

**DEPARTMENT OF COUNSELING
CLINICAL TRAINING HANDBOOK
ACADEMIC YEAR 2025-2026**

MASTER'S OF SCIENCE IN COUNSELING PROGRAM

California State University, Fullerton
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Policies and Procedures

I. INTRODUCTION

History of California State University, Fullerton and the Department of Counseling

In 1957, Cal State Fullerton became the 12th State College in California to be authorized by the Legislature. The following year a site was designated in northeast Fullerton and subsequently purchased in 1959. That year Dr. William B. Langsdorf was appointed as founding president and Orange County State College started classes for 452 students in September. In the fall of 1960, the college opened classes on its own campus, where it occupied 12 temporary buildings. The name changed to Orange State College in July 1962, to California State College at Fullerton in July 1964, to California State College, Fullerton in July 1968 and to California State University, Fullerton in June 1972. The first permanent building, the six-story Letters and Science Building (now known as McCarthy Hall), was occupied in 1963.

In May 1971, Dr. L. Donald Shields, who had served as acting president for seven months, was appointed the second president of Cal State Fullerton. Dr. Miles D. McCarthy became acting president in January 1981; Dr. Jewel Plummer Cobb took office as the third president in October 1981; Dr. Milton A. Gordon was appointed the fourth president in August 1990; and in February 2013, Dr. Mildred Garcia became the fifth president of CSUF. Framroze Virjee is the sixth President, and he joined the Titan family in 2018. Dr. Sylvia Alva became the seventh and current Interim President.

Within the University, the Department of Counseling is located in the College of Health and Human Development (HHD). The mission of the College of Health & Human Development is to prepare students to thrive in a globalized era in their chosen field. The College provides education, conducts research, and engages in diverse communities to advance human health, development, and well-being.

The Counseling Department was begun in the late 1960's by David Keirse and Marilyn Bates, both famous for their work with Myers-Briggs Temperament Theory. The program prepared graduates for the Marriage Family & Child Counselor (MFCC) license (now LMFT) and/or the California Pupil & Personnel Services credential (PPS). The PPS credentialing program option was later removed as fewer and fewer jobs were available for graduates. As the marriage and family therapy profession expanded, so did the Counseling program's length and scope, becoming a full-fledged Department in 1973. Counseling students serve the communities in Southern California in their practicum sites, dedicating many thousands of service-learning hours to the well-being and mental health of their clients. Graduates of the Counseling Program serve in community agencies, schools, industry, and in private practice all over the state and beyond, sharing their knowledge of communication skills and personal growth honed during their training.

The Counseling Department became a 60-unit degree program in 2005, with a focus on training students for entry into the counseling profession as clinical mental health counselors. With the awarding of CACREP accreditation in 2007 the Counseling program at CSUF achieved national recognition in the preparation of skilled counselors ready to affect their communities in positive ways, for the sake of increasing social justice. In 2011, the Department became an early adopter of the new curriculum required by the Board of Behavioral Sciences (BBS), infusing the concepts of the Recovery Orientation to Wellness throughout the curriculum for both licensure disciplines. And in 2013, the program expanded to 63 units, encompassing the entire core curriculum for clinical mental health counseling.

Department of Counseling

As mentioned above, the Department of Counseling is housed in the College of Health and Human Development (HHD). Counseling is a special relationship which develops between a person skilled in the art and science of helping a person or group of persons desiring support with educational, career, emotional, behavioral, and/or relationship problems. Clinical mental health counselors understand that personal development is essential to effective professional development. The faculty focus on personal growth is balanced with their desire to facilitate individual, group, and family movement through the process of change. Counselors encourage personal development in clients who are facing difficult tasks or are experiencing personal problems in life.

Master of Science in Counseling

The Department of Counseling at California State University, Fullerton meets the challenges of the changing dynamics of the field of professional counseling by offering a Master of Science degree in Counseling leading to potential licensure in Professional Clinical Counseling (LPCC). [Note: the program also meets requirements for Marriage and Family Therapy (LMFT) in California only].

The philosophical orientation of the Counseling program is humanistic and community-centered, and we seek to dismantle systems of oppression so that all communities experience liberation. It is a fundamental belief of the program that individuals and communities have their own inner wisdom, desire to grow, and capacity for solving life's challenges. Further, the counseling program is based on the belief that counselors can most effectively assist people by understanding the relationship of emotional distress to intra- and interpersonal dynamics and the broader social and cultural forces that shape life in their respective communities.

The Counseling program at CSUF is guided by the principle that professional development requires clinical skills, theoretical knowledge, cultural competence, ethical practice, and the capacity for continual self-reflection. Please see the Department Homepage for more information on the Department of Counseling Program, <http://hhd.fullerton.edu/counsel/>.

Goal of Practicum Field Training in the Master of Science in Counseling Program

The goal of practicum field training is to prepare graduate students to become competent and ethically mature professionals through practical training guided by the integration of classroom instruction and hands-on clinical/counseling work in a variety of settings. These training objectives including the following:

1. To enhance the ability to apply theoretical constructs to the practical aspects of training.
2. To consolidate a knowledge base of the critical aspects in the practice of clinical mental health counseling in the domains of clinical evaluation, crisis management, treatment planning, treatment, human diversity, law, and ethics.
3. To become knowledgeable and skilled in working in a wide range of settings with diverse populations.
4. To confront current issues and controversies in the field and to provide effective solutions through a process of exploring one's own theoretical perspective, utilizing/applying the legal and ethical guidelines in the field, and consulting with supervisors and other key participants.
5. To become engaged with positive role models in the field who will contribute to each student's professional identity as clinical mental health counselors.

This Clinical Training Handbook

This Clinical Training Handbook is available to all students enrolled in COUN 530 A/B, COUN 584 A/B, COUN 590 and COUN 591, and the content of the handbook will be discussed in the Practicum Orientation that takes place each Fall and Spring semester before students enroll in the respective practicum courses. This handbook will also be available to practicum supervisors at the various sites where students will complete their training requirements and can be found at: <http://hhd.fullerton.edu/counsel/current-students/clinicalhandbook/index.php>

The purpose of this handbook is to provide information necessary for students to successfully complete the practicum field training requirements that have been established by the Department of Counseling at California State University, Fullerton, and the California State Board of Behavioral Sciences (BBS).

The instructions and procedures in this Handbook are based on the laws, regulations, and ethical standards most recently cited by the Board of Behavioral Sciences (BBS), the Council on Accreditation for Counseling and Related Educational Programs (CACREP), the American Counseling Association (ACA), and the California Association for Licensed Professional Clinical Counseling (CALPCC). The Chair of the Department of Counseling and the Clinical Training Director are in continual contact with the BBS, CACREP, CALPCC & CAMFT and students will be updated regarding changes and/or amendments to the current rules and regulations pertaining to the training component of the program.

This Handbook also provides pertinent information regarding the requirements and expectations of the Department of Counseling concerning clinical/counseling training, supervision, and professional development. Both students and practicum supervisors are encouraged to comply with the requirements and procedures which are defined and discussed in this handbook, along with any amendments that are forwarded to students and agencies at a later date. Any requests for exceptions to the rules, guidelines, and procedures of this Handbook must be made in writing. All such requests must be reviewed by the Counseling Faculty at their next departmental meeting. The Counseling Faculty will notify students, in writing, of their decision within fifteen (15) working days from the date of that departmental meeting.

BBS Composite Board and Terminology

The clinical practice of psychotherapy by unlicensed practitioners in California is permitted under the State Department of Consumer Affairs through the Board of Behavioral Sciences (BBS) Statutes and Regulations, a composite board of four professions: Licensed Professional Clinical Counseling (LPCC), Licensed Marriage and Family Therapy (LMFT), Licensed Clinical Social Worker (LCSW), and Licensed Educational Psychologist (LEP). The legislation for Licensed Professional Clinical Counselors (LPCCs) was passed in October 2009, and the first licenses were issued in 2012. The BBS members are appointed by the governor and are either public representatives or licensed members of one of the professions. The BBS is in the continuous process of interpreting and implementing legislative amendments.

The California Board of Behavioral Sciences (BBS) distinguishes between two types of non-

licensed individuals in clinical training. The department requires that students use the appropriate terminology in all written and verbal communications.

1. Trainee: A **trainee** means an unlicensed person who is currently enrolled in a master's or doctoral degree program that is designed to qualify the person for licensure, and who has completed no less than 12 semester units of coursework in any qualifying degree program.
2. Associate: An **associate** means an unlicensed person who has earned a master's or doctorate degree qualifying the person for licensure and is registered with the board as an associate.

For purposes of clarity, an additional term is utilized:

- Trainee Experience: Trainee experience, trainee counseling/clinical experience, experience(s) of trainees are terms utilized in this Handbook to designate counseling experiences gained by a student in the Department throughout their program of study. Specifically, this timeframe begins with the date of the first class and ends with the satisfaction of all degree requirements. The intent of this designation is to alert students that during their trainee experience (etc.), they are always under the jurisdiction of the requirements delineated in this Handbook. This term differs from the BBS term trainee.

II. SUMMARY OF BBS LICENSURE REGULATIONS

[NOTE: Please visit the BBS website, subscribe to the email list, and watch for new developments. This will be the fastest route to the new information. BBS Website: www.bbs.ca.gov]

BBS SUPERVISED EXPERIENCE REQUIREMENTS FOR LPCC APPLICANTS EFFECTIVE JANUARY 1, 2016

This section describes requirements for licensure according to BBS guidelines. However, the program's requirements (due to accreditation standards) during traineeship is more rigorous than the BBS requirements.

BBS Pre-Degree Requirements

- 280 direct clinical counseling hours as trainee, and these hours do not count toward post-degree 3000 Associateship hour requirement.

104 Supervised Weeks Required:

- These 104 weeks must contain no less than: • One (1) hour of individual or triadic supervision, or two (2) hours of group supervision during ***any*** week in which experience is claimed
- Of the 104 weeks, 52 weeks must be one (1) hour of individual or triadic supervision

Total Post-Degree Hours to sit for licensure exam: 3,000 hours post degree performed over a period of not less than two years with weekly supervision (no less than 104 weeks).

Direct counseling experience (Minimum 1,750 hours): Direct clinical counseling with individuals, groups, couples, or families using a variety of psychotherapeutic techniques and recognized counseling interventions.

Non-clinical experience (Maximum 1,250 hours): May consist of direct supervisor contact, administering and evaluating psychological tests, writing clinical reports, writing progress or process notes, client centered advocacy, and workshops, seminars, training sessions, or conferences directly related to the profession that have been approved by the applicant's supervisor.

NOTE: An applicant for licensure cannot be approved to sit for the clinical exam without completing both the 3,000 post-degree hours of experience AND 104 supervised weeks.

How do I account for hours gained under different supervisors for the same group of clients?

When working with two or more supervisors, you should have two or more sets of weekly logs and experience verification forms, as well as a signed responsibility statement from each supervisor. When recording your hours, it is recommended that you do the following:

1. Record all clinical and non-clinical supervised experience hours under one supervisor (the primary supervisor) and have them sign for the hours.
2. Hours of face-to-face supervision provided by the additional supervisor should be recorded separately, and that supervisor should only sign for those hours.
3. When the forms are turned in together, the Board's evaluator will see that the additional supervisor is signing for a portion of the hours.

What BBS requirements are different for the LMFT (in comparison to the LPCC)?

- Pre-degree hours can count toward the minimum of 3,000 hours, but a minimum of two years post-degree is still required. Some limitations apply:
 - Maximum 1,300 total hours gained pre-degree, including:
 - Maximum 750 hours of direct clinical counseling and direct supervisor contact gained pre-degree
 - Maximum 40 hours of experience earned in any week between all settings
 - Maximum six (6) hours of individual, triadic or group supervision in any week.
- A minimum of 500 direct clinical counseling hours of couples, families, and/or children are required to be eligible to take the licensure exam for marriage and family therapy. These hours can be obtained pre- and/or post-degree.

III. ORGANIZATIONAL STRUCTURE

The Department Chair, Clinical Training Director, Fieldwork Coordinator, and Faculty are responsible for the fieldwork training components of the Department of Counseling preparation program at California State University, Fullerton.

Department Chair

The Department Chair is responsible for administering the Counseling program, and as such, the Clinical Training Director reports directly to the Chair. The Chair consults with and makes recommendations to the Clinical Training Director relative to training issues.

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 Trainees as set forth by the Department of Counseling, the Council on Accreditation for Counseling and Related Educational Programs (CACREP) 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 clinical training programs.
4. Facilitate the Student Practicum Orientation each semester for students to assist 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 Associate registration process with the BBS.
10. Develop new practicum field placements for the Clinical Training Site Directory.

Fieldwork Coordinator

The Fieldwork Coordinator provides 20 hours per week of administrative, clerical and advisement responsibilities. The Fieldwork Coordinator has the following duties and responsibilities:

1. Assist the Clinical Training Director as needed.
2. Distribute COUN 530 A/B Selection Forms during Practicum Orientation in the Fall and Spring to all students planning to enroll in COUN 530 A/B the following semester. Note: COUN 530 A/B is not available in Summer.
3. Distribute COUN 584 A/B Selection Forms to all faculty teaching 530 A/B so they can distribute the forms to students planning to enroll in 584 A/B. Note: COUN 584A/B is not available in Summer.
4. Meet with students who are preparing to enroll in COUN 530 A/B by reviewing the Clinical Training Site Directory, providing each student with information on the basic requirements before enrollment, and surveying their scheduling needs for the upcoming semester.
5. Meet with students who are preparing to enroll in COUN 584 A/B, 590, or 591 if they have been approved by the Clinical Training Director to change their practicum site.
6. Ensure that each agency where trainees are placed has an up-to-date file in the Clinical Training office, including (but not limited to) the External Clinical Training Site application, and accompanying copies of current licenses of all community-based supervisors.
7. Maintain Clinical Training files for all those enrolled in COUN 530 A/B, 584 A/B, 590, and 591 including student's proof of malpractice insurance, "four- way agreements," and responsibility statements showing supervisors' names and license numbers.
8. Ensure sure that the Clinical Training Handbook is routinely updated and available on the web at: <http://hhd.fullerton.edu/counsel/current-students/clinicalhandbook/index.php>
9. Assist the Clinical Training Director in surveying and distributing information to all instructors teaching COUN 530 A/B, 584 A/B, 590, or 591 in order to track students in agencies and disseminate the latest

information on teaching and licensure regulations.

10. Assist in the coordination of the Student Practicum Orientation, Practicum Instructors' Workshop, Practicum Agency Faire, and Exit Interview each Fall and Spring Semester.
11. Attend meetings as directed.
12. Maintain an accurate listing of practicum students including Clinical Training Site placement on the Departmental database.
13. Maintain the highest level of professionalism.

Faculty

Each full-time faculty member is encouraged to teach one of five (5) practicum courses (COUN 511 A/B, 530 A/B, 584 A/B, 590, or 591). Faculty who teach COUN 511 A/B, 530 A/B, 584 A/B, 590, or 591 are expected to provide students with training in the following areas:

1. The ongoing procedures of the counseling setting, including the intake process, assessment/evaluation, case conceptualization, case management, record-keeping, and legal and ethical issues;
2. The effective use of supervision sessions;
3. Supervision for the development of self in the counseling process;
4. Experience in meeting the mental health needs of individuals, couples, families, and groups who come from culturally/ethnically diverse backgrounds;
5. Review of counseling modalities, strategies, and interventions, with an emphasis on evidence-based practices in the Recovery Orientation to wellness;
6. Continual awareness of one's own personal strengths and limitations, and methods of self-monitoring;
7. Expanding awareness of one's personal, ethical, ethnic and cultural biases and boundaries in clinical work.

Both full and part-time Faculty who teach COUN 530 A/B, 584 A/B, 590, or 591 are expected to adhere to the following guidelines:

1. Ensure that the following documents are submitted to the Clinical Training office **no later than the second week** of fall and spring semester, (or in the case of COUN 584 A/B, 590, and 591 documents must already be contained in the students' profile in the department portal unless the Clinical Training Director authorized a change of site, necessitating new documents).

- a. Declaration Statement (e-form document verifying that students have read and understand the practicum guidelines set forth in the Clinical Training Handbook)
- b. Participation Consent e-form
- c. Transportation/Storage Confidential Client Data e-form
- d. 4-Way Agreement (e-form with all appropriate signatures and dates)
- e. **Copy** of Supervision Agreement (BBS form)
- f. **Copy** of Proof of Insurance for the students' own malpractice coverage. (Note: Agency coverage alone is not sufficient.)

NOTE: After the 2ND week of COUN 530 A/B, students will not be allowed to continue in their Clinical Training Site unless the Clinical Training Director has signed their paperwork, and all of the aforementioned documents are documented in the department portal. Please contact the Fieldwork Coordinator at, clinicaltraining@fullerton.edu, for assistance if needed.

NOTE: Students beginning Practicum at a site that is not listed in the Clinical Training Site Directory, may not begin performing clinical hours until their 4-Way Agreement is signed by the Clinical Training Director.

2. Provide a syllabus that meets the standards and criteria as required in UPS 300.004. A copy of all syllabi must be submitted to the Chair of the Counseling Department.
3. In accordance with the CSUF Faculty Handbook, "faculty are expected to devote the amount of time to formal instruction that the course requires. In the event that a faculty member is unable to meet a class, the Department Chair must be notified, normally before the class meeting, and in any case, as soon as possible."
4. Provide clear criteria for grading and deadlines for all assignments.
5. Provide clear written instructions and guidelines for videos, case presentations, and other assignments.
6. Require students to bring a minimum of two (2) videos of their sessions with clients for COUN 530 A/B and a minimum of three (3) videos of their sessions with clients for COUN 584 A/B 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 A/B. At the end of COUN 584 A/B, 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 A/B. In such case, an introductory telephone call should be made to the supervisor within the first three (3) weeks of COUN 584 A/B. Maintain agency contact during COUN 590 and 591.
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. Confirm student's completion of Assessment of Clinical Training Site, Evaluation of Site Supervisor, and Practicum Summary Log and submit a completed End of Semester Check-Out form [see **Appendix B**] to the specified Dropbox folder within two weeks after grades are due.
12. Provide individual feedback to students twice: at the mid-point and at the end of the semester based on the Site Supervisor Mid-Semester and Final Evaluations of students. Instructors are responsible for monitoring the completion of each e-form evaluation, including ensuring that all signatures have been obtained, and reviewing with students.
13. Provide individual feedback, both orally and in writing, to students at the end of each semester by completing the **Professor Evaluation of Counseling Student Clinical Skills and Professor Evaluation of Counselor Student/Trainee Dispositions & Professionalism** [see **Appendix B**]. Instructors are to ensure that students have reviewed and signed each evaluation and submit a completed End of Semester Check-Out form [see **Appendix B**] to the specified Dropbox folder within two weeks after grades are due.

NOTE: Students must submit (or have on file) the following documents: 4-Way Agreement, Participation Consent Form, Transportation/Storage of Confidential Client Data Form, Supervision Agreement(s), Proof of Malpractice Insurance, Practicum Summary Log/Semester Accounting Form, and Evaluations of Supervisor and Agency as outlined in the syllabus, and all instructor/supervisor evaluations [see **Appendix B**] in order to receive a grade of Credit in the practicum course. Faculty should track students' compliance with this documentation requirement and notify the Clinical Training Director of any deficiencies in a timely way. Final semester Credit/No Credit (C/NC) grades

should **not** be assigned until all required documentation has been presented.

IV. STUDENT RIGHTS AND RESPONSIBILITIES

Rights

Each student in the Counseling program has the following rights:

1. To know the criteria for evaluation in the course and to receive progress evaluations from the instructor on a regular, systematic basis.
2. To know the expectations and procedures established by the practicum instructor.
3. To expect supervision and feedback in the management of cases on both regularly scheduled and case need bases, as conforms to the ethical standards of ACA and the regulations outlined by the BBS.
4. To know the procedure for handling emergencies.
5. To ask questions regarding the counseling process and the correct handling of cases.
6. To have the rules and regulations of the BBS explained fully.

