans and Case Management, Wk 10) Family Treatment, Wk 13) Special Populations, and Week 15) Group Treatments. This is also covered in the class presentations during weeks 6, 7, and 8.

See Assignments: Class Presentations and Extra Credit Assignment.

- *Page 6 – Class Presentations and Extra Credit Assignment*
- *Pages 8-9 – Flexible Calendar – weeks 4, 5, 6, 7, 8, 10, 13, and 15.*

6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events. (538)

Basic principles of crisis intervention in the Crisis course are covered comprehensively in the James and Gilliland text, beginning with chapter 1. These principles are applied to a wide variety of crises, including PTSD, sexual assault, intimate partner violence, natural

disaster, counselor burnout, suicidality, and more. Students take weekly quizzes on the chapters, write responses to questions posed by the professor in response to weekly videos, and demonstrate knowledge of crisis intervention skills and analysis in a group presentation (Link here see the [Group Presentation](#) assignment in the syllabus and the separate attachment).

- *The Group Presentation Assignment should clearly demonstrate knowledge of this standard.*

7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. ([520](#); [522](#); [526](#))

In COUN 520 Individual Modes of Therapy, students produce weekly case conceptualizations and treatment plans using the theoretical orientation of the week. In class, they work in small groups to come to a consensus about the best version and then present that result to the large class. See Flexible Calendar and Assignments on syllabus.

- *Page 3 and 12-14 for the Weekly Conceptualization and Treatment Planning Assignment*

In COUN 522 Brief Treatments, students write an intake and treatment plan. See assignments.

- *Page 4 Intake Report & Treatment Plan Assignment*

In COUN 526 Legal & Ethical Issues in Counseling, students are provided with a sample case conceptualization and the class discusses the type of language needed for this type of documentation. Link here for a sample that is provided to students.

- *Link here to see a sample conceptualization called [Sample Case Conceptualization from 526](#)*

8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders. ([527](#))

In COUN 527 Systems of Family Counseling students work as a group to integrate theory, research, and practice for a particular type of family (e.g., single-parent, immigrant family, step-family) in a presentation. Main components of the assignment are to provide a theoretical conceptualization for the type of family and to identify key techniques and interventions they would use in working with this type of family to help the family members alleviate distress. Students also include discussions of the broader community and social networks that impact the family. Students further demonstrate a role play where they practice some of the key interventions for their theory. See Group Presentation and Demonstration Role Play on the syllabus.

- *Page 3-4 of Syllabus, item number 4 for assignment*

9. Understands professional issues relevant to the practice of clinical mental health counseling. ([526](#))

Current issues in professional practice of clinical mental health is discussed in week 9, and many of these issues are part of the case vignette used in the final exam in the Law & Ethics course.

- *Page 4 – 3<sup>rd</sup> bullet for final exam description*
- *Page 14 – week 8 (not 9 as stated above) is where professional practice is discussed.*

## **D. Skills and Practices**

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. (Practicum)

Video presentations demonstrate their ability to execute these skills in Practicum and Advanced Practicum. See [COUN 530](#) and [584](#) syllabi. In addition, the supervisor evaluates this skill. See the [Practicum Site Supervisor Final Evaluation of Trainee document](#).

- *COUN 530 Practicum Syllabus*
  - *Pages 5-6 Final Case Presentation*
- *COUN 584 Advanced Practicum Syllabus*
  - *Page 15 items 2.m, 2.n., and 2.o, and item 3.*
- *Practicum Site Supervisor Final Evaluation of Trainee*
  - *Competency 1: Clinical Evaluation*
  - *Competency 3: Treatment Planning*
  - *Competency 5: Treatment*
- *Practicum Instructor Final Eval of Student*
  - *Page 2 – V. Termination Issues*

2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. (Practicum)

Video presentation in Practicum and Advanced Practicum includes attention to cultural sensitivity when providing conceptualizations, diagnosis, treatment, referral and prevention services. See [COUN 530](#) and [584](#) syllabi.