Responsibilities

Each student is expected to know and follow the contents of the guidelines contained in this handbook. Should an issue arise that is not covered in the handbook, the student should consult with the Fieldwork Coordinator or the Clinical Training Director for assistance. Failure to follow the guidelines as set forth in this handbook may affect the student's progress through the program. More specifically, students are expected to:

1. Attend the mandatory Practicum Orientation one semester prior to enrolling in COUN 530 A/B.
2. Complete **Counseling 530 A/B and 584 A/B Selection** Qualtrics surveys, indicating course preferences, by the specified due date and requested information in order to register for COUN 530 A/B or COUN 584 A/B.
3. If necessary, meet with the Fieldwork Coordinator or the Clinical Training Director to discuss approved practicum sites.
4. Contact clinical training sites from our approved list and apply according to the guidelines of the agency. [See **Appendix A for Clinical Practicum Training Sites**]
5. Join ACA or CALPCC (and CAMFT if interested in seeking the LMFT), and become familiar with the licensure rules and guidelines as set forth by the BBS.

6. Maintain regular attendance in practicum classes (COUN 530 A/B, 584 A/B, 590, and 591 if needed).
7. Remain open to feedback.
8. Be willing to provide videos of sessions with clients. These will be needed for presentations in class. **NOTE:** As stated on the Transportation/Storage of Confidential Client Data Form [see **Appendix B**] client confidentiality must be maintained, so transport of client videos in locked or encrypted storage must be demonstrated, in compliance with ethical codes and professional practice.
9. Comply with the guidelines as set forth in the Clinical Training Handbook and the course syllabi for COUN 530 A/B, 584 A/B, 590, and 591.
10. Submit the required paperwork to practicum instructor by the second class session for COUN 530 A/B:
 - a. 4-Way Agreement [e-form] Upload a photo (face only) of student and complete/e-sign per instructions. Students must confirm that all e-signatures have been obtained and download the completed pdf.
 - b. Participation Consent Form [e-form]
 - c. Declaration Statement [e-form]
 - d. Transportation/Storage of Confidential Client Data form [e-form]
 - e. Proof of student's own individual malpractice insurance coverage uploaded to student web-based practicum application [Copy]
Note: Agency coverage alone is not sufficient.
 - f. Supervision Agreement(s) (each supervisor must sign a separate form) [Copy] uploaded to student practicum portal
[See Appendix B for all forms. Check BBS website for updated versions of BBS forms].
11. Provide services that are within the student's scope of practice.
12. Be accountable for legal, ethical, and professional conduct at CSUF and all clinical training sites.
13. Advise the practicum instructor when placement conditions differ from those contracted for by the agency, student, and the school, or which interfere with proper training. Examples of such conditions may include the following:
 - a. Supervision that does not comply with the requirements of this handbook and the signed 4-way contract;
 - b. Insufficient training opportunities (e.g., in-service, case conferences, client load, supervision) to meet student's training goals;
 - c. Any agency changes (e.g., financial or administrative problems, changes in personnel) that may adversely affect the professional standards and/or clinical or administrative functioning of the agency;

- d. Any form of exploitation, which includes sexual harassment, workload, or any and all inappropriate requests, such as tasks that are unrelated to the training of a professional clinical counselor or marriage and family therapist;
- e. Discriminatory practices based on race/ethnicity, color, national origin, age, gender, gender orientation, sexual orientation, religion, or physical disability.

Note: Since students are approved to go into agencies based on a goodness-of-fit with their specific training needs, information regarding the above issues (if they arise) should be brought to practicum instructors and the Clinical Training Director immediately.

- 15. Have clinical training site supervisors complete an evaluation of student's training progress at the end of each semester using the Agency Supervisor Final Evaluation of Trainee form (primary supervisor). [See Appendix B].
- 16. Review the completed evaluations with student's supervisor and submit them to the Practicum Instructor by stated deadlines.
- 17. Complete the **Student Evaluation of Supervisor** and **Student Assessment of Agency** forms. [See Appendix B].
- 18. Keep track of hours by using the BBS form titled "**Weekly Summary of Hours of Experience**". [See Appendix B]. Hours must be signed by the supervisor(s) and should be maintained by the student for submission to the BBS at the appropriate time. **NOTE:** Keep a copy of this log to facilitate calculating cumulative totals as practicum progresses.
- 19. Have supervisor sign **Practicum Summary Log/Semester Accounting Form** [See Appendix B], and submit a copy to practicum instructor at the end of COUN 530 A/B, 584 A/B, 590, and 591. **NOTE:** Keep a copy of this log to facilitate calculating cumulative totals as practicum progresses.
- 20. Maintain confidentiality both in the classroom and out in the field.

V. CONFIDENTIALITY

Any communication between a student and the Program Chair, Clinical Training Director, and Faculty regarding training issues is not viewed as confidential. However, the welfare and training of the student as well as the needs of the profession, the public, and the university will be taken into consideration when determining how to use any shared information. The student may participate in discussions regarding the dissemination of information.

The supervision experience is generally considered open for discussion between supervisors, practicum instructors, and the Clinical Training Director. Supervisors will be instructed to

use their discretion regarding the form and content of what they communicate, and students may request that certain personal information be treated as confidential by supervisors. However, each supervisor must consider whether the disclosure of information may be beneficial to the training of the student, as well as for the good of the public. It is recommended that the student and supervisor discuss these issues prior to the disclosure of sensitive information to the practicum instructors and the Clinical Training Director.

Practica placement evaluations are only available to the Counseling Faculty and are to be treated similarly to course evaluations. Disclosure of information is to be done among the Counseling Faculty, if deemed necessary for evaluation and Classification/Advancement to Practicum purposes, and to protect the university, student, and the public. Any other release of information requires that student's request and consent.

As a function of the selection process, clinical training sites have the right to contact former supervisors at previous placement agencies. It is broadly assumed that the student's listing of these placement agencies on their applications and vitae constitutes a tacit release of information.

VI. CLINICAL TRAINING SITE SELECTION PROCESS

Students are approved for placement sites on an individual basis, depending on their specific training needs and the site's requirements (e.g., being bilingual). All students participating in their practicum experience year must choose a community setting that meets the following requirements:

1. The agency must be one of the following settings:
 - a. Governmental entity;
 - b. School, college, or university;
 - c. A nonprofit and charitable corporation;
 - d. A licensed health facility;
 - e. A social rehabilitation facility or a community treatment facility;
 - f. A pediatric day health and respite care facility;
 - g. A licensed alcoholism or drug abuse recovery or treatment facility;
2. The agency must be devoted to training students to become professional clinical counselors and/or marriage and family therapists and must have a training program in place to meet this goal.
3. The agency must have the appropriate documentation necessary to verify to the BBS that the placement is one that is named in law as appropriate for a trainee, and that the trainee is employed in the manner required by law. This documentation must be kept on file in the office of the Fieldwork Coordinator.
4. The agency must provide the highest quality of supervision, and supervision and supervisors must meet the minimum requirements set forth by the BBS for trainees.
5. The agency must have an orientation process for trainees, as well as an emergency response plan for when supervisors are unavailable.

6. The agency must be able to comply with the minimum requirements regarding hours of counseling and other practicum duties each semester, which are in accordance with the Department of Counseling guidelines, CACREP accrediting standards, and BBS regulations.
7. The agency must allow students to video record clients. An exception to this requirement is made in cases such as a domestic violence shelter program where there may exist legal mandates against any photographing or videoing of clients. Exceptions to the video rule must be processed through the Clinical Training Director such that videos may be replaced by audio taping.

Appendix A provides a directory of Clinical Training Sites that meet these requirements and where previous CSUF Trainees have gained practicum experience hours. Evaluations of the sites and supervisors (filled out by these former trainees) are kept on file in the COUN Clinical Training Office in EC 479 where they are available for reference. Students are strongly encouraged to make use of these feedback tools in forming their perceptions about potential training sites.

Students are responsible for selecting their own placement site; however, the Clinical Training Director must approve their selection by reviewing the application and signing the 4-Way Agreement. **Note:** Students are approved to go into sites that are mutually appropriate. Questions about the matching process should be referred to the Fieldwork Coordinator and the Clinical Training Director.

If a student wishes to gain practicum experience hours at a site that is not listed in the Clinical Training Site Directory, they may meet with the Clinical Training Director to determine if that site meets the student's training needs. If so, the site must fill out and return appropriate documentation (e.g., site application). Please note that this process takes time to navigate, so ensure requests are made well ahead of planned enrollment in COUN 530 A/B.

VII. CLINICAL TRAINING COURSES

The four (4) practica courses totaling twelve (12) units listed and described below are designed to assist students in maximizing their counseling/clinical skills. An optional 5th class is available (591) for students who have completed their full practicum year but have not completed their required 280 DCC hours.

COUN 511 A/B (3) Pre-Practicum

This course will prepare students for conducting initial interviews and establishing therapeutic relationships in their practicum. Specifically, the course will introduce students to the initial phase of the counseling process, including forming a relationship with culturally diverse clients, facilitating client self-exploration, helping to establish client goals, and assessing for crisis ("red flag") situations.

COUN 530 A/B (3) Beginning Practicum

This course provides Part I of the supervised counseling fieldwork experience (practicum) in appropriate community settings. This course will provide students with opportunities to: (1) acquire counseling experiences and competencies with a diverse clientele consisting of groups, families, couples, children, and individuals, (2) develop a personal counseling style, (3) develop an understanding of and skill in writing case summaries and treatment plans, (4)

participate in group supervision of cases, (5) participate in peer support groups (6) explore professional issues and development, (7) develop case presentation skills, (8) discover personal issues and triggers in counseling, including gaining an awareness of interpersonal processes that might impact therapeutic relationships, and (9) attend to legal and ethical issues.

COUN 584 A/B (3) Advanced Practicum

This course continues the supervised counseling fieldwork experience (practicum) in appropriate community settings. In addition to the opportunities provided in Counseling 530 A/B, students will become skilled in (1) making case conceptualizations that demonstrate the ability to integrate theory with practice; (2) conducting cultural formulations to ensure appropriate strategies and techniques are used; (3) appropriately using the current DSM in making treatment plans (when applicable); (4) formulating case conceptualizations; (5) complying with current BBS regulations and ACA ethical standards.

COUN 590 (3) Case Conceptualization and Advanced Counseling Techniques

Prerequisites: enrollment in either COUN 530 A/B or 584 A/B. This course focuses on case conceptualization and the integration of advanced techniques into the student's repertoire of counseling skills. Case presentations and analysis of video recorded sessions will be emphasized. This course must be taken as part of the year-long practicum experience and may precede or follow COUN 584 A/B, depending on the semester COUN 530 A/B is taken. (Ex: Spring COUN 530 A/B, Summer 590, Fall 584 A/B; Fall COUN 530 A/B, Spring 584 A/B, Summer 590). **Note:** Following the practicum year, COUN 590 may be repeated for credit. Students who complete their practicum experience ***must*** continue to enroll in COUN 590 until they graduate if they desire to continue performing/earning trainee experience hours. All experience hours earned before graduation must be gained under the provision of a 4-Way Agreement, which includes registration in a practicum class.

COUN 591 (3) Advanced Practicum II

Prerequisites: Completion of COUN 530 A/B, 584 A/B & 590. COUN 591 is required if, after completing the full practicum year a student has not yet gathered all of the 280 required DCC hours. Students who have completed these hours would register for 590 instead (see Note above). Topics from COUN 584 A/B & 590 are continued in greater depth and complexity in 591. Students must enroll for the entire semester, even if they complete the 280 DCC hours before then.

Grading Policy for Practicum Students

The Department of Counseling faculty at CSUF is responsible for serving as gatekeepers to the profession of counseling and has therefore set high standards for the delivery of quality care to consumers of counseling services. Practicum is a performance-based course. Students are evaluated according to *demonstrated learning* of developmentally appropriate professional, ethical, and culturally sensitive counseling skills. The standards for credit/no credit grades based on this demonstration of learning follows:

Credit: A grade of "Credit" indicates that a student is making competent and appropriate progress in their development of counseling skills, professionalism, and legal and ethical behavior, as well as gaining sufficient Direct Client Contact (DCC) hours. The student is also engaged in a process of becoming culturally sensitive/responsive to clients' needs. Examples of performance for which "Credit" is appropriate include the consistent integration of feedback into counseling performance, the use of questioning and self-reflection, and the ability to form a therapeutic relationship with clients within which the client can be

understood and valued. As noted in the following Presentations Evaluation Rubric, in order to receive a grade of “Credit” students must score at a ranking of 3 or higher by the end of the semester in the areas being demonstrated in their presentations.

Note: The timely completion of all required class work may not necessarily result in the grade of “Credit”. Course credit will be based on the combination of participation, presentations, depth and quality of writing, and overall evaluation of therapeutic skills and professionalism.

No Credit: A grade of “No Credit” indicates that a student is making unsatisfactory progress in her or his development of counseling skills, professionalism, and legal and ethical behavior, or is unable to gain sufficient Direct Client Contact (DCC) hours. Additionally, examples of concern may include—but are not limited to—the over-anxious or over-timid student, the opinionated or domineering student, or the student who is unable to hear and incorporate feedback from supervisors, instructors, and fellow students. As noted in the following Presentations Evaluation Rubric, a student would earn a grade of “No Credit” if they are not able to merit a ranking of 3 or higher by the end of the semester in the areas being demonstrated in the presentations.

Practicum Presentations Evaluation Rubric

The following scale will be used in providing feedback on your presentations:

- 1 unacceptable performance
- 2 needs improvement in performance
- 3 appropriate performance **(expected level)**
- 4 good demonstrated performance
- 5 outstanding clinical performance
- N/A not applicable or insufficient evidence to make a rating

Note that all skills demonstrated must reach the level of 3 (expected level) or higher by the end of the semester. Also, not all clinical skills are required for each presentation as some skills may not have a chance to be demonstrated—these are just possibilities—do not feel that you need to show all of these skills in your presentation.

Preparation/timeliness	1	2	3	4	5	N/A
Professionalism	1	2	3	4	5	N/A
Openness to supervisor and peer feedback	1	2	3	4	5	N/A
Appropriate consultation with supervisor and/or colleagues	1	2	3	4	5	N/A
Awareness of strengths/growth areas for client	1	2	3	4	5	N/A
Awareness of strengths/growth areas for counselor	1	2	3	4	5	N/A
Awareness of identity as a clinical mental health counselor and marriage and family therapist	1	2	3	4	5	N/A
Active listening skills, verbal/non-verbal	1	2	3	4	5	N/A
Ability to develop/maintain therapeutic relationship	1	2	3	4	5	N/A
Awareness of relevant legal/ethical issues	1	2	3	4	5	N/A
Counselor presence, non-verbals	1	2	3	4	5	N/A
Use of silence	1	2	3	4	5	N/A
Timing of interventions	1	2	3	4	5	N/A
Use of open-ended questions	1	2	3	4	5	N/A
Being non-judgmental	1	2	3	4	5	N/A
Ability to explore affect	1	2	3	4	5	N/A
Ability to explore cognitions	1	2	3	4	5	N/A
Ability to explore behavior	1	2	3	4	5	N/A
Awareness of crisis issues	1	2	3	4	5	N/A
Appropriate action regarding crises	1	2	3	4	5	N/A
Balance of process and content comments	1	2	3	4	5	N/A
Appropriate use of process comments and/or immediacy	1	2	3	4	5	N/A
Ability to be aware of and utilize	1	2	3	4	5	N/A

interpersonal process between client and counselor						
Awareness of countertransference/bias issues	1	2	3	4	5	N/A
Ability to use countertransference awareness in the session	1	2	3	4	5	N/A
Awareness of any boundary issues between counselor and client	1	2	3	4	5	N/A
Appropriate use of self-disclosure	1	2	3	4	5	N/A
Appropriate use of assessment/DSM diagnosis	1	2	3	4	5	N/A
Ability to develop appropriate case conceptualizations through use of theory that accounts for human development perspective	1	2	3	4	5	N/A
Ability to develop treatment planning responsive to assessment, conceptualization, and cultural factors [including Severe Mental Illness (SMI) and/or co-occurring disorders]	1	2	3	4	5	N/A
Ability to utilize evidence-based practices in clinical work	1	2	3	4	5	N/A
Ability to link interventions to case conceptualization and treatment goals	1	2	3	4	5	N/A
Ability to use diversity awareness in all aspects of the clinical work	1	2	3	4	5	N/A
Ability to empathically and appropriately challenge client	1	2	3	4	5	N/A
Maintains timely and professional clinical records	1	2	3	4	5	N/A
Provides advocacy for client when appropriate	1	2	3	4	5	N/A
Provides appropriate referral sources when needed	1	2	3	4	5	N/A

Comments:

VIII. PRACTICUM GUIDELINES

Practicum Defined

Practicum is field experience taken for academic credit that provides students with the opportunity to learn counseling skills under supervision. This experience may be with groups, individuals (children and adults), and families.

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 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 A/B, 584 A/B, and 590. These totals meet or exceed the BBS regulations 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 A/B and all students must lead a group at some point during their practicum year.**

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 A/B, 584 A/B, 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 A/B) need to earn 40 DCC hours of the 280 required for graduation (by CACREP, not the BBS). An additional 240 DCC hours must be gathered after COUN 530 A/B while enrolled in COUN 584 A/B and COUN 590. If necessary, students will enroll in COUN 591 as they finish gathering their DCC hours. Students who have completed their required 280 DCC hours but wish to gain further practicum experience will enroll in COUN 590. Students doing any clinical hours must be enrolled in practicum. Students enrolling in COUN 591 or extra semesters of COUN 590 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. Of the total 420 non-DCC hours required for

graduation, the first 60 hours are to be obtained during COUN 530 A/B, while the remaining 360 hours must be obtained during COUN 584 A/B and COUN 590 (and 591 if applicable).

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.

Students are responsible to keep their practicum instructors informed regarding the number of hours (DCC and total) being accumulated throughout the year. Students are highly encouraged to maintain a tracking system to calculate the accrued hours, and maintain a COPY of any logs turned in to the Practicum Instructor or Clinical Training Director.

Note: Remember the practicum experience lasts one full year, and even though CSUF may be on break, obligations at the agency remain. Students must adhere to the guidelines of the agency regarding holidays and breaks.

There are two (2) kinds of **COUNTABLE HOURS** you may earn as a trainee that count toward licensure:

1. **Direct counseling experience** (counseling actually provided by you; no-shows do not count) of individuals (adults/children), groups, couples and families.
2. **Non-clinical experience**, defined as:
 - a. Supervision you receive (individual and/or group).
 - b. Administering and evaluating psychological tests, writing clinical reports, and writing progress or process notes.
 - c. Client-centered Advocacy [CCA is defined in Business and Professions Code (BPC) Section 4980.34(h) as including, but not limited the "researching, identifying, and accessing resources, or other activities, related to obtaining or providing services and supports for clients or groups of clients receiving psychotherapy or counseling services."]
 - d. Professional enrichment hours (training, conferences, and workshops attended that are authorized and counter signed by your supervisor).

Note: Hours **CANNOT BE COUNTED** until students have completed 12 units and have been **CLASSIFIED/ ADVANCED TO PRACTICUM**. After the Classification/Advancement to Practicum process is complete (**note:** this is not automatic) and the trainee has a supervisor, these hours may be counted toward BBS licensure requirements. The Site Supervisor is always the one with discretion as to whether training hours listed in categories 1 and 2 are acceptable and may be counted.

Reminder: For trainees, per the BBS, for purposes of enrollment in Beginning Practicum (COUN 530 A/B), direct client service hours may NOT be performed or counted for fulfillment of the required hours until the official start of the semester (i.e., late August or late January).

Supervision

To meet BBS licensure requirements, students (trainees) must obtain supervision at a 5:1 ratio, receiving 1 unit of supervision for every 5 client contact hours per week on the average. A unit of supervision consists of either 1 continuous hour of individual or triadic (one supervisor with two supervisees) or 2 hours (with no less than 1 continuous hour) of group supervision (with no

more than 8 supervisees) per week. During the practicum year, students are required to schedule both individual/triadic and group supervision every week of each semester (even when this exceeds the 5:1 BBS minimum ratio), while they are accruing their required hours toward graduation. For limitations on who can/cannot serve as your agency supervisor (e.g., your personal psychotherapist), please refer to the BBS website. In addition, students participate in practicum class in a discussion with their practicum instructor each week, to which students are required to bring a minimum of two videos for COUN 530A/B and three videos for COUN 584A/B during the semester reflecting their current counseling sessions with clients at their agency.

The BBS has established the following requirements for supervisors:

1. Has been licensed by a state regulatory agency for at least two years as a licensed professional clinical counselor, licensed marriage and family therapist, licensed clinical social worker, licensed psychologist, or licensed physician certified in psychiatry by the American Board of Psychiatry and Neurology.
2. Has not provided therapeutic services to the trainee or associate.
3. Has a current and valid license that is not under suspension or probation.
4. Complies with supervision requirements established by their professional organization's ethical codes and by BBS regulations.
5. Has completed the appropriate training (6 hours pre-2020; 15 hour post-2020) in supervision within 60 days of beginning supervision.
6. Obtains no less than six hours of continuing education activities in supervision each licensure cycle.

Volunteer Supervision

If the Site Supervisor is a volunteer (i.e., a licensed professional who is not self-employed or a paid employee) extra documentation is needed. Specifically, there needs to be an original written agreement that states the supervisor is a volunteer and has access to client records. Attach the original written agreement between the parties (trainee/associate, volunteer supervisor and the agency) to the BBS Experience Verification Form (for later hours verification –trainees only). The supervisor is asked on the Verification Form to declare if they worked as the student's supervisor on a voluntary basis, as opposed to a self-employed basis in private practice or on a paid basis as an agency employee.

This letter of agreement is needed any time the trainee's (or associate's) supervisor **is not paid by agency (trainees) or employer (associate)** for the provision of supervision. The trainee/associate should maintain the **original** of this letter of agreement to submit with the application for licensure. Contact the BBS at www.bbs.ca.gov for additional clarification as to the requirement for this letter. This is one of the most overlooked pieces of documentation in the application for licensure. Please do not overlook this requirement.

Change of Agency

Students will interview for and sign a 4-Way Agreement with their clinical training site that encompasses a full calendar year. It is expected that students will remain in their clinical training site for the entire year. Commitments to community clinical training sites (with whom reciprocal trust is an essential ingredient), are to be honored except in the most extreme circumstances. In the rare case where it may be in the best interest of the student, agency or public to change agencies, students must contact the Clinical Training Director **before** any changes are made, to discuss possible resolutions to the situation. A change of agency would involve a student's written request and would be considered by the full faculty. It is understood that any potential problems between a student trainee and their site would be immediately and continually discussed with the practicum instructor, who will then make the Clinical Training Director aware of the situation, as appropriate.

NOTE: If a student extends their time at an agency or changes agencies (for any reason) a new 4-Way Agreement is required. 4-Way extensions must be completed prior to the expiration of the initial contract and new 4-Way Agreements are due within two weeks of starting with the agency. Students do NOT need to re-submit a new 4-way agreement when they change supervisors, only a new BBS Supervision Agreement.

IX. PRACTICUM PLACEMENT PROCESS

Students must go through the following practicum placement process:

- 1) Students must have achieved "Classified Standing/Advancement to Practicum" before they are eligible to enroll in Beginning Practicum, COUN 530 A/B. **[Note: Classified Standing/Advancement to Practicum is a departmental process, as specified by the BBS. It is not the same as the University's Classified Standing, which refers to accepting one's study plan.]** Students are eligible to Advance to Practicum after they have completed 12 units with a "B" or better average; however, it is recommended that they wait until the semester before they take COUN 530 A/B to apply to Advance to Practicum.

A student begins the Advancement to Practicum process by scheduling an appointment with the designated faculty advisor during office hours. If the advisor agrees the student is ready to Advance to Practicum, they represent the student at a Counseling Department faculty meeting set aside for that purpose, usually held twice per semester. The full faculty votes on the student's application for Classification/Advancement to Practicum. If the student's application is accepted, they will receive an email verifying their Classified Standing/Advancement to Practicum. If the faculty feels that the student is not suited for placement in an agency for practicum at that time, the student will be asked to meet again with their faculty advisor, to receive feedback and form a plan for remediation of any issues identified. Upon completing this remediation, the student may re-apply for Advancement to Practicum. Classified standing/Advancement to Practicum must be achieved before COUN 530 A/B begins, usually during the semester prior. **[Note: Do not wait to apply for a clinical training site until you are Classified/Advanced to Practicum. Instead, apply for Classification/Advancement to Practicum and proceed with interviews, etc.]**

- 2) Students must have successfully completed 500, 511 A/B, 518, 520, 522 A/B, 523,

524, 526 and 527 A/B prior to enrollment in COUN 530 A/B. COUN 528 is a pre- or co-requisite for COUN 530 A/B. **Note:** COUN 526 must be completed with a grade of “B” or better.

- 3) Students must attend Practicum Orientation the semester before they plan to enroll in COUN 530 A/B. The Clinical Training Handbook must be read prior to this orientation to facilitate questions. It is available on the web at:
<http://hhd.fullerton.edu/counsel/current-students/clinicalhandbook/index.php>
- 4) Prior to Practicum Orientation, students will receive the Practicum Orientation Packet, Counseling Practicum Application Instructions, and link to the Counseling Practicum web-based application: <http://hhdapps.fullerton.edu/CounApps/DefaultDept.aspx>. Students will be formally trained on how to access the Counseling Practicum web-based application and the processes for completing all practicum forms. Following Practicum Orientation, students will have access to a shared Dropbox folder where these and other important documents are saved.
- 5) Students must complete the electronic Consent, Declaration and Transportation/Storage of Confidential Information forms within 24-hrs of attending Practicum Orientation
- 6) The Clinical Training Handbook is revised specifically for the Practicum Orientation and therefore contains any updated information on policy and procedure changes, so please download about one month before the Practicum Orientation and do not rely on earlier versions.
- 7) When students are ready to enroll in COUN 530 A/B, they must complete the **530 Selection Form**. Following the Practicum Orientation, this form is distributed via Qualtrics survey by the Fieldwork Coordinator to the student’s campus email address. Students must complete the form by the listed due date in order for the student’s class preferences to be taken into consideration. **NOTE:** This form must be submitted by the end of October in the Fall to enroll in COUN 530 A/B for the Spring Semester, and the end of March in the Spring to enroll in COUN 530 A/B in the Fall Semester. Students will be assigned a practicum class registration number and notified via email of that number before registration begins.
- 8) Students must secure an agency placement following the Clinical Training Site Selection Process (**see Section VI**). Placements must be secured no later than the first day of class in COUN 530 A/B. [**Note: It is important to get an early start on this process as most sites will be interviewing a semester ahead to choose their trainees and associates, and many will want students to begin their training prior to the beginning of COUN 530 A/B class. It is also important to apply at more than one agency, since the process can be highly competitive.**]
- 9) Once students have secured a site, they must meet with the agency director and supervisor to confirm the trainees contract dates and have the following documents reviewed and signed:
 - a) 4-Way Agreement
 - i) Students are to complete the steps outlined during Practicum Orientation and in

the Counseling Practicum application instructions to initiate the electronic 4-Way Agreement. **NOTE: E-forms are not considered complete until all signatures have been obtained, and it is the student's responsibility to ensure that ALL signatures are obtained no later than the 2nd week of class.**

- b) Supervision Agreement for all supervisors, separate form for each. [See Appendix B].
 - i) Signed Supervision Agreements must be uploaded to the "Document Upload" section of the student's file within the Counseling Practicum application no later than the 2nd week of class.

NOTE: Students must have all paperwork on-file with the Clinical Training Office by the 2nd class session (Fall & Spring semesters) which include, Declaration Statement, Participation Consent Form, Transportation/Storage of Confidential Client Data Form, 4-Way Agreement, BBS Supervision Agreement and Proof of Student's Malpractice Insurance [copies]. Failure to submit the aforementioned by the 2ND class session may prevent students from continuing to participate in counseling activities at their sites, until the documentation is accurately submitted. Beginning Fall 2020 all CSUF practicum forms will be completed and signed on-line via the Counseling Practicum web-based application. Copies of non-CSUF forms (BBS Supervision Agreement and Proof of Student's Malpractice Insurance) are to be uploaded to the Counseling Practicum web-based application.

X. CHECKLIST FOR CLINICAL TRAINING SITE PROCESS

1. _____ Apply for Classification/Advancement to Practicum (the semester before practicum).
2. _____ Attend Practicum Orientation (AUG/JAN).
3. _____ Complete the on-line Declaration, Participation Consent, and Transportation/Storage of Confidential Client Data Forms within 24 hrs. of attending Orientation.
4. _____ If necessary, make an appointment with the Fieldwork Coordinator and/or the Clinical Training Director (SEPT/FEB).
5. _____ Create resume (SEPT/FEB) [See Sample in Appendix B].
6. _____ View agency and supervisor evaluations for sites you may be considering.
7. _____ Attend Practicum Agency Fair (SEPT/OCT [fall] or FEB/MAR [spring])
8. _____ “Go on” interviews.
9. _____ Submit your COUN 530 Selection Form (OCT/MAR).
10. _____ Join ACA and/or CAMFT (by beginning of JAN/AUG).
11. _____ Obtain your own Malpractice Insurance through these organizations by beginning of JAN/AUG. Student Malpractice insurance coverage is automatically provided with your membership – be sure to keep your membership active while in practicum so your insurance coverage is continuous.
12. _____ **Have a site secured no later than the start of COUN 530.** Once placement is secured, students must email both the Clinical Training Director and Fieldwork Coordinator to indicate the agency with which they have been placed.
13. _____ Have the following documents signed and submitted PRIOR to acquiring hours:
 - a. 4-Way Agreement
 - b. BBS Supervision Agreement(s).
14. _____ Upload Proof of Coverage for Malpractice Insurance (Verification or Declaration page) and copies of each BBS Supervision Agreement to practicum student portal by 2nd class session.
15. _____ Maintain all original BBS forms in a safe place for future reference.
16. _____ Read and understand ethical standards and the BBS regulations for trainees.

XI. EVALUATION PROCESS

Practicum Instructor Evaluation of Student

Faculty evaluates students both orally and in writing at the end of each semester of COUN

1. 530 A/B, 584 A/B, 590, and 591 by using the e-forms entitled **Professor Evaluation of Counselor Practicum Trainee Clinical Skills; Case Conceptualization & Treatment Planning; Diversity and Professor Evaluation of Counselor Student/Trainee Dispositions & Professionalism [See Appendix B]**. In addition, faculty conducts ongoing evaluations throughout the semester, both orally and in writing. During 530 A/B, this includes email contact with the student's site supervisor [see e-Form in Appendix B] every other week.
2. Professor Evaluation forms are completed via e-form at the end of each semester. Once completed and saved by the instructor, students will receive a link via email (to their campus email address) to the e-form for review and electronic signature. Forms are considered complete once all required signatures have been obtained. Along with email alert, students may also view completed instructor evaluations under the "Document Review" tab of the Counseling Practicum web-based application.

Supervisor Evaluation of Student

1. Site supervisors evaluate students in mid-semester in COUN 530 A/B, 584 A/B, 590, and 591. The **Site Supervisor Mid-Semester Evaluation of Student** form [See Appendix B] is sent electronically to supervisors on week-8. The supervisor will evaluate the student, both orally and in writing, and submit the e-form by clicking "Submit Evaluation." Once the evaluation has been submitted by the site supervisor, an electronic signature is added to the form and the e-form is automatically sent to the student's campus email address for review and e-signature. Once e-signed by the, by clicking "Student Confirm." Students may also review and e-sign the completed form under the "Document Review" tab of the Counseling Practicum web-based application.
2. Site supervisors will also provide an oral and written evaluation [See **Site Supervisor Final Evaluation of Trainee in Appendix B**] of students at the end of COUN 530 A/B, 584 A/B, 590, and 591. E-forms for the supervisors' final evaluations of students are sent out electronically to all site supervisors on week-11. The supervisor completes the evaluation and clicks "Submit Evaluation" which adds the supervisor's electronic signature to the e-form. An email with hyperlink to the completed evaluation is immediately sent to the student's campus email address for final review/e-signature. Once reviewed and e-signed by the student, by clicking "Student Sign," the e-form is automatically sent to the instructor and, finally, the Clinical Training director via email to their campus email addresses requiring e-signatures from each party. The evaluation is considered complete once all signatures have been obtained, and it is the responsibility of the student to ensure that all e-forms have been signed by all parties.

A student who believes that they have been evaluated unfairly or inaccurately by the faculty and/or supervisor should first attempt to discuss her or his concerns directly with the faculty and/or agency supervisor. If that process does not provide satisfactory resolution, the student should then discuss their concerns with the Clinical Training Director.

Student Evaluation of Agency

Students evaluate their clinical training site by completing the **Student Assessment of Clinical Training Site [See Appendix B]** at the end of COUN 530 A/B, 584 A/B, 590, and 591.

Students also evaluate their supervisor by using a form entitled **Student Evaluation of Site Supervisor [See Appendix B]**. The student evaluation forms for the site and site supervisor are completed via Qualtrics surveys. Links to the anonymous evaluations/surveys are sent to the student's campus email address at the end of each semester by the Fieldwork Coordinator.

These evaluations are taken seriously and are kept on file for future use; therefore, students are encouraged to give open and honest feedback. The Clinical Training Director will follow up on the information supplied on the evaluations, as appropriate. Students are expected to have completed these evaluations each semester and, due to the anonymous nature, provide verbal confirmation of completion to their practicum instructor during the student's final meeting with the instructor.

XII. PROFESSIONAL, ETHICAL, & LEGAL CONDUCT

Students are responsible for behaving in a professional, ethical, and legal manner in their practicum classes and sites. To fulfill this requirement, students are expected to be familiar with the professional guidelines established in the field, as well as the ethical and legal guidelines as set forth by the BBS and ACA. (Note: students seeking the marriage and family credential should be familiar with CAMFT as well.)

Students are expected to exhibit professional behavior at all times, both inside and outside of class. Unprofessional behavior includes but is not limited to: using electronics during class time, except for taking lecture notes; arriving late to class; returning late from break; missing classes for non-medical reasons; and turning in assignments late (even one minute late). Students are also expected to be professional in both written and verbal communication with each other, the department/university staff members, faculty members, and all practicum site personnel while in practicum. Students are advised to demonstrate sensitivity to all people from diverse cultural or political backgrounds, even with personal social media; one's social media presence can be observed by others and therefore impact them.

In cases where a student fails to exhibit professional behavior, faculty members will document in their student file the date, class, specific behavior, and any reasoning the student provided for engaging in these behaviors. A single incident over the course of a year may not be a concern, depending on its severity. However, students who engage in patterns of unprofessional behavior may be subject to disciplinary action. Professional behavior is evaluated as part of each student's continuation in the program, advancement to practicum, and eligibility for graduation.

Students may not engage in any unprofessional, unethical, or illegal practices at their placements even if such practices are condoned, expected, or encouraged by site supervisors and/or staff. Students must promptly notify their supervisors of any such practices that they observe at the site by staff or other trainees. The Practicum Instructor and the Clinical Training Director must also be notified immediately regarding these issues. In cases where the supervisor is suspected of unprofessional, unethical, or illegal practices, the student must directly notify the Clinical Training Director immediately.

Students who feel they would be in jeopardy or punished for reporting unprofessional, unethical, or illegal behavior to the site itself, must report these concerns to the Clinical Training Director immediately.

Students who engage in unprofessional, unethical, and/or illegal conduct may be removed from their practicum site, and in some cases, placed on departmental notice or dismissed from the Counseling Program (**see Section XIII**).

In addition, students are expected to maintain a professional and responsible demeanor at their training sites, including appropriate dress, good grooming, and courtesy. Students are expected to arrive on time for scheduled counseling appointments and other duties at their sites (e.g., staff meetings or trainings), and to familiarize themselves with the ACA code of ethics <https://www.counseling.org/knowledge-center/ethics>.

Characteristics of a Counselor

According to Schneider-Corey and Corey (2010) and Kottler, (2010) there are certain qualities, traits, attitudes, values, and convictions that are critical for counselors to possess:

- Sensitivity
- Personal presence
- Compassion and empathy
- Flexibility
- Integrity
- Ability to model functional human behavior and coping processes
- Insight
- Growth orientation for self and others
- Responsibility

NOTE: Professionalism, personal growth, and the development of these qualities must be demonstrated, both in the classroom and out in the field, for a successful practicum experience year.

XIII. UNACCEPTABLE AND/OR UNPROFESSIONAL BEHAVIORS AND THEIR CONSEQUENCES

While the range of unacceptable and/or unprofessional behaviors is practically limitless, certain behaviors are worth specifying as automatically problematic, unacceptable and unprofessional in class and in the field:

- Violence or harm to self, others or property;
- Aggressive, threatening or harassing behaviors;
- Unwanted and/or inappropriate sexual or personal touching of clients, fellow students, faculty or any other person;
- Excessive performance anxiety;
- Discomfort with clients' diverse lifestyles and racial/ethnic backgrounds;
- Inappropriate response to feedback;
- Poor interpersonal skills in placement;
- Poor attendance;
- Excessive tardiness;

- Inappropriate attire;
- Lack of preparation;
- Lack of appreciation of clinical training site norms;
- Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- Inability to acquire professional skills and reach an accepted level of competency;
- Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning;
- Disruptions of classes, activities, events, or other appropriate and sponsored functions at California State University, Fullerton, and/or sites off-campus;
- Inappropriate, illegal or dysfunctional use of drugs and alcohol that leads to either personal or professional impairment or are present and contribute to disruption in academic or professional settings;
- Continual failures to meet academic, scholastic, professional, or personal commitments when such failures suggest an essentially unprofessional approach to the field of counseling;
- Continued demonstration of either inappropriate behaviors and/or the absence of the attributes, which generally lead to the development of a quality counselor (**see Section XII**).

These unacceptable/unprofessional behaviors may fall into one of three categories: inappropriate behaviors, lack of competence, and student impairment, defined below.

Inappropriate Behaviors

Students that demonstrate behaviors, attitudes, or characteristics in the class and/or in the field where remediation becomes necessary fit into this category. These behaviors may not be considered excessive or unusual for Master's level students in counseling programs. Therefore, inappropriate behavior may be successfully corrected through feedback from faculty and/or supervisors.

Lack of Competence

Students who continually fail to demonstrate acceptable knowledge, skill, and practice as it relates to counseling fit into this category. Attempts to provide services beyond the student's scope of practice may also be a lack of competence issue.

Student Impairment

Students occasionally have difficulties beyond those expected for those in a Master's program. When these difficulties are reported by a faculty member and/or supervisor, they are requested to clearly define the behaviors of concern. Students who are the subject of these concerns are asked to speak with their practicum instructor or Clinical Training Director, depending on the severity of the problem.

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, does include, 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 leave

the counseling program and/or seek another profession; (c) notice for academic deficiency or a lack of personal/professional fitness; (d) a decision not to advance a student to Practicum/Classified Status and/or to candidacy; or (e) a decision to revoke a student's Advancement to Practicum/Classified Status within the Counseling program.

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

XIV. PERSONAL PSYCHOTHERAPY

While not required, students who are undergoing training as a counselor can greatly benefit from experiencing their own personal psychotherapy. Personal psychotherapy can be individual, group, marital, conjoint, or family. Please contact resources through your own health insurance plan or through CSUF Counseling & Psychological Services (CAPS; <https://www.fullerton.edu/caps/>; 657-278-3040).

XV. MALPRACTICE INSURANCE

Students are required to purchase their own individual professional malpractice insurance coverage while in their practicum placements. The program recommends that students join ACA (www.counseling.org) and CAMFT (www.camft.org) if planning to seek the LMFT) where student malpractice insurance is an automatic benefit of membership, and purchase the separate malpractice/liability insurance. Students who do not submit proof of insurance will not be eligible to provide counseling services, and therefore will not be eligible to count practicum hours for the BBS. **Note:** While many clinical training sites offer “umbrella” coverage to all their staff (including trainees), such group coverage alone is **not** sufficient.

XVI. SEXUAL HARASSMENT

Students are advised that sexual harassment is a violation of federal law and may violate the civil and criminal laws of the State of California. The following behavior may constitute sexual harassment: Lewd remarks, whistles, or personal reference to one's anatomy, unwanted physical contact such as patting, pinching, or constant brushing against a person's body; subtle or overt pressure for sexual favors, persistent and offensive sexual jokes and comments. Students should refer to the CSUF catalog for guidelines in handling alleged sexual harassment, in addition to bringing such behavior to the attention of the faculty in the Department of Counseling.

XVII. DUAL ROLE RELATIONSHIPS

Students must avoid dual role relationships, as engaging in such relationships is considered ethical misconduct and may affect a student's status in the program.

Students may not be supervised by the following:

1. Student's current or past psychotherapist.
2. Anyone with whom they have, or have had in the past, a business relationship outside the site.
3. Anyone with whom they have, or have had in the past, a sexual relationship or an emotional relationship.
4. A relative.