- *COUN 530 Practicum Syllabus*
  - *Pages 5-6 Final Case Presentation*
- *COUN 584 Advanced Practicum Syllabus*
  - *Page 15 items 2.m, 2.n., and 2.o, and item 3.*
- *Practicum Site Supervisor Final Evaluation of Trainee*
  - *Competency 1: Clinical Evaluation*
  - *Competency 3: Treatment Planning*
  - *Competency 5: Treatment*

3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities. (Practicum)

Within the practica syllabi, one of the weekly discussions concerns prevention, education and advocacy. Students often engage in these activities at their sites such as community outreach, facilitating educational and prevention groups, and students often need to advocate on behalf of clients, especially in school settings. See [COUN 530 and 584 syllabi](#).

- *COUN 530 Practicum Syllabus*
  - *Page 8 – Week 8 – the above listed constructs are all part of recovery orientation to wellness, which is required by our licensure board. There is an emphasis here on prevention, education and advocacy.*
- *COUN 584 Advanced Practicum Syllabus*
  - *Page 11 – Week 2 – bio-psycho-social-cultural framework includes human development, wellness, and mental health.*

4. Applies effective strategies to promote client understanding of and access to a variety of community resources. (Practicum)

Within the practicum syllabus, one of the weekly discussions is related to access of community resources. Students at many agencies have to provide these resources to clients. See [COUN 530 syllabus](#). See [Practicum Site Supervisor Final Evaluation of Trainee](#) document under Treatment Planning for evaluation of their ability to make appropriate referrals to community resources.

- *COUN 530 Practicum Syllabus*
  - *Page 8 – Week 8 – the recovery orientation to wellness includes advocacy and helping clients be aware of community resources.*
- *Practicum Site Supervisor Final Evaluation of Trainee – see Competency 3: Treatment Planning, last item within each measure of standard.*

5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (Practicum)

Cultural sensitivity is highlighted on the video presentation assignments in Practicum/Advance Practicum as well as the evaluations from the site supervisor and the practicum instructor. Link here to see the [Practicum Instructor Evaluation](#). Link here to see the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Human Diversity.

- *Practicum Instructor Final Evaluation of Student*
  - *Bottom of Page 1 – Building the Relationship*
- *Practicum Site Supervisor Final Evaluation of Trainee*
  - *Competency 6: Human Diversity*



6. Demonstrates the ability to use procedures for assessing and managing suicide risk. (Practicum)

This is evaluated most closely by the clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Crisis.

- *Competency 2: Crisis Management*

7. Applies current record-keeping standards related to clinical mental health counseling. (Practicum)

This is evaluated most closely by the practicum clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Professional Documentation.

- *Competency 10: Professional Documentation*

8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders. (Practicum)

This is evaluated most closely by the practicum clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Clinical Evaluation.

- *Competency 1: Clinical Evaluation – items 3 and 4 address these issues*

9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. (Practicum)

This is evaluated most closely by the practicum clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Supervision.

- *Competency 12: Supervision – the first item listed*

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## DIVERSITY AND ADVOCACY

### E. Knowledge

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services. (523)

This topic is the primary purpose of our COUN 523 Counseling & Culture class. Students demonstrate their knowledge in the Movie Review assignment where they identify the multiple cultures stereotyped in the movie and assess the impact of the characters' culture in the plot. In addition, students write a cultural genogram so they can explore their own cultures. Find this on the Assignments section of the syllabus.

- *Pages 3-4 Movie Review*

2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client. (523)

In COUN 523 Counseling & Culture, students write a personal cultural genogram at the end of the semester which includes all areas of culture (the above and more). This can be found in the Assignments section under the Genogram assignment.

- *Page 4 Genogram Assignment*

3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. (522)

Current literature on theory, strategies, and techniques are addressed every week in connection with the diagnostic area studied. In the Brief Treatments course, currently we use a text by Seligman & Reichenberg entitled *Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders*. Students demonstrate knowledge through weekly quizzes in class (please see the Weekly Quizzes requirement in the syllabus).