Students may not provide counseling/clinical services to the following:

1. Anyone with whom they have, or have had in the past, a business relationship outside the site.
2. Anyone with whom they have, or have had in the past, a sexual relationship or an emotional relationship.
3. A relative.

Bibliography

Kottler, J.A. (2010). *On being a therapist* (4th ed.). San Francisco: Jossey-Bass.

Schneider-Corey, M., & Corey, G. (2016). *Becoming a helper* (7th ed.). Pacific Grove, CA: Cengage Learning.

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BOYS AND GIRLS CLUB OF GARDEN GROVE

Information:

Address: 10540 Chapman Avenue Garden Grove, CA 92840

Phone: (714) 530-0430

Fax: (714) 636-0351

Email: fyop@bgcgg.org

Website: www.bgcgg.org

General Contact:

Name: Tyler Gomez

Title: HR Coordinator

Email: volunteer@bgcgg.org

**Student
Requirements**

Minimum commitment of 10 hours per week. Bilingual preferred. Students will need to complete BGC GG volunteer orientation and training prior to onboarding. Mandatory program training is held on Thursday and Friday, 9am-1pm. Students will have several supervision days/times to choose from.

**Operation
Hours**

M-TH: 11am. – 8pm; F: 9am – 6pm.; Sat. 9am-5pm

**Agency
Descriptions**

The Boys & Girls Clubs of Garden Grove's mission is to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens. Students will support youth and their families through the Family and Youth Outreach Program (FYOP). FYOP provides sliding scale services to youth and their families. Services provided include: individual, group, and family counseling, youth education classes, anger management, and parenting education.

**Theoretical
Orientation**

CBT, TF-CBT, Narrative, Solution Focused, Family Systems

**Possible
Stipend**

No

Agency Notes

Last Modified Date: 8/13/2024

CALIFORNIA FAMILY INSTITUTE

Information:

Address: 2900 Bristol St. Suite C-208 Costa Mesa, CA 92626

Phone: 949-381-1510

Email: chrishoffmft@gmail.com

Website: www.californiafamilyinstitute.org

General Contact:

Name: Chris Hoff

Title: Director

Email: chrishoffmft@gmail.com

Student Requirements

Trainees will typically be assigned 10 DCC hrs/week. Group supervision is held Thursdays from 10am-12pm, individual supervision to be arranged. Trainees will also need to attend monthly training scheduled on weekends. Students are required to send resumes, references, and letters of recommendation to apply.

Operation Hours

8am to 8pm; 7 days/week.

Agency Descriptions

CFI provides comprehensive individual, couple, and family counseling for children, adolescents and adults. We work in response to a wide range of concerns including, anxiety, depression, life transitions, substance misuse, spiritual issues, and relational health. CFI operates on the principle that the people who come to us for help are embedded in relational systems and larger social contexts that influence their overall health and well-being. At CFI we have a strong commitment to ensuring our counseling services can respond to the diverse contexts of people's lives. All our counselors are mindful of how societal ideas about family, sexualities, genders, age, class, and cultural background significantly influence people's experiences of life.

Theoretical Orientation

Narrative and other collaborative methodologies

Possible Stipend

No

Agency Notes

Last Modified Date: 1/10/2024

CASA YOUTH SHELTER

Information:

Address: 10911 Reagan St. Los Alamitos, CA 90720

Phone: (562) 719-5311

Fax: (562) 594-9185

Email: ehenderson@casayouthshelter.org

Website: www.casayouthshelter.org

General Contact:

Name: Alex Powell

Title: Clinical Program Manager

Email: apowell@casayouthshelter.org

Student Requirements

5 hours per week of supervision: Two 2-hours group supervisions (Mondays and Wednesdays 4pm-6pm) and 1 hour of individual supervision. Regular in-services and training. Must be able to pass California background investigation. Twelve months obligation: Students can start anytime. 20 hours required per week with two evenings till 9 p.m. as part of the total overall program.

Operation Hours

Graduate student trainees can work anytime from 9:00 am - 9:99 pm, Monday - Friday.

Agency Descriptions

Crisis intervention youth shelter and counseling agency. Trainees provide crisis intervention, individual, family and group and after care counseling and educational classes.

Theoretical Orientation

Structural, Solution Focused, Family Systems

Possible Stipend

Yes - \$1,000 per year

Agency Notes

Other phone: (562) 594-6825 Hollis Hettig: 3/31/2010

Last Modified Date: 8/19/2024

CENTER FOR INDIVIDUAL AND FAMILY COUNSELING

Information:

Address: 5445 Laurel Canyon Blvd. North Hollywood, CA 91607

Phone: (818) 761-2227

Fax: (818) 761-2959

Website: www.cifc1.org

General Contact:

Name: Alina Neiman Neiman

Title: LMFT, CIFC Clinical Coordinator

Email: aneiman@thecenterpro.org

Student Requirements	One year commitment. Minimum 10 hours per week plus 2 hrs. group supervision, 1 hr. individual supervision (as needed). Mandatory training 8-10 weeks upon start on Fridays, 2-4pm. Malpractice insurance.
Operation Hours	Monday-Thursday, 9 a.m. - 9 p.m., Fridays 9 a.m. - 5 p.m., Saturdays and Sundays 9 a.m. - 5 p.m.
Agency Descriptions	Individual, couple, family, and child counseling. Issues include abuse, personal relationships, grief and loss, sexual identity, orientation, bisexual, homosexual, transgender. Other issues may include eating disorders and divorce. Population is very diverse. Groups include parenting classes and substance support education groups.
Theoretical Orientation	Family Systems, Humanistic, Structural, Psychodynamic, Cognitive Behavioral, Narrative, Couple/Conjoint, Crisis Intervention.
Possible Stipend	Yes.
Agency Notes	PLEASE NOTE: This agency charges \$100 per month fee for group supervision and \$100 per month for individual supervision.

Last Modified Date: 3/30/2020

CHINO COMMUNITY SERVICES

Information:

Address: 13201 Central Avenue Chino, CA 91708-0667

Phone: (909) 334-3259

Fax: (909) 334-3717

Email: jsano@cityofchino.org

Website: www.cityofchino.org

General Contact:

Name: Monica Tiznado

Title: Clinical Program Manager

Email: mtiznado@cityofchino.org

Student Requirements	A minimum of 12 hours per week of client contact/supervision/paperwork. 1-year commitment required. Video equipment available on site.
Operation Hours	Monday-Friday, 7 am to 8 pm. Closed on weekends.
Agency Descriptions	Crisis intervention, marital, individual, family therapy, domestic violence, opportunity to work with senior citizen center and over 10 secondary schools and 12 elementary schools for school-based counseling, groups for anger management, pregnant teen program, diagnostic testing and evaluation, workshops and seminars. Clinic work and school-based are both possible.
Theoretical Orientation	Family systems, strategic, structural, communication.
Possible Stipend	Yes
Agency Notes	Second contact person: Mayra Pratt, Coordinator, mpratt@cityofchino.org

Last Modified Date: 2/4/2025

CLARVIDA (FULLERTON)

Information:

Address: 1501 E. Orangethrope Ave Ste. 200 Fullerton, CA 92831

Phone: (714) 469-1323

Fax: (714) 254-8480

Email: debbie.linares@clarvida.com

Website: www.clarvida.com

General Contact:

Name: Debbie Linares

Title: Clinical Supervisor

Email: debbie.linares@clarvida.com

Student**Requirements**

Supervision on Tuesdays at 11:30am.

Operation**Hours**

Mon-Fri 8:00am - 5:00pm

Agency**Descriptions**

Clarvida is a community based agency (on-site and off-site visits). We provide services in home, school, or community locations. We are contracted with the county of Orange to provide outpatient Mental Health Services to children and youth ages 0-21 years with medi-cal. We provide assessment and treatment services, individual, family, collateral therapy, group therapy, medication services, case management, TBS and Youth Partner.

Theoretical**Orientation**

Theoretical Orientations include: Cognitive-Behavioral, Sand Tray, PCIT, Strategic, Solution-Focused, Motivational Interviewing, and Crisis Intervention theories/strategies.

Possible**Stipend**

Yes - \$100/month

Agency Notes

Required Staff Meetings Wednesdays at 10:00AM. Pathways is a Government Agency

Last Modified Date: 2/4/2025

CLARVIDA (GARDEN GROVE)

Information:

Address: 12966 Euclid Street, Ste 280 Garden Grove, CA 92840

Phone: (714) 254-8473 ext. 128

Email: Kristin.Testo@clarvida.com

Website: <https://www.pathwaysofcalifornia.com/children---youth.html>

General Contact:

Name: Kristin Testo

Title: Program Director

Email: Kristin.Testo@clarvida.com

Student Requirements

Minimum 16 hours per week for one year. Staff meeting required. 1 hour individual, 2 hour group supervision provided. 1 year commitment. Spanish speaking preferred.

Operation Hours

Monday – Friday 8:30a.m. – 5:30p.m. After hours by appointment. Home and school services.

Agency Descriptions

The clinic is an outpatient/community based program designed to meet the mental health needs of Medi-Cal eligible children ages 0-21. Serves children and adolescents with serious emotional disturbances, including parent instruction. Individual/family, group therapy, mediation management, and psychological testing.

Theoretical Orientation

Family Systems, Cognitive Behavioral Therapy, Solution-Focused, Play Therapy, Trauma Focused CBT, PCIT, FIT

Possible Stipend

Yes – small stipend available

Agency Notes

Last Modified Date: 9/3/2024

CLARVIDA (KERN COUNTY)

Information:

Address: 2821 H Street Bakersfield, CA 93301

Phone: (661) 577-5094

Email: allison.rego@pathways.com

Website: <https://collegecommunityservicesca.com/locations/>

General Contact:

Name: Allison Rego

Title: Director of Clinical Operations

Email: allison.rego@clarvida.com

Student Requirements	Students can expect a combination of office/home/field visits. Students will provide assessments/diagnosis/care plan, individual therapy, collateral, consults for moderate-severe specialty mental health or co-occurring clients. Attending group and individual or triadic supervision weekly is required. Number of client hours per week which trainees are typically assigned are 5-20.
Operation Hours	Mon-Fri 8am-5pm
Agency Descriptions	Clarvida (Kern County) provides Individual therapy, collateral, case consults, and an opportunity to co-lead group sessions. The population served is low income adults with moderate to severe mental health diagnoses. Prevalent issues seen will be depression, anxiety, homelessness, psychosis, drug use, etc.
Theoretical Orientation	Theoretical Orientations include: Cognitive-Behavioral, Solution Focused, Motivational Interviewing, Brief Therapy, and Crisis Intervention strategies.
Possible Stipend	No
Agency Notes	Additional Locations: 30 F St, Wasco, CA 93280

Last Modified Date: 11/19/2024

CLARVIDA (TUSTIN)

Information:

Address: 17682 E. 17th Street, Suite 107 Tustin, CA 92780

Phone: (714) 661-5390

Fax:

Email: jamie.harmon@clarvida.com

General Contact:

Name: Jamie Harmon

Title: Clinical Supervisor

Email: Jamie.Harmon@clarvida.com

Student**Requirements****Operation****Hours**

Monday - Friday, 8a-5p

Agency**Descriptions**

Clarvida is a community based agency (on-site and off-site visits). We provide services in home, school, or community locations. We are contracted with the county of Orange to provide outpatient Mental Health Services to children and youth ages 0-21 years with medi-cal. We provide assessment and treatment services, individual, family, collateral therapy, group therapy, medication services, case management, TBS and Youth Partner.

Theoretical**Orientation****Possible****Stipend****Agency Notes**

Last Modified Date: 8/29/2024

COUNSELING PARTNERS OF LA (CPLA)

Information:

Address: 206 West Washington Blvd. Los Angeles, CA 90018

Phone: (310) 459-2752

Email: apply@counselingpartnersofla.org

Website: <https://www.counselingpartnersofla.org/>

General Contact:

Name: Therese

Title: Funk

Email: apply@counselingpartnersofla.org

Student

Requirements

To apply send resume, cover letter and list of references. Initial 3-day training, plus 6 more throughout the year. 19 hours total/week, including supervision. Students can expect a caseload of 16-20 student clients and expect to accrue approximately 700- 900 total hours, with 250-300 being direct client hours. You will accrue approximately 60 to 120 supervision hours. Each counselor is set up with the number of supervisions required for caseload. Total hours also include client centered advocacy hours, workshop hours, and note taking hours. Responsibilities include assessing and diagnosing mental health issues. writing treatment plans and weekly progress notes, referring clients to community resources, Implementing specific marriage and family therapy theories and techniques. Diagnostic categories include: performance and social anxiety, generalized anxiety, mild to moderate depression, ADHD, trauma-based diagnosis, adjustment disorders, oppositional defiant, peer and family relational problems.

Operation Hours

M-F 7:30am-3pm (practicum school sites)

Agency Descriptions

CPLA is a 501C3 non-profit organization founded in 2012 to provide at-risk students in underserved communities of Los Angeles with high quality, school-based mental health support services, provided by exceptional clinician "counselors" who build relationships with and work collaboratively in partnership with student clients, parents and school administrators. The foundation of CPLA's work is individual mental health counseling services for elementary and high school students and their families. CPLA counselors provide free mental health services and crisis support, open to all students with parental consent. CPLA's service philosophy is to support students at school and includes working with family members and the school community to have the greatest impact. CPLA's highly committed and compassionate volunteer counselors deliver on-site services during the school day, throughout the school year. Each elementary school receives 4 days of service, provided by 2 counselors on alternate days. Each high school receives 5 days of service, provided by 2 or 3 counselors. Counselors are matched to one school site. They quickly become an important and trusted partner in the school community. CPLA counselors provide true mental health services students need and, for the majority, cannot access outside of school. CPLA counselors work with students facing serious stressors and mental health challenges. Almost every day CPLA supports students who are expressing suicidal thoughts and students who report situations that require

consultation about possible physical or sexual abuse. In doing so, they support faculty and administrators as well as families to meet the needs of these students in crisis. Our ability to collaborate with and support administrators is extremely valuable at our partner schools. Students are referred when teachers and parents are concerned about a student's emotional well-being, behavior, attitude and/or motivation. Students are also encouraged to self-refer. Counselors provide one-on-one counseling to support students experiencing difficulties, some of which may include Depression, Anxiety, Low Social Skills, Anger Management Difficulties, Attention Difficulties, Difficulty Adjusting to School/Classroom, Impulsive Behaviors, Trauma Recovery, Grief & Loss, Parental Divorce, Blended Family Issues, and Peer Relationships. In individual counseling sessions CPLA counselors support students mental health needs in many ways, including: Improving communication and coping skills, strengthening students' sense of self, self-esteem and self-efficacy, promoting positive behavior changes, identifying goals and effective paths to achieve them, helping parents to support their children's needs, emotionally process and grieve loss and painful family changes. The CPLA counselors are a source of support for the entire school community. They promote student success in the classroom by focusing on the critical connection between a student's mental health and their ability to effectively take advantage of opportunities to learn. They create partnerships with students, parents, and teachers to help students achieve their goals. They work with parents to improve communication and provide interventions and guidance. Counselors empower students to become their own advocates. CPLA believes that consistent oversight and strong supervision of counselors are critical components in achieving success for students served and to best support the training and growth of our counselors. Message to Applicants: We wish you the best in pursuing your goals and completing your education. If you join the CPLA team, we promise that we will be as committed to your success as clinicians every day as much as we are for the students you will serve. We believe we offer an excellent training experience, we also realize that there are many opportunities with other great agencies and organizations, so we thank you for considering CPLA. - The CPLA Team.

Theoretical Orientation

Humanistic, CBT, Sand Tray, Expressive Arts, Solution Focused, Mindfulness, Crisis Intervention

Possible Stipend

No

Agency Notes

Last Modified Date: 1/8/2024

ENTWINE COMMUNITY

Information:

Address: 1230 Rosecrans Ave Suite 300 Manhattan Beach, CA 90266

Phone: (213) 254-5676

Email: info@entwinecommunity.org

Website: <https://entwinecommunity.org/>

General Contact:

Name: Nadia Islam

Title: Training Director

Email: nadia@yellowchaircollective.com

Student

Requirements

Second-year MSW, MFT, and PCC students will provide individual therapy and clinical case management services. They also may have opportunities to work on organizational development projects if they are interested. You would be able to set your own schedule with your supervisor and would also be required to attend supervision and training (please refer to the next section). Your schedule must include daytime hours and take place within our business hours. At least the last hour of your shift each day needs to be reserved for clinical documentation.

Operation Hours

Our hours are Monday through Friday 8am-7pm. Our administrative support is available between 9 am and 5 pm PT while students may meet with clients as early as 8 am and until 6 pm, Monday-Friday.

Agency Descriptions

Online Platform - Telehealth Counseling. Entwine Community is a 501(c)3 non-profit organization with a mission to increase the accessibility and affordability of Asian American and multicultural mental health and supportive services. We are a sister organization of the Yellow Chair Collective. We seek to provide culturally responsive services at a low fee to meet the mental health needs of the community while training the next generation of mental health professionals and students.

Theoretical Orientation

We rely primarily on cognitive-behavioral approaches including motivational interviewing, problem solving therapy, brief cognitive behavioral therapy, and acceptance and commitment therapy.

Possible Stipend

No.

Agency Notes

Our practicum opportunity is 100% remote. Please do not apply if you intend to accept an alternative offer from an onsite/hybrid site. Application process ○ Please submit the Entwine Community Graduate Practicum Application form to request for an interview. ○ The interview will take place via Google Meet with Dr. Nadia Islam, PhD, LCSW, Director of Training. It is typically an hour in length. ■ Please plan to engage in a mock intake interview where you are in the role of the therapist and the interview is in the role of the client. The role-play will be timed for no more than 25 to 30 minutes. Within 24 business hours of our interview date and time, please plan to submit an "intake note" using the template provided in advance by email.

FIVE ACRES - PASADENA MENTAL HEALTH CENTER

Information:

Address: 704 Mountain View Street Altadena, CA 91001

Phone: 626-773-3945

Fax: 626-798-9043

Email: kmcgevna@5acres.org

Website: www.5acres.org

General Contact:

Name: Kate McGevna

Title: Program Supervisor

Email: kmcgevna@5acres.org

Student Requirements	20 hours per week. Individual Supervision 1 hour per week, Group Supervision 2 hours per week. Monthly Clinical Training, first Friday of each month from 10am – 12pm. One hour weekly of phone intake and front desk coverage.
Operation Hours	10am – 6pm M-F
Agency Descriptions	Counseling services are office based including individual, couples and family counseling. Student will also provide parent education and domestic violence support counseling in evidence-based practices. All students go through a 3 day orientation and on-line trainings during first 2 weeks of traineeship.
Theoretical Orientation	Evidence Based Practices
Possible Stipend	No

Agency Notes

Last Modified Date: 1/25/2021

HELPLINE YOUTH COUNSELING, INC.

Information:

Address: 14181 Telegraph Road Whittier, CA 90604

Phone: (562) 329-7440

Fax: (562) 946-3641

Email: cpla@hycinc.org

Website: www.hycinc.org

General Contact:

Name: Cecilia Pla

Title: Director of Clinical Services

Email: cpla@hycinc.org

Student Requirements	Students are required to work 10 to 20 hours a week for a one year commitment. Trainees are expected to attend the following: individual and group supervision, individual program supervision, program meetings, staff meetings, and required meetings. Group supervision meets weekly on Wednesday 10-12 PM (virtual) Thursday 10-12 PM (in person/Norwalk office) Thursday 10-12 PM (in person/Whittier office)
Operation Hours	Monday through Thursday 8 am – 8 pm. Friday 8am-6 pm; Saturday 9am-1pm.
Agency Descriptions	Helpline Youth Counseling provides counseling and assistance to at-risk, low income children, youth and their families. This is accomplished through education, therapeutic approaches, advocacy, and the utilization of community resources. Interns are placed in the following programs: Family services: CAPIT/CARES (Child Abuse Reduction Effort) Cal Works Domestic Violence Social Services (DVSS) Behavioral health department: Outpatient program
Theoretical Orientation	Bowenian, Brief Therapy, Cognitive-Behavioral, Couple/Conjoint, Crisis Intervention, Family, Motivational Interviewing, Narrative, Psychodynamic
Possible Stipend	No
Agency Notes	

Last Modified Date: 11/20/2023

HOPE HOUSE

Information:

Address: 707 N. Anaheim Blvd Anaheim, CA 92805

Phone: (714) 776-7490 ext 405

Fax: (714) 776-8650

Email: nung@hopehouseoc.com

Website: www.hopehouseoc.com

General Contact:

Name: Nay Ung, LMFT

Title: Clinical Supervisor

Email: Nay Ung, LMFT

Student Requirements	Minimum 10 hours/week. Trainees are expected to carry a caseload of 5-10 clients, and are expected to complete a psychosocial and treatment plan for each client in addition to weekly SOAP notes. Supervision Tuesday 9-11am
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Operation Hours	24-hour facility
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Agency Descriptions	Private, non-profit, in-patient organization for adults with substance abuse problems. Hope House's mission is to provide Orange County adults with supportive and comprehensive treatment for chemical dependency. Hope House addresses the behaviors and emotions behind addiction. Clients learn a variety of tools to help them control behaviors within themselves instead of relying on others. The program's primary focus is to have clients work through the resident hierarchy. Clients must respect authority, take on responsibilities, and work with fellow clients in a team environment. Treatment includes individual therapy, group therapy, and education about addiction.
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Theoretical Orientation	No specific theoretical orientation.
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Possible Stipend	No
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Agency Notes

Last Modified Date: 2/2/2022

ICNA RELIEF - CRESCENT COUNSELING CENTER

Information:

Address: 505 E. Commonwealth Ave. Fullerton, CA 92832

Phone: (714) 399-4572

Email: dhelmy@icnarelief.org

Website: www.icnarelief.org

General Contact:

Name: Deana Helmy

Title: Director of Counseling Services

Email: dhelmy@icnarelief.org

Student Requirements	7-13 hours per week. 1 hour individual and 2 hours of group supervision. Staff meetings – Saturdays 10am-12pm
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Operation Hours	Friday and Saturday 10 a.m. - 6 p.m.
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Agency Descriptions	ICNA Relief – Crescent Counseling Center provides services to the general population, many of whom are referred from 211. The agency works strongly with local masjids and refugee populations, and see many clients who are mandated for anger management and domestic violence. Most direct client contact hours will be spent providing individual and group psychotherapy to adults, with additional opportunities to work with children, adolescents, couples and families. In addition to performing psychotherapy and attending supervision and staff meetings, trainees will also conduct phone intakes and maintain complete/accurate client records. As a part of supervision, students will prepare and share client case formulations. All trainees are expected to comply with the agency's code of conduct, including notifying their supervisor immediately in the event of a client emergency.
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Theoretical Orientation	CBT, Humanistic, Solution Focused with attention to building multicultural competencies.
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Possible Stipend	No
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Agency Notes	Previous address: 2180 W. Crescent Ave #C, Anaheim, 92801
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Last Modified Date: 8/25/2020

JOURNEYS COUNSELING MINISTRY

Information:

Address: 1700 Adams Ave #214 Costa Mesa , CA 92626

Phone: (714) 957-1973

Fax: (714) 957-1922

Email: tsandstrom@journeycounseling.com

Website: <https://journeycounseling.com/>

General Contact:

Name: Tim Sandstrom

Title: Clinical Director

Email: tsandstrom@journeycounseling.com

Student Requirements	Supervision Days/Times: Monday 2pm-4pm, Tuesdays 11am-1pm 5-10 clinical client hours are typically assigned per week.
Operation Hours	Mon-Sun 8:00 AM - 9:00 PM
Agency Descriptions	Journeys Counseling is a non-profit counseling service that works with the community, organizations and local churches. Journeys Counseling provides individual, relationship, and family therapy.
Theoretical Orientation	May receive training in: Psychodynamic, Cognitive-Behavioral, Sand Tray, Structural Family, Strategic, Motivational Interviewing, Narrative, Mindfulness, Couple/Conjoint, Emotionally Focused, and Humanistic/Existential therapies.
Possible Stipend	No
Agency Notes	Therapy will be performed On-Site only. Volunteer Employment Status offered.

Last Modified Date: 2/7/2024

LAURA'S HOUSE

Information:

Address: 12453 Lewis Street, Suite 201 Garden Grove, CA 92840

Phone: (949) 240-0363

Fax: (949) 240-8622

Email: tblack@laurashouse.org

Website: www.laurashouse.org

General Contact:

Name: Theresa Black

Title: LMFT, Chief Program Officer

Email: tblack@laurashouse.org

Student Requirements	EMERGENCY CENTER: 40 hr. State certified training in domestic violence provided. Group supervision: Wednesdays, 1:00 – 3:00 pm.
Operation Hours	Daytime, evening, and some weekend hours available. Clients reside at the shelter.
Agency Descriptions	Domestic Violence Emergency shelter for women and children. Group and individual counseling for women and children. Therapeutic Preschool and After School Kid's Club.
Theoretical Orientation	Crisis intervention, CBT, Family Systems
Possible Stipend	No
Agency Notes	For the Fall Semester start date, please email cover letter & resume by the end of March. If selected for an interview, interviews will be held in March and beginning of April. Applicants will be notified of selection status in April. Prior to beginning practicum in Fall, successful applicants must receive LH's (free) 40-hour Domestic Violence training in June. Trainees may then commence their clinical work after August. (revised 03/09)

Last Modified Date: 6/30/2023

LGBTQ CENTER OC

Information:

Address: 1605 N. Spurgeon St. Santa Ana, CA 92701

Phone: 714-953-5428 ext. 202

Fax: 714-246-8907

Email: kel.mathews@lgbtqcenteroc.org

Website: www.lgbtqcenteroc.org

General Contact:

Name: Kel Mathews (on leave - contact Brooklyn)

Title: Director of Mental Health

Email: kel.mathews@lgbtqcenteroc.org

Student Requirements	Ten-month commitment. Minimum 12 hours per week which includes supervision. Malpractice insurance. Live Scan. Willingness to increase knowledge of HIV issues, LGBT Community. Two supervisions available. MFT, LCSW and some imago training for those interested. Call for an appointment and fax resume.
Operation Hours	Monday - Friday 9:00 am - 10:00pm. Saturdays 9:00 am - 2:00 pm.
Agency Descriptions	Individual, couple, family, and group therapy opportunities. Issues include addictions, abuse, dysfunctional relationships, parent-child conflict, adoption, and family of origin issues. Referrals provided, no need to do outreach. Orientation prior to starting with clients.
Theoretical Orientation	Bowne, object relations, imago
Possible Stipend	No

Agency Notes

Last Modified Date: 6/17/2025

LIVING SUCCESS CENTER

Information:

Address: 1560 Brookhollow Drive, Suite 216 Santa Ana, CA 92705

Phone: (949) 645-4723

Fax: (636) 444-6530

Email: ryan@livingsuccesscenter.org

Website: www.livingsuccesscenter.org

General Contact:

Name: Ryan Watanabe

Title: LMFT, Clinical Director

Email: ryan@livingsuccesscenter.org

Student Requirements	Trainees are expected to do intakes, assessments, diagnose, plan and carry out therapeutic interventions based on appropriate theoretical orientation. Group supervision hours – Monday 4:00 – 6:00 pm, Tues., 4:00 – 6:00 pm, Thurs., 1:00 -3:00 pm, and Saturday 3:00- 5:00 pm. Individual supervision TBA.
Operation Hours	Monday - Friday 9:00am – 9:00pm and Saturday 9:00 am – 5:00 pm
Agency Descriptions	Agency provides individual, couple, family or group therapy for adults and children. Our mission is to provide counseling services to all regardless of their ability to pay. No one is turn away for financial reasons.
Theoretical Orientation	Cognitive Behavioral and others
Possible Stipend	No
Agency Notes	

Last Modified Date: 9/16/2024

MAPLE COUNSELING

Information:

Address: 439 N Canon Dr, Suite 209 Beverly Hills, CA 90210

Phone: (310) 271-9999

Email: mcallahan@tmcc.org

Website: www.maple4counseling.org

General Contact:

Name: Marianne Callahan, Ph.D., LMFT

Title: Clinical Director

Email: mcallahan@tmcc.org

Student Requirements

NOTE: Application deadlines: October (Spring) or March (Fall) Adult Program: Provide 10 clinical hours per week. Attend a two-hour group supervision and one-hour individual (outside) supervision weekly. Participate in the Intake and Assessment Track, conducting psychosocial assessments with new clients and attend the two-hour weekly Assessment Training (Wednesdays 2:00pm – 4:00pm). Attend weekly Clinical Trainings (Tuesdays, 10:00 am – 12:00 noon) on a broad range of clinical topics. General orientation of the Adult Program is psychodynamic or insight-oriented. Psychotherapy may be long term. Adolescent Program: Provide 10 clinical hours per week. Attend a two-hour group supervision and one-hour individual (outside) supervision weekly. Attend weekly training (Tuesdays between 10:00am and noon). Attend a weekly one-hour supervision group specific to the group therapy you are providing in the schools. Seeing clients on three different days in the week, including within school hours, is required. A minimum of one evening per week seeing clients until 9:00pm is required, and an additional evening or Saturday shift may be required. Clients will be seen in school settings or in the clinic. General orientation of the Adolescent Program is attachment focused family therapy and individual adolescent therapy.

Operation Hours

M-Th 9:00am - 9:00pm; Fri 9:00am - 5:00pm; Sat 9:00am - 2:00pm

Agency Descriptions

Maple Counseling is a non-profit community clinic whose mission is to provide low-cost mental health services to individuals of all ages, couples, and families throughout Los Angeles County, and to provide clinical training for graduate and postgraduate students. Maple Counseling aspires to be the premier training site in Los Angeles for pre-licensed mental health clinicians. The Trainee experience includes excellent supervision and plenty of training. The development of your clinical skills at the center of our focus. A variety of clients to challenge you and further your growth as a therapist. A strong sense of community with your colleagues and the prospect of joining our impressive Alumni network when you finish your internship. The Adult Program: Interns in the Adult Program treat a caseload of individuals age 18 and older. Our adult clients present a broad range of diagnoses and problems. Supervision groups focus on developing your clinical skills, formulating case conceptualization, and building your ability to form effective therapeutic relationships with clients. Diagnostic assessment skills are emphasized as part of the Intake and Assessment Track. The ACT Program (Adolescent and

Child Therapy): This training program is focused on the treatment of children and adolescents age 12 and up. Interns see adolescents at Beverly Hills High School and pre-teens at Beverly Vista Middle School, as well as children and adolescents at the clinic. Parents may be included in the treatment with family sessions or as parent consultation. Training and supervision are structured to address the unique challenges facing therapists who work with children and teens. ACT Interns will provide individual and/or group therapy in each of their assigned schools. Group Therapy Track: The Group Therapy Track involves training and supervised experience in co-leading therapy groups. We have a number of ongoing therapy groups in the areas of general men's and women's issues. There are a limited number of spots in the Group Therapy track and separate application is required.

**Theoretical
Orientation**

Psychodynamic, Structural Family Therapy, Couple/Conjoint

**Possible
Stipend**

No

Agency Notes

Last Modified Date: 1/26/2022

MARIPOSA WOMEN AND FAMILY CENTER

Information:

Address: 1845 W. Orangewood Ave, Suite 300 Orange, CA 92868

Phone: (714) 547-6494

Fax: (714) 547-7940

Email: mmallon@mariposacenter.org

Website: www.mariposacenter.org

General Contact:

Name: Krista Driver

Title: President and CEO

Email: kdriver@mariposacenter.org

Student Requirements

Staff Meetings: 1st Wed of month 12pm-1pm. Supervision time depends on schedule. Trainings occur monthly. Position is 16 hours minimum per week. An application is required to be considered for employment. One-year voluntary commitment. Students are encouraged to complete client hours on location, however, telehealth is permitted as long as the student has a confidential and private space with quality internet. Notes and admin work can also be done from another site. Students will be responsible for maintaining a caseload of 10-12 clients on a weekly basis and may also be assigned a group to facilitate weekly, depending on availability and scheduling. Notes must be completed within 48 hours of sessions, completing treatment plans every 90 days.

Operation Hours

Monday - Tuesday: 8:30 am - 8:00 pm Wednesdays: 8:30 am - 6:00 pm
Thursday-Friday: 8:30 am - 5:00 pm

Agency Descriptions

Mariposa offers a diverse experience and provides a range of services. Services include individual, couples, group, and family counseling. Clients primarily identify as women, however, we have men, children/adolescents, and clients who identify as LGBTQ+. Clients have a socioeconomic diverse background. Over 63% of clients identify as Latinx, many primarily speak Spanish. Clients primarily come seeking help for adjustment disorders, anxiety, depression, substance use, and trauma. Clients pay fees based on household income and are charged on a sliding scale.

Theoretical Orientation

CBT, Motivational Interviewing, Systems and Trauma-Informed, Strategic, Solution Focused, Narrative, Sociocultural, psychodynamic, Humanistic, and Sand Tray.

Possible Stipend

No.

Agency Notes

Interviews Occur in October, February and June. Resume and cover letter are required.

MENTAL HEALTH AMERICA OF LA - NORTH COUNTY SERVICES

Information:

Address: 506 West Jackman St. Lancaster, CA 93534

Phone: (661) 726-2850 ext. 1438

Fax: (661) 726-2854

Email: jpavodomingo@mhala.org

Website: <https://www.mhala.org/>

General Contact:

Name: Joana Domingo

Title: Clinical Director

Email: jpavodomingo@mhala.org

Student Requirements	TAY Team Meetings Mondays 9:00 AM to 11:00 AM Clinical Supervision Fridays 1:00Pm - 2:00pm Trainees will learn how to complete Adult Full Assessments (diagnosis/prognosis), individual psychotherapy, couples therapy, and group therapy.
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Operation Hours	Mon-Fri 8:00 AM-5:00 PM
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Agency Descriptions	Mental Health America of Los Angeles Transition Age Youth Program provides mental health services to individuals between the ages of 18-25 years old. Our agency practices a psychosocial rehabilitation approach. We provide clients/members with encouragement and support to eventually become self-sufficient and independent adults through the intensive case management services, intensive mental health services, supported education, housing, and employment services provided by direct service staff (Personal Service Coordinators, Psychotherapists, Psychiatrist/Nurse Practitioners, Employment and Education Specialists, etc.). Some of the core values that we practice and teach our clients/members are: hope, empowerment, innovation, and having meaningful roles in their respective communities.
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Theoretical Orientation	May use: Cognitive-Behavioral, Solution Focused, Motivational Interviewing, Brief, Mindfulness, Couple/Conjoint, and Seeking Safety therapies, along with Crisis Intervention.
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Possible Stipend	No
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Agency Notes	Hybrid Work Environment: On-Site and/or Off-Site Telehealth or in field. Trainees are typically assigned 8 clinical client hours per week.
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Last Modified Date: 1/9/2024

MIRACLE MILE COMMUNITY PRACTICE

Information:

Address: 5055 Wilshire Boulevard, Suite 310 Los Angeles, CA 90036

Phone: (323) 936-3965

Fax: (323) 936-3988

Email: davidmarsten@att.net

Website: www.mmcpla.org

General Contact:

Name: David Marsten, LCSW

Title: Director

Email: david@mmcpla.org

Student**Requirements**

Trainees are involved at both the micro and macro level at Miracle Mile Community Practice. Micro: 8 face-to-face hours per week with clients; 1 hour of training per week in Narrative practice; progress notes. Macro: a project to be determined between supervisor and trainee (e.g. outreach project to build agency profile and referral sources; web-site re-design; event planning). Clinical supervision held on Fridays from 10:00 am – 12 noon. Training is held on Fridays from 9-10 am.

Operation**Hours**

Monday-Friday, 8:00am-8:00pm Saturday - 8:00am-4:00pm

Agency**Descriptions**

Miracle Mile Community Practice is committed to social justice. This commitment informs both our theoretical worldview and all program development. We are concerned with equitable distribution of power as it manifests in our engagement with clients and in clients' engagement in the broader social context. Psychotherapy services are offered at affordable rates, on a sliding scale, or at no fee. Clients are from the local surrounding community and come in for individual, couple and family therapy.

Theoretical**Orientation**

Family Therapy, Narrative, and Couple/Conjoint

Possible**Stipend**

No

Agency Notes

Last Modified Date: 1/9/2023

MONARCH SCHOOLS

Information:

Address: 1625 Newton Ave San Diego, CA 92113

Phone: (619) 652-4100 x 1120

Email: cguerrero@monarchschoools.org

Website: www.monarchschoools.org

General Contact:

Name: Marisol Alvarado

Title: Manager, Clinical Services

Email: cguerrero@monarchschoools.org

Student Requirements	Minimum 20-25 hrs./week and select an 8am-4:30pm or 8:30am-5pm schedule. Trainees will provide individual, family, couple, and group (co-facilitated) therapy; complete behavioral health assessments, diagnose, and develop treatment plans; attend weekly treatment team meetings, individual and group supervision. Attend and participate in staffing meetings and trainings as scheduled. Staff meetings are currently held Thursdays 1pm-3pm (not every week); Group supervision is held Wed/Thurs during business hours; Treatment teams are held Tuesdays and individual supervision is scheduled with trainee/supervisor.
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Operation Hours	M-F 8am-6pm
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Agency Descriptions	Monarch School serves unhoused students and families. and provides academic, social, emotional, and social supports. Monarch provides psychotherapy and behavior intervention supports, family support (resources for housing, food, employment, medical, legal, transportation), onsite NP and Health Tech, school psychologist provides assessments, academic tutoring, after school program. Monarch School is committed to social justice and recognizes and cherishes the dignity of everyone regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class. Our program emphasizes the importance of diversity and multicultural influences on development throughout training. Our focus is to give all trainees a strong clinical experience that promotes their training as mental health professionals. The goal of the practicum is to provide an opportunity for you to synthesize, integrate, and apply practical skills, knowledge, and training learned through courses, to gain professional experience in a public-school setting.
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Theoretical Orientation	CBT, DBT, Brief Therapy, Crisis intervention, Expressive Arts, Mindfulness, Motivational Interviewing, Narrative, Solution Focused
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Possible Stipend	No
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Agency Notes

Last Modified Date: 1/8/2024

NEWPORT HEALTHCARE

Information:

Address: 12822 Periwinkle Dr. Santa Ana, CA 92705

Phone: (949) 778-4302

Email: sara.smith@newporthealthcare.com

Website: <https://www.newportacademy.com/>

General Contact:

Name: Sara Smith

Title: Associate Clinical Director

Email: sara.smith@newporthealthcare.com

Student Requirements	Required Staff Meetings Thursdays 11am-12pm. Individual/Group supervision will be determined according to assignment. Trainees will have a maximum of 6 clients and 4 groups. They will meeting individually with each client 2x/week and run up to 4 groups with the 6 clients that are living in the home at the time. The trainee will need to document sessions/groups in EHR and attend weekly supervisions and treatment teams.
Operation Hours	24 hours a day Monday-Sunday.
Agency Descriptions	<p>We are a results-driven healing organization that provides state of the art integrated care to individuals and families struggling with mental health concerns. We provide a foundation of well-being to foster sustainable healing and resilience in teens, young adults, families, and communities. We are dedicated to empowering lives, restoring families, and inspiring hope.</p> <p>Services Provided: Newport Institute is the young adult program within Newport Healthcare. The population is 18-32 year old adults in a residential setting. We treat mental health disorders and co-occurring disorders using individual therapy, family therapy, group therapy, counseling sessions and medication management. Newport Healthcare provides a full continuum of services including academic support, aftercare planning, life skills etc.</p>
Theoretical Orientation	Training may be provided in: Psychodynamic, Cognitive-Behavioral, Motivational Interviewing, and Mindfulness therapies, along with crisis intervention.
Possible Stipend	No
Agency Notes	There are a total of 5 homes, practicum students will be assigned to one of these homes. Work will be performed on-site. The program is a residential program, therefore, the clients live in the home where the trainees conduct individual and group sessions.