- *Page 3-4 Weekly Quizzes*
- *Page 9 September 5<sup>th</sup> – cultural considerations as part of the weekly discussion*
- *Page 12 October 24<sup>th</sup> – Gender & Multiculturalism*

4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling. (523)

(see number 5 below)

5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare. (523)

Standards E.4. and E.5. are consolidated here to eliminate redundancy:

In COUN 523 Counseling & Culture, part of the weekly discussions include how to make decisions about when and how to intervene on behalf of others in general and within clinical mental health. The Flexible Calendar on the schedule highlights the topics, and the discussions are framed in the context of oppression and advocacy. For instance, early in the semester, we discuss readings from *Lies My Teacher Told Me* (by Loewen) which discusses how the way we learn history negatively impacts cultural minorities. We integrate current topics (especially during election years) and talk about how we can effect change. Evidence of learning this standard is often reflected in their weekly journaling assignment (found under Assignments).

- *Pages 2-3 Journal Assignment*
- *Pages 4-5 Presentations Assignment – students discuss historical reasons about their group and historical treatment by dominant culture.*
- *Page 8 week 3/4 is the discussion of public policy, institutionalized racism, and privilege which impact wealth and poverty.*

6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services. (523; Practicum)

Much like standards E.4. and E.5., this topic of public policy becomes part of the discussion of history, politics, and advocacy. See reading assignments on *Lies My Teacher Told Me* for the COUN 523 syllabus. In addition, students gain a deeper understanding at each of the practicum agencies. In reviewing the Clinical Training Handbook, students can explore the types of mental health services available (see list of agencies with descriptions). Once students arrive at their agency, they learn the politics that seem to influence funding and resources within the agency to learn the local/county/state levels of influence.

- *COUN 523 Counseling & Culture*
  - *Pages 2-3 Journal Assignment*
  - *Pages 4-5 Presentations Assignment – students discuss historical reasons about their group and historical treatment by dominant culture.*
  - *Page 8 week 3/4 is the discussion of public policy, institutionalized racism, and privilege which impact wealth and poverty.*
- *Evidence in their COUN 530 Practicum and COUN 584 Advanced Practicum courses will be best supported by interviews with agency supervisors and students currently in these courses.*

## **F. Skills and Practices**

1. Maintains information regarding community resources to make appropriate referrals. (Practicum)

Within the practicum syllabus, one of the weekly discussions is related to access of community resources. Students at many agencies have to provide these resources to clients. See [COUN 530 syllabus](#). See [Practicum Site Supervisor Final Evaluation of Trainee](#) document under Treatment Planning for evaluation of their ability to make appropriate referrals to community resources.

- *COUN 530 Practicum Syllabus*
    - *Page 8 - Week 6 Recovery Orientation to Wellness*
  - *Practicum Site Supervisor Final Evaluation of Trainee*
    - *Competency 3: Treatment Planning – last item*
2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients. (Practicum)

Within practicum syllabus, one of the weekly discussions concerns prevention, education and advocacy. Students often engage in these activities at their sites such as community outreach, facilitating educational and prevention groups, and students often need to advocate on behalf of clients, especially in school settings. See [COUN 530 syllabus](#)

- *Page 9 – Week 12 - Advocacy*
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (Practicum)

Cultural sensitivity is highlighted on the video presentation assignments as well as the evaluations from the site supervisor and the practicum instructor. Link here to see the [Practicum Instructor Evaluation](#) and link here to see the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Human Diversity.

- *Practicum Instructor Final Evaluation of Student*
  - *Page 1 – II. Building Relationship – last item*
- *Practicum Site Supervisor Final Evaluation of Trainee*
  - *Competency 6: Human Diversity*

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## ASSESSMENT

### G. Knowledge

1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans. ([518](#) & [522](#))

In COUN 518 Lifespan Development, students learn what is expected of “normal” development. The class is organized according to age group and within each age group, students come prepared for discussion after reading about that group. They produce a written assignments on self and then additional paper on another person from a lifespan perspective. They are also tested on the concepts. See Assignments in syllabus.