Last Modified Date: 1/9/2024

NORTH COUNTY LIFELINE

Information:

Address: 200 Michigan Ave. Vista, CA 92084

Phone: (760)726-4900

Email: hmartelli@nclifeline.org

Website: www.nclifeling.org

General Contact:

Name: Halima Martelli

Title: LCSW

Email: hmartelli@nclifeline.org

Student Requirements	15-20 hours per week, M – Th, including both group and individual supervision. Group supervision meets Wednesday from 2:00 to 4:00 pm. The time may change occasionally. Individual supervision times depend on availability of supervisor on M-W from 9am -6pm. Once the trainee establishes a schedule, a set time is maintained each week.
Operation Hours	Monday – Thursday, 8:00 am – 8:00 pm Friday, 8:00 am – 5:00 pm
Agency Descriptions	The agency is a non-profit human care agency providing a wide range of services to North San Diego County residents. Individual, couple, family, and group counseling services are provided on a sliding scale fee basis. Teen groups, domestic violence intervention, and parenting classes are also offered to the community.
Theoretical Orientation	Cognitive-Behavioral, Family Therapy, Strategic, Brief Therapy, and Motivational Interviewing.
Possible Stipend	No

Agency Notes

Last Modified Date: 8/22/2022

OCAPIA PROJECT HOPE/PROJECT FOCUS

Information:

Address: 12912 Brookhurst St., Suite 480 Garden Grove, CA 92840

Phone: (714) 636-6286

Email: mlu@ocapica.org

Website: <https://www.ocapica.org>

General Contact:

Name: Mary Lu

Title: Program Manager

Email: mlu@ocapica.org

Student

Requirements

16-20hrs/week. Trainees are required to attend monthly team meeting (3rd Friday of the month from 11AM-12PM), group supervision and trainings (time and date scheduled with Clinical Supervisor), and weekly check-ins with the Program Manager (scheduled with Program Manager). We ask that trainees be flexible and we will try to accommodate as best we can. Trainees will conduct the assessment, care plan development, diagnosis, case management, and prognosis and treatment of family and child relationships. Trainees may also provide presentations and workshops about relevant mental health topics, and run support groups/group therapy as needed.

Operation Hours

Monday – Friday, 9:00 am – 5:30 pm

Agency Descriptions

Project HOPE is a community-based mental health program under OCAPIA (Orange County Asian & Pacific Islander Community Alliance). OCAPIA is a nonprofit organization with the mission to build a healthier and stronger community through inclusive partnerships in the areas of service, education, advocacy, organizing, and research. Project HOPE services the following: Children and adolescents (between the ages of 0 and 18 years) who are underserved and at risk of OR currently experiencing distress, low mood, social isolation and withdrawal, environmental stressors, life transitions, changes in behavior, onset of mental illness, and other risk factors; Parents of children and adolescents (above criteria) who are overwhelmed, stressed, and do not know where to turn to help; Children, adolescents, and their families who present with stigma and shame surrounding receiving mental health-related services. Additionally, based on need, you may be able to gain experience at Project FOCUS (For Our Children's Ultimate Success), our sister program located in the same suite, is a full-service wraparound program that serves clients aged 0-25 years old who qualify with symptoms that are moderate to severe, serious mental illness (SMI), and/or severe emotional disturbance (SED).

Theoretical Orientation

Psychodynamic, Cognitive-Behavioral, PCIT, Solution Focused, Motivational Interviewing, Brief Therapy, Mindfulness, Crisis Intervention, Trauma-Informed, Person-Centered, Attachment focused, Multicultural

Possible Stipend

No

Agency Notes

Last Modified Date: 2/2/2022

OLIVE CREST

Information:

Address: 2130 East 4th Street Ste. 200 Santa Ana, CA 92705

Phone: 714-543-5437

Fax: 714-361-4377

Email: tawny-moreno@olivecrest.org

Website: www.olivecrest.org

General Contact:

Name: Tawny Moreno

Title: Clinical Director

Email: tawny-moreno@olivecrest.org

Student Requirements

Trainee's will provide Clinical interventions to our Clients. Performing clinical and psycho-diagnostic assessment using DSM-5/ICD-10 CM diagnosis, to include clinical consideration of each fundamental need: physical, psychological, maturational, developmental, familial, educational, social, environmental and recreational. Additional evaluations may be conducted as clinically indicated. Trainee will develop a treatment plan for each Client that shall be based on the assessment and diagnosis of that Client. Such plans shall identify specific treatment modes, milestones for the individual Client, obstacles/symptoms, and efforts of significant support person(s) and program staff on behalf of the Client. All treatment/service plans shall include observable and measurable Client milestones. Trainee will provide individual therapy, brief intensive services, and short and long-term group therapy modalities including psycho-educational, cognitive behavioral and child management therapy techniques. Other mental health services that Trainee will provide are family therapy, crisis intervention, treatment planning, discharge planning, case management, linkage, and consultation. Clients may be Individuals, Families, Adolescents, Children or Groups. Trainee's are expected to attend our monthly staff meetings which is on the fourth Monday of every month, 10:30-12:30pm. Both Clinical group supervision and individual supervision is mandatory for Trainees. Medi-Cal documentation training, training in the use of Electronic Health Record and other trainings as they become available are also essential for Trainees.

Operation Hours

8:30am-7pm

Agency Descriptions

Olive Crest is dedicated to preventing child abuse, to treating and educating at-risk children, and to preserving the family, "one life at time." Our mental health clinic's goal is to provide high-quality and effective care that will lead children, youth, and families to healing, wholeness, and strong, positive relationships. Olive Crest's Mental health staff provide special services such as crisis intervention, individual, family and group therapy, psychiatric assessments, medication management, and Therapeutic Behavioral Services (TBS) for ages 0-21 who are Medi-Cal recipients and meet medical necessity.

Theoretical Orientation

Trainees are required to complete agency orientation, Health Care Agency's New Provider Training, Compliance Training, Civil Rights Training, CANS Certification, Initial TF-CBT orientation, CAFAS training. Trainees then

receive training in medical documentation, treatment planning, assessment and diagnosis, time lines. Our supervisors challenge our staff to identify the strengths in all of our clients, this includes placing a high priority on the importance of diversity. The majority of the training on diversity happens during individual and group supervision. Trainees are encouraged to examine their own preconceptions and biases during supervision.

**Possible
Stipend**

No

Agency Notes

Application Deadline for Trainees: January 10, May 10, August 10 Trainees will perform their tasks on-site at one of the Olive Crest offices. Olive Crest 2130 E. 4th St. #107 Santa Ana, CA 92705 Olive Crest 200 Victoria St. #2M Costa Mesa, CA 92626

Last Modified Date: 7/24/2024

OMID MULTICULTURAL INSTITUTE FOR DEVELOPMENT

Information:

Address: 2101 Business Center Drive, Ste 150 Irvine, CA 92612

Phone: (949) 502-4721

Fax: (949)502-4725

Email: msayyedi@omidinstitute.org

Website: www.omidinstitute.org

General Contact:

Name: Maryam Sayyedi

Title: Ph.D., Executive Director

Email: msayyedi@omidinstitute.org

Student Requirements	1 hour individual and 2 hours of group supervision. Monday, Wednesdays, and Friday are group supervision and at least one is mandatory.
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Operation Hours	Monday – Saturday 9 am – 7 pm
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Agency Descriptions	O.M.I.D. provides mental health services (i.e., assessment, psychotherapy, counseling, group therapy, psycho-educational and skill building classes), training and education of mental health professionals, outreach and research, as well as social services (i.e., housing, food stamp, and Medical) to an underserved multicultural immigrant population of South and Central Orange County.
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Theoretical Orientation	Diverse
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Possible Stipend	No
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Agency Notes

Last Modified Date: 8/25/2021

ORANGE COAST COLLEGE - STUDENT HEALTH CENTER

Information:

Address: 2701 Fairview Ave. Costa Mesa, CA 92626

Phone: (714) 432-5808

Email: lvalentine6@occ.cccd.edu

Website: www.orangecoastcollege.edu

General Contact:

Name: Larry Valentine

Title: Director, Mental Health Services

Email: lvalentine6@occ.cccd.edu

Student Requirements	14 hours per week required. 1 hour individual and 2 hours of group supervision. Individual is set-up based on student's schedule. Group is Wednesday, 12-2 pm.
Operation Hours	Monday – Friday 8 am – 4 pm
Agency Descriptions	The Student Health Center is located on campus at Orange Coast College. Students will perform short-term therapy and crisis intervention for a student population, 8 sessions.
Theoretical Orientation	Brief Therapy, Narrative Therapy, Cognitive Behavioral and Solution Focused.
Possible Stipend	No

Agency Notes

Last Modified Date: 9/9/2020

ORANGE COUNTY SCHOOL OF THE ARTS (OCSA)

Information:

Address: 1010 North Main Street Santa Ana, CA 92701

Phone: (714) 560-0900

Fax: (714) 664-0461

Email: becca.freeland@ocsarts.net

Website: www.ocsarts.net

General Contact:

Name: Becca Freeland

Title: Assistant Principle of Student Services

Email: becca.freeland@ocsarts.net

Student Requirements	Student Services Weekly Meetings: Monday @ 10:15am Weekly counseling meeting: Thursdays @ 12:30pm
Operation Hours	M-Th 8:30am - 4:45pm / Fridays 9:00am-2:30pm
Agency Descriptions	OCSA is an independent charter school and one school site. serving students in grades 7-12. We have a diverse group of students and pride ourselves in providing a learning environment that is accepting and inclusive. We have a mission of providing a multi tiered multi domain system of support for our students in the realm of Career, Academic, and Personal Social. Under the realm of personal/social, MFT and LPCC interns would be involved with tier one supports (Serenity Center, Social Emotional Learning supports/programs/activities and presentations), tier two supports (Small Group Counseling and collaboration on Student Support Teams), and tier three supports (Individual Counseling, resource referral, family counseling).
Theoretical Orientation	Our counseling services are brief, solution focused interventions and promote academic/school success when a student has mental health concerns. Individual and group counseling is designed to help students develop insight, learn healthy/effective coping mechanisms and develop a skill set that will enable them to self regulate and manage the demands of academics and conservatory.
Possible Stipend	No.
Agency Notes	All work will be performed at our campus in Santa Ana.

Last Modified Date: 7/24/2024

OUTREACH CONCERN

Information:

Address: 400 North Tustin Avenue, Suite 360 Santa Ana, CA 92705

Phone: (714) 547-1163

Fax: (714) 547-4578

Email: outreach@outreachconcern.org

Website: www.outreachconcern.org

General Contact:

Name: Frederick Capaldi

Title: LMFT, Clinical Director

Email: outreachconcern@mindspring.com

Student Requirements	2 days a week at a school site. Receive 3 days of training prior to placement in school site. 2 additional days of training will occur throughout the year. Supervision provided.
Operation Hours	Hours designated at school site, usually 8:00 am - 3:00 pm.
Agency Descriptions	Non-profit agency providing counseling services to schools throughout Los Angeles and Orange Counties. Provides group counseling and family support services when necessary
Theoretical Orientation	Cognitive-Behavioral, Family, Brief, Couple/Conjoint Therapy, and Crisis Intervention.
Possible Stipend	Volunteer
Agency Notes	

Last Modified Date: 9/16/2024

PHOENIX HOUSE (LAKEVIEW TERRACE-SCHOOL-BASED SERVICES PROGRAM)

Information:

Address: 11600 Eldridge Ave. Lake View Terrace, CA 91342

Phone: 818-686-3000

Email: nmeza@phoenixhouseca.org

Website: <https://phoenixhouseca.org/>

General Contact:

Name: Nely Meza-Andrade

Title: Sr. Program Director of Adolescent Services

Email: nmeza@phoenixhouseca.org

Student

Requirements

Trainees must be available 3 times a week for a minimum of 16 hours per week. Trainees must be available for 2 weeks' worth of onboarding training, ranging from 30-40 hours both weeks. Trainees must be available every Wednesday 10am-12pm for clinical group supervision.

Operation

Hours

Monday to Thursday 8am-6:30pm & Fridays 8am- 5:30pm_

Agency

Descriptions

Phoenix House California is a nonprofit corporation passionate about healing individuals, families, and communities challenged by substance abuse disorder and related mental health conditions. Since 1979, Phoenix House has been providing addiction, behavioral health and family services to anyone who needs our help, often offering the only chance of recovery to the underserved and uninsured in our communities. Phoenix House has provided Mental Health Services to Los Angeles area youth in the San Fernando Valley since 2003. Phoenix House offers outpatient mental health services to children, adolescents, and young adults (ages 0-24). Our clinical team provides individual, family, group therapy, case management, in addition to medication support services by our medical director. These services have been offered both at the Phoenix Academy at Lake View Terrace, and in local elementary, middle and high schools in north-east San Fernando Valley. In addition to mental health services, our Lake View Terrace location also offers therapeutic behavioral services (TBS), Wraparound services, and Outpatient Substance Abuse services (youth & adults). Trainees have the opportunity to provide field-based services such as client's homes and within our contracted community-based schools (elementary, middle, and high schools). All field-based services are provided during business hours.

Theoretical Orientation

Solution Focused, CBT, Family Systems, Liberation Psychology

Possible Stipend

No

Agency Notes

PHOENIX HOUSE (SANTA ANA-DRUG AND ALCOHOL REHABILITATION)

Information:

Address: 1207 E Fruit St Santa Ana, CA 92701

Phone: 714-953-9373

Email: ejones@phoenixhouseca.org

Website: phoenixhouse.org

General Contact:

Name: Eric Jones

Title: Clinical Director

Email: ejones@phoenixhouseca.org

Student Requirements	Trainees will be assigned 8-12 DCC hours/week including running weekly EBP (Evidence Based Practice) group(s). Trainees are also required to attend ind/group supervision along with mandatory trainings throughout the year including: documentation standards, cultural competency (6hr County mandated training), and provider legal obligations.
Operation Hours	24/7; Trainees hours and supervision times are flexible.
Agency Descriptions	Phoenix House is a residential substance abuse treatment facility that provides the following services to clients: drug and alcohol counseling; group counseling; individual therapy; couples and family therapy; support groups. We are passionate about healing individuals, families, and communities challenged by substance use disorders and related mental health conditions. Trainees on site will focus mainly on individual, group and couple/family therapy, but may also assist in assessment and crisis intervention.
Theoretical Orientation	Motivational Interviewing, Psychodynamic, Strategic, Systems (Bowenian), Experiential, Attachment, Narrative, and CBT.
Possible Stipend	No
Agency Notes	Additional locations in Venice and Lake View Terrace, CA

Last Modified Date: 2/2/2022

PHOENIX HOUSE (SANTA ANA-SCHOOL-BASED SERVICES PROGRAM)

Information:

Address: 1901 E. 4th Street, Ste. 350 Santa Ana , CA 92705

Phone: (714) 486-0940

Email: kwomack@phoenixhouseca.org

General Contact:

Name: Katherine Womack

Title: M.S., LMFT, Clinical Supervisor

Email: kwomack@phoenixhouseca.org

Student Requirements	Trainees will be assigned 12-15 hours per week of direct service hours to meet with students in need of social emotional support. Services will be provided on school sites in collaboration with school staff and the district student health services clinician. Trainees will provide therapy services, assessment, crisis intervention and case management. Trainees are also required to attend weekly groups and individual supervision.
Operation Hours	Monday – Friday, 7:30am-5pm
Agency Descriptions	Phoenix House California provides services to men, women and adolescents that span across the continuum of care including; prevention, outpatient services, residential care and aftercare. PHCA partners with local health care agencies, managed care companies, DHCS, local school districts, probation and the California Department of Corrections. Our programs consist of groups, individual therapy, support groups, case management, psycho-education, community advocacy and community education. We are passionate about healing individuals, families and communities challenged by substance abuse and related mental health conditions. Trainees for our school based programs will focus mainly on individual, group and family therapy.
Theoretical Orientation	CBT, Motivational Interviewing, Psychodynamic, Family Systems, Attachment, Experiential, Narrative, Systems.
Possible Stipend	No
Agency Notes	

Last Modified Date: 7/1/2025

PROVIDENCE MISSION HOSPITAL (SOUTH ORANGE COUNTY FAMILY RESOURCE CENTER; CHEC FAMILY RESOURCE CENTER)

Information:

Address: 22481 Aspan St. Lake Forest, CA 92630

Phone: 949-951-2417

Email: irma.garcia@stjoe.org

Website: <https://www.factoc.org/>

General Contact:

Name: Irma R. Garcia

Title: LCSW, Clinical Supervisor

Email: irma.garcia@stjoe.org

Student Requirements

Minimum 10 hrs./week required for trainees with mandatory one evening a week on a Wednesday or Thursdays from (10:30 a.m. - 8 p.m.). Group supervision: Wednesdays 10:30 a.m. - 12:30 p.m. or Fridays 10 a.m. - 12 p.m. Individual/Triadic Supervision to be determined. Optional staff meetings are held 3rd Monday of each month; 11 a.m. - 12 p.m. Students can expect to spend 15 hours/week on site with 10-12 clients hours, individual/triadic and group supervision, and training. Please note that there is limited clinical support available on Tuesdays.

Operation Hours

M,T,F 8:30 a.m. - 5:30 p.m. & Wed. & Thu. 11:30 a.m. - 8 p.m.

Agency Descriptions

Our agency Mission Statement is: As expressions of God's Healing Love, witnessed through the ministry of Jesus, we are steadfast in serving all, especially those who are poor and vulnerable. Our core values are compassion, dignity, justice, excellence, integrity. The Interns at our Family Resource Centers: - provide short term therapy services for children, teens, adults, seniors, couples, families - provide needed groups (psychoeducational groups and support groups) - provide case management - provide light assistance to the front desk when needed (answering phones, attending to walk in clients), mostly once or twice a month - participate in case management team meetings, when time permits (these are meetings where FRC case managers and community agencies come together, and case managers present client situations and the group brainstorms ideas as to what resources might be a good fit with the family needs (attendees include social workers, therapists, parent educators, case managers, clinical supervisors, nurses) - participate in weekly group supervision - participate in weekly individual or triadic supervision - if the Intern is interested in macro level work, there are managers who have projects that Interns have helped with, such as creating organizational charts, helping with the creation of the FRC handbook, creating pre and post tests, creating PowerPoint slides reflecting FRC services to share with the community.

Theoretical Orientation

CBT - EMDR - Solution Focused Therapy - Systems Theory - Positive Psychology - Motivational Interviewing

**Possible
Stipend**

Yes - \$3,000 total/\$1500 Fall/Spring

Agency Notes

Last Modified Date: 5/6/2025

PROVIDENCE BEHAVIORAL HEALTH AND PRIMARY INTEGRATION PROGRAM

Information:

Address: 200 W. Center St. Promenade Suite 200 Anaheim, CA 92805

Phone: Diana (949) 310-9033/Stanly (657) 479-1214

Email: stanly.tran@providence.org

Website: Providence.org

General Contact:

Name: Stanly Tran

Title: Supervisor of Behavioral Health

Email: stanly.tran@providence.org

Student

Requirements

Students will receive training on multiple levels including mentorship from their Field Instructor, direct access to a psychiatric consultant, and involvement of the interdisciplinary team. We have developed opportunities to expose students to a broad and rich caseload and field experiences, promoting learning and growth. We plan to offer video recording trainings and orientation for students. We require that all students complete the orientation training prior to treating patients and onboarding requirements. As well as: • Health Clearance (Hepatitis B, Tetanus, Diphtheria & Pertussis, etc.-) • Criminal Background Check

Operation

Hours

Internship days and times widely depend on the hours of the assigned site and student's availability. Our general business hours are from 8:00 am-5:00 pm, Monday through Friday.

Agency

Descriptions

The mission of Providence is to use our voices to advocate for vulnerable populations and needed reforms for health care. We are also pursuing innovative ways to transform health care by keeping people healthy, and making our services more convenient, accessible, and affordable for all. In our Primary Care Integration Program, we treat the whole person. Mental health therapists have been physically and clinically embedded in our clinics to uphold this model. The collaborative care model is a systematic approach to the treatment of depression, anxiety, life transitions/adjustments, and other mild to moderate mental health illnesses. In our primary care settings, it involves the integration of care managers, consultant psychiatrists, and medical providers. In result, we can proactively manage mental health disorders as chronic diseases, rather than treating only acute symptoms. Our patients are benefiting from treatments with credible research evidence to support their efficacy in treating the target condition. These include a variety of evidence-based psychotherapies proven to work in primary care, BA, and CBT, and medications.

Theoretical

Orientation

Students will also be invited to participate in trainings related to their site-specific roles. Students will be trained and participate in the collaborative care model development by the University of Washington (AIMS Center). This model highlights the need for integrated behavioral health services within our primary care (medical) settings. It also promotes a whole person approach working with an interdisciplinary team.

**Possible
Stipend**

No.

Agency Notes

Students are expected to start orientation late August and be able to work directly with patients early September. We will take on 2nd year students in the fall, which will allow the students to complete their academic school year with us.

Last Modified Date: 5/6/2025

RADIANT HEALTH CENTERS

Information:

Address: 17982 Sky Park Cir, Suite J Irvine, CA 92614-6482

Phone: (949) 809-5700

Email: aconcepcion@radianthealthcenters.org

Website: <https://www.radianthealthcenters.org/>

General Contact:

Name: Alexandra Concepcion

Title: Clinical Director

Email: aconcepcion@radianthealthcenters.org

Student

Requirements

Group Supervision Fridays 9:00 am - 11:00 am

Operation

Hours

Monday - Friday 8:00 am to 5:00 pm; Virtual after office hours. Interns provide on-site therapy at Radiant Health Centers, and off-site virtually. On site hours must be within business hours, and virtual sessions may be after business hours. Interns have to option to participate in your Youth Services through our partnership with the Santa Ana USD. These service hours would be conducted on campus during school days/hours.

Agency

Descriptions

Our Mission: To provide compassionate and comprehensive health services to all underserved individuals in Orange County, with a special focus on the LGBTQ+ community and those living with and affected by HIV. RHC offers services to those living with HIV, members of the LGBTQ+ community, and other underserved and marginalized communities and individuals. The mental health department treats mild to moderate mental health issues (per medical guidelines) and presenting problems. RHC provides group, individual, family and couples therapy in English and Spanish. Clients are of diverse cultural backgrounds, SES, Sexual/gender identities, and mental health/family needs. Supervisors are bilingual and a large number of clients are monolingual Spanish speakers. Overall services include nutrition, case management, housing, transportation, primary medical care, other medical services, and youth services.

Theoretical

Orientation

RHC has a focus on crisis intervention and the LGBTQ+ community.

Possible

Stipend

Agency Notes

Interns are typically assigned 8-10 client hours per week.

Last Modified Date: 8/19/2024

RIO HONDO COLLEGE STUDENT HEALTH & PSYCHOLOGICAL SERVICES

Information:

Address: 3600 Workman Mill Rd Whittier, CA 90601

Phone: 562-908-3438

Email: gheap@riohondo.edu

Website: <https://www.riohondo.edu/student-health-services/psychological-services/>

General Contact:

Name: Glenn Heap

Title: LMFT - Traineeship Coordinator

Email: gheap@riohondo.edu

Student

Requirements

In addition to both individual and group supervision, trainees must attend mandatory group training on Wednesdays from 11:30am-12:30pm. Trainees will provide individual therapy, crisis intervention, and group counseling for a diverse college student population. Trainees will also conduct clinical assessments, diagnosis, treatment planning and apply psychotherapeutic interventions.

Operation

Hours

Monday-Thursday 8-6:30 and Friday 8-5

Agency

Descriptions

Psychological services are available to currently enrolled students attending Rio Hondo College. SHPS provides the following services: • Short-term Individual Therapy • Group Therapy • Suicide prevention • Outreach to vulnerable populations (RISE, CARE, EOPS, DSP&S, MESA, CalWorks, Dreamers/DACA, Legacie, LGBTQ, Guardian Scholars, Veterans) • Crisis Intervention, Workshops, Presentations, and Outreach Services • Parent, Faculty, & Staff Consultations • Faculty and Staff consultations, classroom workshops and presentations • Mental Health & Wellness Events • Community partnerships & Referrals Student Health and Psychological Services' goal is to contribute to the educational and health objectives of students by promoting their physical, emotional, mental, and social well being. These actions will promote lifelong learning and expand the educational and personal achievements of our students.

Theoretical Orientation

Varies

Possible Stipend

No

Agency Notes

Last Modified Date: 9/3/2024

RIVERSIDE COUNTY LATINO COMMISSION/ CARESPACE

Information:

Address: 49869 Calhoun St, Ste 204 Coachella, CA 92203

Phone: (760) 398-9090

Email: aalvarez@latinocommission.com

Website: <https://www.latinocommission.com/>

General Contact:

Name: Alejandra Alvarez

Title: Mental Health Services Coordinator

Email: aalvarez@latinocommission.com

**Student
Requirements**

Operation Hours	M-S 8:00am -5:00 pm
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Agency Descriptions	In partnership with Riverside County Office of education (RCOE) RCLC is providing mental health services at 6 different CAREspace locations across Riverside County. CAREspace is part of the Mental Health Initiative put forth Riverside County Superintendent of Schools, Dr. Edwin Gomez. The initiative aims at addressing the overall wellness needs of students and the community beyond the classroom. Through our CAREspace program we are able to provide individual counseling, group counseling, family counseling, case management, and referrals to adjunct services. Each location also offers staff trainings, parent workshops, and classroom presentations on a variety of wellness-related topics. Services are available at no cost, and they are offered in English and Spanish. Each CAREspace serves as a supplement to mental health programs and services offered throughout all 23 school districts in Riverside County.
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Theoretical Orientation	Theoretical Orientations include Cognitive-Behavioral, Sand Tray, Structural Family, Strategic, Solution-Focused, Motivational Interviewing, Narrative, Mindfulness, Crisis Intervention, EFT, and Humanistic/Existential therapies.
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Possible Stipend	No.
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Agency Notes	Required staff meetings every last Friday of the month from 1:30-2:30pm The trainee will be working at one of our 6 satellite sites located across riverside county.
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Last Modified Date: 7/1/2025

ROWI TEEN & PARENT WELLNESS CENTERS

Information:

Address: 12841 Newport Ave. Tustin, CA 92780

Phone: (747) 264-9246

Email: mzive@rowiteen.com

Website: www.rowiteen.com

General Contact:

Name: Melyssa Zive

Title: Clinical Director

Email: mzive@rowiteen.com

Student Requirements	Weekly staff meetings are required, along with individual/group supervision. Individual/Group supervision is scheduled with the supervisor. Trainees will provide group, individual and family therapy services on-site. Under the supervision of the Program Director, trainees will be responsible for assisting clients throughout the treatment experience in a PHP and IOP program.
Operation Hours	Monday - Friday 8:00 am - 6:30 pm
Agency Descriptions	ROWI's Mission: TO provide exceptional community-based teen treatment with a significant emphasis on the family. We utilize the strengths of our team to heal and strengthen relationships and develop independence in our clients. The RO in our name stands for "roots" and the WI stands for "wings". ROWI provides higher level of care support for adolescents that are struggling with primary mental health. Among other diagnosis, trainees may have exposure to anxiety, depression, ADHD, and Autism Spectrum Disorders. Students will be exposed to individual, group and family therapy modalities.
Theoretical Orientation	Theoretical orientation is focused on Cognitive-Behavioral, Solution Focused, DBT and Attachment Theories, along with holistic approaches.
Possible Stipend	
Agency Notes	Trainees will typically be assigned 8 clinical hours per week.

Last Modified Date: 5/6/2024

S.A.G.E HOLISTIC HEALTH AND WELLNESS CENTER

Information:

Address: 2050 North Tustin Avenue Santa Ana, CA 92705

Phone: (714) 391-3853

Email: emilycelis@sagewellnessctr.org

Website: <https://sagewellnessctr.org>

General Contact:

Name: Emily Celis

Title: LMFT, Executive Director

Email: emilycelis@sagewellnessctr.org

Student

Requirements

In addition to both individual and group supervision, trainees must attend mandatory group training the last Friday of every month from 2pm-3:30pm. Group supervision is held on Wednesdays from 7am-9am and individual supervision is on T/W/TH by appointment. Trainees will apply psychotherapeutic, techniques, assessment, diagnosis, prognosis and treatment of couple, family and child relationships, to promote healthy functioning, document said contacts/sessions, attend any required meetings, groups, supervision.

Operation

Hours

Sunday – Saturday (7 days/week) 8am-9pm

Agency

Descriptions

S.A.G.E. Holistic Health & Wellness Center is built upon the belief and evidence that we do best when we integrate various parts of wellbeing into our lives: nutrition, body movement, mental health and spirituality. Our mission is to make holistic education and services accessible and available to the public so that they may experience the fullness of living a whole and balanced life. Our mental health pillar is currently our most utilized resource and our team works integratively with other practitioners at our practice as well as those outside our practice who are part of clients' wellness team. We offer individual therapy for adolescents/teens and adults as well as provide support for couples and families. Our therapists provide a vast array of therapeutic approaches and all of our therapists are highly trained in trauma-informed practices; many of our therapists are trained in EMDR as well. We aim to build community through these efforts and hope to bring other S.A.G.E. Family members on board who are passionate about how the body, mind and spirit all work together for holistic wellness.

Theoretical Orientation

Multiple

Possible Stipend

No

Agency Notes

Last Modified Date: 11/18/2024

SANTA ANA UNIFIED SCHOOL DISTRICT

Information:

Address: 1801 S. Poplar St. Santa Ana, CA 92704

Phone: (714) 955-3552

Email: olivia.dahlin@saUSD.us

Website: www.saUSD.us

General Contact:

Name: Olivia Dahlin

Title: Coordinator of Mental Health and Support

Email: natalia.cano@saUSD.us

Student Requirements

Trainees will be assigned to 1-2 settings throughout the SAUSD. SAUSD is mindful to assign school sites that are in close proximity to one another. Hours for all SAUSD trainees are 7:30 am - 4:00 pm. Trainees are required to provide a minimum of 16 hours per week. Supervision is provided (times will be determined), and trainings are required 1x/month. Trainees must choose one of their days to be EITHER Wednesday or Thursday for the purposes of attending group supervision. Trainees may choose which days to attend placement prior to starting placement.

Operation Hours

7:30 AM - 4:00 PM

Agency Descriptions

52 School Sites Located Throughout SAUSD. Work will occur in the school setting. SAUSD is a school district in Orange County in the city of Santa Ana and is identified as the 11th largest school district in California. It serves 52 schools with approximately 41,000 at the elementary, intermediate, and high school level. The Mental Health Program hosts interns to help serve students and their families by addressing their mental health needs and providing case management services. Mental health support and services include counseling (individual, group, family), mental health screeners, bio-psycho-social assessments, development of treatment goals, conducting risk assessments, (suicide, self-harm, homicidal assessments), crisis interventions, clinical charting, and documentation. Interns will work collaboratively with school staff, (i.e. teachers, counselors, administrators, psychologists), school social workers, homelessness liaisons, foster youth liaisons, etc. Interns receive training prior to beginning treatment and throughout the school year to help them with the development of their personal skills. Students will be provided supervision, and most trainings will be offered in a group setting. Interns will be asked to attend all trainings. Trainings may include, but are not limited to, DBT, CBT, Suicide Assessment, Seeking Safety, Art Expression, and Crisis Response Network training.

Theoretical Orientation

Theoretical Orientations may include: Cognitive-Behavioral, Sand Tray, Solution Focused, Motivational Interviewing, Narrative, and Crisis Intervention Theories.

Possible Stipend

Agency Notes

Average number of trainees is 16. Trainee application process includes telephone contact, resume, and pre-placement interview.

Last Modified Date: 8/29/2024

SPARE COUNSELING CENTER

Information:

Address: 1240 N. Van Buren St., Suite 205 Anaheim, CA 92807

Phone: (714) 345-4938

Fax: (714) 630-8359

Email: sharon.barnes555@gmail.com

Website: spareministries.org

General Contact:

Name: Sharon Barnes

Title: Executive Director

Email: sharon.barnes555@gmail.com

Student Requirements	8-10 hours per week are required. Students will most likely work on-site at the Orange Office but may also work in the Brea Office and/or at a satellite working with residents at Come to Him – a residence for men, women, and children trying to become self-sufficient. This includes one hour of individual supervision 1 time a week and two hours of group supervision weekly. Staff meetings held on Fridays 10 am – 12 noon.
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Operation Hours	Varies
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Agency Descriptions	SPARE Counseling Center provides individual, couples, family and marriage therapy, as well as groups. We work on a sliding scale in order to provide services to those in need even when they cannot afford our standard fee. We partner with other local agencies in order to offer a multi-faceted approach to healing, recovery, and support.
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Theoretical Orientation	Psychodynamic, Cognitive-Behavioral, Sand Tray, Expressive Arts, Family Therapy, Brief Therapy, Couple/Conjoint, and Crisis Intervention
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Possible Stipend	No
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Agency Notes

Last Modified Date: 1/13/2021

ST. JUDE NEIGHBORHOOD HEALTH CENTER

Information:

Address: 731 S. Highland Ave Fullerton, CA 92835

Phone: (714) 446-5288

Email: xenia.marshall@stjoe.org

General Contact:

Name: Xenia Marshall

Title: Clinical Supervisor

Email: xenia.marshall@stjoe.org

Student Requirements	Minimum 10 hours per week for a one year commitment. Group supervision held Tuesday/Thursday 8:00am-10:00am. Mandatory two hours of group supervision on either Tuesday/Thursday, plus one hour of individual supervision per week. In addition, trainees will be required to perform intake assessments, administer diagnostic tests, review patient records, develop a treatment plan and diagnosis, help facilitate workshops and groups on various topics and implement counseling sessions in both English and Spanish, with goal directed treatment in mind.
Operation Hours	Monday – Saturday 8:00a.m. – 5:00p.m.
Agency Descriptions	The clinic is a faith-based community program designed to meet the mental health needs of undocumented, low income and marginalized individuals, families, couples, teens, and children, and provides complete psycho-social evaluations, psychotherapy (individual, couples, family and group) community referrals, psychiatric evaluations and medication management services. NOTE: Therapy services will be performed at 320 Elm Ave Fullerton CA 92832, in a small building adjacent to the Neighborhood Health Center (approximately 50 feet away).
Theoretical Orientation	Psychodynamic, Cognitive-Behavioral, Structural, Family Therapy, Strategic, Brief Therapy, Couple/Conjoint, Bowenian, Crisis Intervention. In addition to training utilizing various theoretical methods, students will also receive specific training on clinic protocol, crisis management, diagnosis, use of electronic medical records and documentation.
Possible Stipend	Yes
Agency Notes	Bilingual Spanish Speaking Students, Only.

Last Modified Date: 1/22/2020

ST. JUDE NEIGHBORHOOD HEALTH CENTER (LA AMISTAD – ORANGE)

Information:

Address: 363 South Main Street, Suite 217 Orange, CA 92868

Phone: (714) 771-8000

Email: xenia.marshall@stjoe.org

General Contact:

Name: Xenia Marshall

Title: Clinical Supervisor

Email: xenia.marshall@stjoe.org

Student Requirements	Minimum 10-15 hours per week for a one year commitment. Group supervision held Tuesday mornings/Thursday afternoons, alternating plus one hour of individual supervision per week, Wednesday or Thursday. Trainees will be required to attend electronic health record computer training and emergency preparedness. Trainees will perform intake assessments, administer diagnostic tests, review patient records, develop a treatment plan and diagnosis, and implement counseling sessions in both English and Spanish.
Operation Hours	Monday – Friday 8:00a.m. – 5:00p.m.
Agency Descriptions	The clinic is a faith-based community program designed to meet the mental health needs of undocumented, low income, and marginalized individuals, families, couples, and provides complete psycho-social evaluations, psychotherapy (individual, couples, and family), community referrals, psychiatric evaluations and medication management services.
Theoretical Orientation	Psychodynamic, Cognitive-Behavioral, Structural, Family Therapy, Structural, Brief Therapy, Couple/Conjoint. Students will also receive specific training on clinic protocol, crisis management, diagnosis, goal directed treatment and proper documentation.
Possible Stipend	Yes
Agency Notes	Xenia's ext. 15821

Last Modified Date: 1/22/2020

STRAIGHT TALK (LA MIRADA)

Information:

Address: 13710 La Mirada La Mirada, CA 90638

Phone: (562)943-0195

Fax: (562) 943-4015

Email: programs@straighttalkcounseling.org

Website: www.straighttalkcounseling.org

General Contact:

Name: Judy C. Lin

Title: Operations Director

Email: programs@straighttalkcounseling.org

Student Requirements	3 hours per week of supervision, including: 2 hours per week of group supervision (offered Wednesday 10-12, or Tuesday 4:00pm – 6:00pm); 1 hour per week of individual supervision. Attendance at four all day Saturday training workshops required (September-October). Students will be individually interviewed & are required to bring resume. Minimum of 10 hours per week, including supervision. Minimum of seven client hours per week. Students required to work one evening until 9 p.m.
Operation Hours	Monday – Thursday, 9:00a.m. – 9:00 p.m.
Agency Descriptions	Individual, child, adolescent, group, parenting, marital & family therapy. Opportunities to work with school system available. Additionally, agency offers personal development classes which trainee has opportunity to lead (lecture/workshop environment) on various topics including bereavement, ADD, parenting, etc.
Theoretical Orientation	Psychoanalytic, Object Relations, Family Systems
Possible Stipend	Available but not guaranteed
Agency Notes	

Last Modified Date: 8/12/2024

THE ELIZABETH HOSPICE

Information:

Address: 800 W. Valley Parkway, Suite 100 Escondido , CA 92025

Phone: (442) 237-3125

Email: kathlyne.barnum@ehospice.org

Website: <https://elizabethhospice.org/>

General Contact:

Name: Kathlyne Barnum

Title: Clinical Supervisor

Email: kathlyne.barnum@ehospice.org

Student Requirements	Supervision Wed 10am-12pm, Fri 10am-12pm (group). Trainees will be required to attend "Lunch & Learns" and field trips. Sessions are conducted both on-site and virtual Therapy sessions. Trainees are typically assigned 6-9 clinical client hours per week.
Operation Hours	Hours 9:00 am to 5:00 pm
Agency Descriptions	The Elizabeth Hospice, a nonprofit hospice and healthcare leader, has been providing medical and emotional support to patients and families facing the challenges associated with an advanced life-limiting illness and restoring hope to grieving children and adults who are feeling lost and alone. Since 1978, we have touched the lives of more than 125,000 people in the communities we serve, offering medical and emotional support, regardless of the patient's ability to pay.
Theoretical Orientation	Theoretical focus is on Cognitive-Behavioral, Sand Tray, Expressive Arts, Motivational Interviewing, Narrative, Brief, Mindfulness, Positive Psychology, and Humanistic/Existential Therapies along with Crisis Intervention.
Possible Stipend	
Agency Notes	Office Locations in Temecula, Escondido, Carlsbad, and Mission Valley. Telehealth sessions are available to clients via zoom platform and can be conducted at the office location or a remote site at the trainee's discretion. Pre-death patient and family sessions can take place at the patient's home, facility or hospital.

Last Modified Date: 1/16/2024

THE TRANSLATIN@ COALITION

Information:

Address: 3055 Wilshire Blvd. #350 Los Angeles , CA 90010

Phone: (833) 847-2331 x202

Email: bambys@translatinacoalition.org

Website: www.translatinacoalition.org

General Contact:

Name: Bamby Salcedo

Title: President and CEO

Email: bambys@translatinacoalition.org

Student

Requirements

The trainee will gain experience in psychotherapeutic techniques, assessments, diagnosis, prognosis, treatment planning, writing supportive letters, working with victims of crime, crisis intervention techniques, childhood trauma, and promoting healthy functioning. The trainee will gain the experience of working with issues of diversity daily as the population the trainee will be working with is the LGBTQ+ community. Additionally, the trainee will be learning, and be provided support, to increase their cultural competence through supervision and their work with clients.

Operation

Hours

9:00am - 6:00 pm

Agency

Descriptions

The mission of The TransLatin@ Coalition (TLC) is to advocate for the specific needs of the Trans Latin@ community that resides in the U.S.A. and to plan strategies that improve our quality of life. Our Values: Altruism, respect, and dignity for everyone. Transparency, integrity, and honesty, multiculturalism and diversity, collaboration, inclusivity, and social justice, and good resource administration. Our Vision: The vision of The TransLatin@ Coalition is to amplify education and resources to promote the empowerment of Trans Leaders.

Theoretical

Orientation

The training provided comes from different approaches and experiences. Supervision by certified EMDR Therapy, certified ASSECT therapy, certified IMAGO therapy, Certified DV therapy and Safety Seeking therapists are provided.

Possible

Stipend

No.

Agency Notes

Work is performed at the on-site location. Application deadline will be January 22.