- *Page 3-4 – Developmental Case Study of Self addresses Stages of Development and helps them to analyze normal versus psychopathology*
- *Page 4 – midterm and final exams test normal development*

In COUN 522, Brief Treatments, students learn more specifically about psychopathology through the lens of the DSM and related materials. They write an Intake and Treatment plan paper following an in-class mock intake, and they demonstrate knowledge of differential diagnoses, case conceptualization, and treatment planning. (See directions for the Intake & Treatment plan paper in the syllabus).

- *Page 4 – Intake Report & Treatment Plan Assignment*

2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments. (560)

In COUN 560, Individual and Group Appraisal in Counseling, students demonstrate their ability to properly utilize assessment skills and assessment instruments in the Testing Portfolio assignment. They conduct all of these activities in this assignment.

- *Page 4-5 – Testing Portfolio Assignment*

3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified. (525)

The entire class is devoted to meeting this standard, and students' level of understanding of this material is evaluated on a case vignette final exam where students have to identify relevant client histories and presenting problems that would highlight issues related to psychopharmacological intervention. In addition, case vignettes also test the students' abilities to understand side effects of prior psychotropic use with each of the issues involved.

- *Page 2 – Course Objectives and Course Competencies speak to the purpose of the course.*
- *Page 5 – Final Exam – brings all the pieces of the class together for students to demonstrate their competencies.*

4. Identifies standard screening and assessment instruments for substance use disorders and process addictions. (535)

See top of page 5 of course syllabus for section on screening and assessment instruments. These are provided weekly to correspond with assigned readings.

See Assignment: Personal Change Assignment.

- *Page 5 – top - Screening and Assessment Instruments*
- *Page 5 – bottom – Personal Change Assignment*

## H. Skills and Practices

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. (Practicum)

This is evaluated most closely by the practicum clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Clinical Evaluation.

- *Competency 1: Clinical Evaluation*
- *Competency 6: Human Diversity*

2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. (Practicum)

This is evaluated most closely by the practicum clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Clinical Evaluation.

- *Competency 1: Clinical Evaluation*

3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. (Practicum)

This is evaluated most closely by the practicum clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Crisis Management.

- *Competency 2: Crisis Management*

4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care. (Practicum)

This is evaluated most closely by the practicum clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Treatment Planning.

- *Competency 3: Treatment Planning*

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## RESEARCH AND EVALUATION

### I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling. (521)

This class is the first of a two-semester research process and it focuses extensively on critical evaluation of research related to a counseling issue of the student's choice. Students must produce a literature review by the end of the course. In the process of constructing a thematic literature review, they demonstrate knowledge of critical evaluation by writing summaries of their research articles, which include a critique of methodological issues. See the Specific Grading Criteria for the literature review in the syllabus.

- *Start with Page 3: item 4. Final Paper: The Literature Review; then*
- *Page 4 – 4<sup>th</sup> box – There is evidence of critical evaluation of the literature and original thought*

2. Knows models of program evaluation for clinical mental health programs. (502)

Students are made aware of and process different models for program evaluation of clinical mental health programs as the class explores issues of access, prevention, treatment, advocacy and outcomes throughout the course. The course calendar is highlighted to show particular discussions relating to this topic.

- *Page 4 – Group Chapter Discussions then*
- *Page 9 – Week 9 – note Program Evaluation and Evidence-Based Practice are the topic for that week*

3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling. (520)

In COUN 520 Modes of Individual Counseling, the list of theories is provided on the Flexible Calendar of the syllabus. Discussions about evidenced-based treatments are included in the reading and integrated in the discussion about what type of research exists on each of these theories. Note several different theories toward the end of the semester are chosen precisely because of the evidence and research that exists for it. On page 14, you will see where students address evidence as part of their weekly conceptualizations.

- *Start with Page 3 – Weekly Conceptualizations and Treatment Planning Attempt. Then move to –*
- *Page 14 – last item students discuss*

### J. Skills and Practices

1. Applies relevant research findings to inform the practice of clinical mental health counseling. (Practicum)

Final Case presentations include a component where students provide research to support the work they are doing with clients. See [COUN 530](#) and [584 syllabi](#).

- *COUN 530 Practicum Syllabus*
  - *Page 5 – bottom paragraph – “evidence-based practice and current counseling research” is highlighted*
- *COUN 584 Advanced Practicum Syllabus*
  - *Page 14 itemizes requirements for final presentation – item 2.n.*

2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments. (Practicum)

This is evaluated most closely by the practicum clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Treatment.

- *Competency 5: Treatment – this item includes the demonstration of appropriate treatment interventions (first item).*

3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs. (Practicum)

This is evaluated most closely by the practicum clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Treatment.

- *Competency 5: Treatment – demonstration of appropriate clinical interventions (first item)*

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## DIAGNOSIS

### K. Knowledge

1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*. (522)

All the main categories of the DSM are studied in Counseling 522, using the DSM itself, as well as numerous companion texts on conceptualization, treatment, and diagnostic skill. Students demonstrate knowledge most comprehensively on the final exam, in which they must distinguish among differential diagnoses in response to case material and questions related to the DSM. Please see the syllabus for Final Exam.

- *Page 4 – Final Exam*

2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care. (522)

Counseling 522 addresses all major diagnostic categories of the DSM and uses a companion text for treatment modalities. Students demonstrate knowledge most specifically in the Intake and Treatment Plan paper (see syllabus).

- *Page 4 – Intake Report & Treatment Plan Assignment*

3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders. (535)

This is covered in depth in Wk 3) Physiological and psychological effects, and Wk 4) Assessment and diagnosis in the Addictions course. This is also covered in the class presentations during weeks 6, 7, and 8. Also covered in Wk 11) Resistance.

- *Page 8 – Flexible Calendar – Weeks 3, 4, 6, 7, 8, and 11*
- *See page 6 for Presentations Assignment where students discuss co-occurring disorders*

Addressed in Personal Change Assignment, Class Presentations, and Course review Paper.

- *Page 5-6 – for Personal Change Assignment, Class Presentations, and Course Review Paper*

4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations. (560)

In COUN 560, Individual and Group Appraisal in Counseling, students demonstrate their ability to properly utilize assessment skills and assessment instruments in the Testing Portfolio assignment. They must integrate cultural issues and limitations in this assignment.

- *Pages 4-5 Testing Portfolio Assignment – culture is expected to be integrated into this assignment*

5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma causing event. (538)

The relationship between diagnosis and crisis, disaster, and trauma is covered in nearly every chapter of the two texts used in Crisis Intervention & Trauma Treatment course (Crisis intervention by James & Gilliland and trauma treatment by Briere & Scott). Students demonstrate knowledge through weekly quizzes, online discussion forums, case note assignments, class presentations, and a final paper. See syllabus for weekly quizzes.

- Page 6 – Trauma Treatment Paper – this specifically speaks to providing treatment during trauma
- Page 16 – on Week 5 – note the specific discussion related to crisis and trauma with people who have severe mental illness. They complete a weekly quiz on this reading as well.

## L. Skills and Practices

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. (Practicum)

This is evaluated most closely by the practicum clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Clinical Evaluation.

- Competency 1: Clinical Evaluation – 4<sup>th</sup> bullet point

2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. (Practicum)

This is evaluated most closely by the practicum clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Clinical Evaluation and Crisis Management.

- Competency 1: Clinical Evaluation – 4<sup>th</sup> bullet point
- Competency 2: Crisis Management
- Competency 12: Supervision – demonstrating that the student knows when to seek supervision/consultation

3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. (Practicum)

This is evaluated most closely by the practicum clinical supervisor and is reflected on the [Practicum Site Supervisor Final Evaluation of Trainee](#). Look under Crisis Management.

- Competency 2: Crisis Management

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