Last Modified Date: 7/24/2024

THE WHOLE CHILD

Information:

Address: 10155 Colima Road Whittier, CA 90604

Phone: (562) 692-0383

Email: sfish@thewholechild.org

Website: www.thewholechild.org

General Contact:

Name: Sherlyn Fish

Title: Outpatient Program Manager

Email: sfish@thewholechild.org

Student Requirements	16 hrs/week, including 8 DCC hrs., supervision and training. Trainees are on boarded with learning material related to providing services under DMH contracted facility. Before seeing clients trainees review training in crisis evaluation, child abuse, theory, interventions documentation and agency history. Training for students continues after face to face sessions commence.
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Operation Hours	Monday-Thursday 8am-7pm, Fridays 8am-5pm
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Agency Descriptions	The Whole Child is a 65-year-old non-profit organization providing Mental Health, Family Housing, Parent Enrichment and Nutrition Education services to some of the most vulnerable families in Los Angeles County. Our team provides a comprehensive array of interventions to families with children and youth in under-served populations. We have the unique capability to seamlessly cross-refer our clients to applicable programs within the agency as needed. This allows us to quickly and effectively stabilize families and help them find resilience in their most challenging times.
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Theoretical Orientation	The Whole Child supports use of a variety of theoretical orientations including CBT, Crisis Intervention, family systems, psychosomatic, solution focused, MAP, TFCBT (Trauma Focused Cognitive Behavioral Therapy) and Seeking safety.
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Possible Stipend	No
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Agency Notes

Last Modified Date: 6/28/2023

THOMAS HOUSE FAMILY SHELTER

Information:

Address: 12601 Morningside Ave # 6 Garden Grove, CA 92843

Phone: (714) 554-0357

Fax: (714) 265-0640

Email: rebekah@thomashouseshelter.org

Website: <https://www.thomashouseshelter.org/>

General Contact:

Name: Rebekah One

Title: Program Director

Email: rebekah@thomashouseshelter.org

Student Requirements	Staff Meetings Friday 10am-12pm 1x/month. Supervision will be assigned. All services would be provided on-site.
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Operation Hours	Mon-Wed 9:00am-6:30pm; Thurs 9:00am-7:30pm; Fri 9:00am-5:00pm
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Agency Descriptions	Thomas House is a transitional family shelter which provides case management, financial literacy, parenting, counseling, and youth development services along with teen case management. Our goal is to provide a safe, supportive environment and the resources necessary for homeless and at-risk families with children to remain together while empowering them to become independent and self-sufficient. Clinical trainees would have the opportunity to conduct individual and family therapy to adults and youth, as well as facilitate parenting classes for the adult residents.
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Theoretical Orientation	Main focus: Cognitive-Behavioral, Solution Focused, and Motivational Interviewing Therapies, as well as Crisis Intervention.
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Possible Stipend	
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Agency Notes	Trainees are typically assigned 8 clinical client hours per week.
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Last Modified Date: 1/10/2024

WESTERN YOUTH SERVICES (SCHOOL-BASED MENTAL HEALTH - SBMH)

Information:

Address: 3631 S. Harbor Blvd, Suite 200 Santa Ana, CA 92704

Phone: (657) 356-6490

Email: Jackie.Girgis@westernyouthservices.org

Website: www.westernyouthservices.org

General Contact:

Name: Jackie Girgis

Title: Program Director

Email: Jackie.Girgis@westernyouthservices.org

Student Requirements

The practicum requires a commitment of 16-20 hours per week, typically spread over 2-3 days. Attendance at weekly staff and group supervision meetings is mandatory every Thursday from 1:00 pm to 4:00 pm. Individual supervision will be scheduled directly with your supervisor. Bilingual skills in Spanish are preferred. A 12-month commitment to the practicum is expected.

Operation Hours

Monday - Friday, 8:00am-5:00pm

Agency Descriptions

The Western Youth Services- School-Based Mental Health (SBMH) Program offers on-campus counseling services within the Santa Ana Unified School District. Our program is committed to delivering comprehensive mental health care directly in the school setting, working closely with staff to identify and support students who may be facing mental health challenges. This approach ensures that students receive the necessary care to thrive both academically and personally. The district serves students from K-12, providing practicum students with the opportunity to work across various age groups. Practicum students will be stationed on different campuses, managing a caseload of 8-10 cases, and offering services to students and their families who present a wide range of concerns. In addition, students will have access to advanced clinical training through our dedicated training department and receive mentorship from experienced clinicians. This experience allows students to learn and practice advanced clinical skills and documentation that will prepare them for real-world employment. We also prefer to hire our successful practicum students, offering a seamless transition into professional roles within our organization.

Theoretical Orientation

Various orientations and evidence-based practices are utilized.

Possible Stipend

No – However, reimbursements for work-related travel are available

Agency Notes

WESTERN YOUTH SERVICES (NORTH CLINIC)

Information:

Address: 222 South Harbor Blvd Suite 650 Anaheim, CA 92805

Phone: (714) 871-5646

Fax: (714) 817-7368

Email: ryan.sandburg@westernyouthservices.org

Website: <https://www.westernyouthservices.org/>

General Contact:

Name: Ryan Sandburg

Title: LMFT, Program Director

Email: ryan.sandburg@westernyouthservices.org

Student Requirements	Twenty hours per week of availability is preferred, over 3 days. Group supervision is held weekly; Individual supervision is arranged directly with your supervisor and provided on-site. Staff meetings are held Thursdays 11am-12pm. Bilingual skills are a plus.
Operation Hours	Monday - Thursday, 8:00a.m. – 8:00p.m Friday, 8:00a.m. - 5:00p.m
Agency Descriptions	We are a youth MediCal community clinic serving children ages 2-21 with a full range of DSM diagnoses. We use and have opportunities for training in evidence-based practices such as PCIT, FFT, TF-CBT, Seeking Safety and the Incredible Years parenting group. Opportunities to do individual therapy, family therapy, parent sessions (as indicated), group counseling, and learning evidence-based modalities are available, as well as learning MediCal paperwork requirements. Collaboration with our multidisciplinary staff is encouraged, which includes: MFTs, LCSWs, LPCCs, Psy.D.s, MDs, TBS coaches, staff in the licensure process, and trainees from various counseling programs. APA Accredited internship site.
Theoretical Orientation	No orientation is mandated, though much of our work is best described through CBT language that is measurable and observable. Various orientations and evidence-based practices are utilized: object relations, cognitive-behavioral, humanistic, family systems, and structural.
Possible Stipend	No stipend, however, mileage and parking fees are reimbursed for treatment and other work-related travel.

Agency Notes

Last Modified Date: 11/5/2024

WESTERN YOUTH SERVICES (FAMILY OASIS)

Information:

Address: 131 W. Midway Dr. Anaheim, CA 92805

Phone: (714) 517-7107

Fax: (714) 956-1990

Email: jennifer.eich@wysoc.org

Website: www.westernyouthservices.org

General Contact:

Name: Jennifer Eich

Title: LCSW, Program Director

Email: Jennifer.Eich@westernyouthservices.org

Student Requirements	20/week, over 2-3 days. Group supervision, Wednesdays from 11:00am-1:00pm. Individual supervision is arranged directly with your supervisor. Staff meetings are held alternating Wednesdays from 2:30-3:30pm. Bilingual (Spanish) skills are a plus.
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Operation Hours	Monday - Friday, 7:00am-5:00pm
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Agency Descriptions	<p>WYS- Family Oasis Resource Center is a community-based program that treats a full range of mental health diagnoses in our JumpStart4Kids (JS4K) program. Practicum students provide services in all programs.</p> <p>JumpStart4Kids (JS4K) – provides school-based counseling and parenting support services to students and their families through the Anaheim Elementary School District (AESD). Services are provided to students and their families from preschool through 6th grade with a wide range of presenting problems. Based upon referral and need, practicum students may be assigned to a particular school site, or travel to different campuses to provide service. We primarily serve those at risk due to lack of insurance, poverty, homelessness, and domestic violence and provide short-term counseling services to community members of all ages who struggle with a variety of mental health issues. Our services can include individual, family, and couples counseling, and range from 10-16 sessions per client. As a community-based program services are often provided outside of the office in homes, schools, clinics and other community settings.</p>
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Theoretical Orientation	Various orientations and evidence-based practices are utilized
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Possible Stipend	No – However, reimbursements for work-related travel are available
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Agency Notes

Last Modified Date: 9/3/2024

Appendix B

Forms and Information

APPENDIX B

FORMS & INFORMATION

1. Declaration
2. Consent Form for Participation in Counseling Practicum
3. Transportation/Storage of Confidential Client Data
4. 4-Way Agreement
5. CHHD In-person Internship Practicum Clinical Sites COVID19 Agreement
6. CHHD In-person Internship Practicum Clinical Sites COVID19 Agreement_SAMPLE
7. In-Person Internship Student Acknowledgement – Spring 2022
8. In-Person Internship Student Release of Liability
9. In-Person Internship Student Release of Liability_SAMPLE
10. BBS Supervision Agreement
11. BBS Weekly Summary of Hours of Experience
12. BBS MFT Experience Verification
13. BBS MFT Sample Letter of Agreement – Volunteer Supervision
14. Beginning Practicum Summary Log/Semester Accounting Form
15. Advanced Practicum Summary Log/Semester Accounting Form
16. Site Supervisor Mid-Semester Evaluation of Student
17. Counseling 530: Beginning Practicum - Practicum Presentations Evaluation Rubric
18. Counseling 584, 590 & 591: Advanced Practicum - Practicum Presentations Evaluation Rubric
19. Counseling 511, 530 & 584: Professor Evaluation of Counselor Student/Trainee Dispositions & Professionalism
20. Counseling 511: Professor Evaluation of Counseling Student Clinical Skills in COUN 511
21. Counseling 530: Professor Evaluation of Counselor Practicum Trainee Clinical Skills; Case Conceptualization & Treatment Planning; Diversity
22. Counseling 584, 590 & 591: Professor Evaluation of Counselor Practicum Trainee Clinical Skills; Case Conceptualization & Treatment Planning; Diversity
23. Site Supervisor Final Evaluation of PCC/MFT Trainee
24. Student Assessment of Clinical Training Site
25. Student Evaluation of Site Supervisor

26. End of Semester Check-Out

27. COUN 530 e-Form

28. Sample Resume

29. Quick Notes

CWID # _____

CALIFORNIA STATE UNIVERSITY, FULLERTON
DEPARTMENT OF COUNSELING

DECLARATION

****Online Form Effective Fall 2020****

I, _____, hereby certify that I have read and understand the rules,
Print Name

guidelines, and procedures relative to the practicum experience as set forth by the Department of Counseling at California State University, Fullerton.

I hereby agree to abide by the aforementioned rules, guidelines, and procedures, and I understand that failure to do so could result in disciplinary actions taken against me as set forth in this Handbook and the policies of the Department of Counseling in the College of Health and Human Development at California State University, Fullerton.

I understand that any requests to make any exceptions to the rules, guidelines, and procedures of this Handbook must be made in writing, and that all such requests must be reviewed and approved by the Counseling Faculty.

I further understand that this Declaration will be contained in my clinical training file, in the Clinical Training office.

Student Signature

Date

Department Chair

Date

Clinical Training Director

Date

CWID # _____

CALIFORNIA STATE UNIVERSITY, FULLERTON
DEPARTMENT OF COUNSELING

Consent Form For Participation in Counseling Practicum

****Online Form Effective Fall 2020****

PLEASE READ CAREFULLY

1. I agree to act in a responsible manner while at the Activity Site and abide by all rules and regulations governing the Activity Site.
2. I understand and acknowledge that participation in this Activity creates risks, some of which include: potentially working in a high-crime area, working at night, working in an unsupervised area, depending on the Practicum Agency's requirements.
3. I am voluntarily participating in this Activity. I understand and acknowledge that I am free to take back my consent and stop taking part at any time.
4. I am in good health and able to participate in this Activity. I voluntarily assume the risk of possible injury, death or property damage my participation in this Activity may cause. If I need emergency medical treatment, I agree to be financially responsible for any costs incurred as a result of such treatment. I understand and acknowledge that Cal State Fullerton does not provide health or accident insurance for students. I have been advised to carry medical and hospital insurance of my own.
5. In consideration of my participation in this Activity and the benefits I will receive from my participation, on behalf of myself, my heirs and assigns, I release and hold harmless the State of California, the California State University Trustees, Cal State Fullerton, and their officers, agents, volunteers and employees from liability and responsibility for any claims against any of them by reason of any injury to person or property, or death, in connection with my participation in this Activity.
6. I have carefully read, and I understand, the terms used in this Consent Form and their significance. I am fully competent to sign this Consent Form. No oral representations or inducements have been made to me to sign this Consent Form.

Print Name: _____

Participant's Signature: _____ Date: _____

CWID # _____

CALIFORNIA STATE UNIVERSITY, FULLERTON
DEPARTMENT OF COUNSELING

Transportation/Storage of Confidential Client Data

****Online Form Effective Fall 2020****

PLEASE READ CAREFULLY

In recognition of my professional, ethical and legal duty to safeguard the confidentiality of my clients' records, I agree to store and/or transport client data only in locked or encrypted containers. This includes (but is not limited to) transporting video files to practicum class for presentation purposes. To this end, I will demonstrate to my agency supervisor(s) and practicum instructor(s) that I am in compliance with this professional responsibility by showing them the means I have chosen for client data storage and transportation. I further agree to destroy any confidential client materials in a secure manner (e.g., shredding DVDs) as soon as possible after their use for practicum, unless those records belong to and reside in the community agency.

It is my responsibility to assure that anything identifying my clients (names on paperwork, faces or voices on video or audio recordings) is kept under lock and key or encryption protocols at all times, to ensure client privacy is maintained. This means, in part, that I will not use clients' full names on any paperwork I transport outside the community agency, and that I will not email client records or videos to myself or others, as the confidentiality of email cannot be assured.

I understand and agree that failure to ensure client confidentiality in the above ways would constitute a breach of professional conduct and could therefore be subject to disciplinary action by the Department of Counseling (see Clinical Training Handbook for further information).

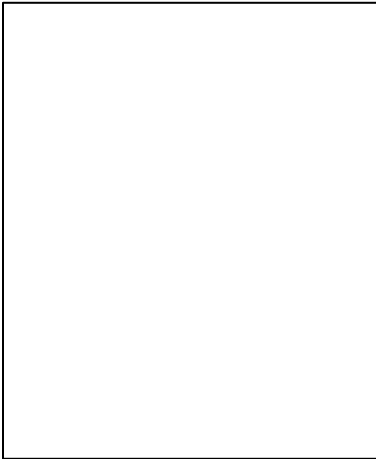
Print Name: _____

Student's Signature: _____ Date: _____

Clinical Training Director: _____ Date: _____

****Online Document Effective Fall 2020****

Please upload a head and shoulder photograph of yourself at the time you submit this to the Counseling Department, Clinical Training Director



This document must be completed and on file in the Clinical Training Director's (CTD) office before the Trainee's hours may count towards PCC/MFT licensure. *California State University, Fullerton (CSUF) Department of Counseling has no authority to approve hours.* CSUF is only responsible for coordinating students' clinical experience and approving students to go into sites. Thus, we do our best to find sites whose clientele and methods of practice fall within the scope of the LPCC and LMFT licenses. Under penalty of perjury, supervisors attest that they are legally suitable to supervise PCC/MFT Trainees, and that they will insure that their Trainees practice within the law. We approve students' choices of sites and supervisors based upon the information provided to us by the site supervisor. *CSUF assumes no responsibility for the loss of hours caused by misstatements, incorrect information*

and/or negligence on the part of a supervisor and/or program supervisor. Approval of hours is, and always has been, the purview of the Board of Behavioral Sciences (BBS).

NOTE: Students seeking the LPCC will need to complete all 3,000 hours post-degree. Trainee hours do not count towards LPCC licensure.

California State University, Fullerton

Clinical Mental Health Counseling with a Specialty in Marriage and Family Therapy

Agreement between the

**QUALIFYING DEGREE PROGRAM, PRACTICUM SITE PROGRAM SUPERVISOR,
PRACTICUM SITE CLINICAL SUPERVISOR, AND PROFESSIONAL CLINICAL COUNSELOR
(PCC)/MARRIAGE AND FAMILY THERAPY (MFT) TRAINEE**

"4-Way Agreement"

Trainee Name: _____ Date: _____

Street, City & Zip Code: _____

CSUF E-mail Address: _____ Personal E-mail Address: _____

Phone (day): _____ Phone (evening): _____

Agency Name: _____

Clinical Site Supervisor Name: _____

Agency Address: _____ Supervisor Phone: _____

City: _____ Zip: _____

Supervisor E-mail Address: _____

BBS LAW: The California legislature would like the educators and supervisors of LPCC and LMFT students to work cooperatively in training their student/trainees. Therefore, all hours of experience gained as a trainee shall be coordinated between the school and the site where the hours are being accrued. The school shall approve each site and shall have a written agreement with each site that details each party's responsibilities, including the methods by which supervision shall be provided. The agreement shall provide for regular process reports and evaluations of the student's performance at the site. "Process reports" refers to the monitoring of the student, as they learn to become an effective counselor/psychotherapist.

Instructions to the Student: First, read and sign this document. Once signed, the form will then be forwarded to your clinical supervisor, the program supervisor and, finally, the CSUF Clinical Training Director (CTD). After the CTD has signed your agreement, the completed (fully signed) pdf form will be available to you in your student portal. Please also download and save the completed pdf for your future reference.

Note: The "4-Way Agreement" must be completed and saved to your student portal by the second week of classes.

Clinical Training Director	Office	Email	Mailbox Location
David Hart, Ph.D.	EC-484	dhart@fullerton.edu	EC-405

Fieldwork Coordinator - Counseling			
Shelley Mulock, M.S.	EC-479C	smulock@fullerton.edu	EC-405

Please note: The "4-Way Agreement" is proof to the BBS that CSUF and you have complied with state law. You **must** notify your CTD upon early termination at your agency should that circumstance arise.

SECTION I RESPONSIBILITIES OF THE PARTIES (Students are responsible for reading all sections of this agreement.)

CSUF, Department of Counseling, the QUALIFYING DEGREE PROGRAM:

- Shall approve the placement of each trainee at the supervised practicum setting;
- Shall have this written agreement with the supervised practicum setting, supervisor and trainee that details each party's responsibility, including the methods by which supervision will be provided;
- Shall provide forms for regular evaluations (biweekly in COUN 530A/B Practicum, and at midterm and finals of each semester for COUN 530A/B Practicum and COUN 584A/B Advanced Practicum) of the student's performance at each supervised practicum setting;
- Shall coordinate the terms of this agreement with each of the named parties;
- Shall evaluate the appropriateness of the supervised practicum experience for each trainee in terms of the educational objectives, clinical appropriateness and scope of the license of a Professional Clinical Counselor (LPCC) and a Marriage and Family Therapist (LMFT) as set forth in the California Business and Professions Code;
- Shall require that each student gaining clinical hours in a supervised practicum setting procure their own individual professional malpractice liability insurance coverage;
- Shall have a designated liaison to the practicum setting and clinical supervisors called the Clinical Training Director, who shall assume major responsibility for the coordination of this arrangement between students and clinical training sites in the Counseling Department's catchment area.
- Shall initiate an end-of-semester meeting with the faculty member, supervisor, and trainee for evaluation.

Initials of the Clinical Training Director, CSUF, Department of Counseling
4-Way Agreement

THE SUPERVISED PRACTICUM SITE/PROGRAM SUPERVISOR

- 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 a Professional Clinical Counselor Trainee or MFT Trainee and that the trainee is employed in the manner required by law. Such documentation, specified by the BBS regulations for PCC and MFT trainees may include but is not limited to the agency's 501c3, 1250, 1250.2 or 1250.3. A copy of this documentation is kept on file in the CTD office;
- b. Shall evaluate the qualifications and credentials of any employee who provides supervision to Clinical Counselor or 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 Professional Clinical Counselor or 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 eight (8) direct client contact hours per week, after the first semester;
2. Direct supervisor contact of one hour of individual/triadic and two hours of group supervision (with no more than eight (8) trainees) for ten (10) or less hours of direct clinical counseling. One additional hour of direct supervisor contact is required for trainees who exceed ten (10) hours of direct clinical counseling.
3. Additional activities may include: additional group supervision, staff meetings, case conferences, case management, seminars, and documentation (note writing);

IMPORTANT: Although client contact hours may be averaged across each semester, supervision may not. In other words, the BBS requires that trainees *must* have either one hour of individual/triadic or two hours of group each week that they see clients. No hours of *any* kind will count if supervision has not occurred during the week they were claimed. The Department of Counseling at CSUF requires that both individual/triadic and group supervision be provided every week (even when this exceeds the 5:1 minimum ratio), while students are accruing their required CACREP hours toward graduation. Once student completes CACREP required hours, BBS minimums for supervision may apply.

- h. Shall be familiar with the laws and regulations that govern the practice of licensed Professional Clinical Counselors or licensed Marriage and Family Therapists in the State of California, and in particular, those that directly affect the PCC or 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;

- 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 Program Supervisor

THE CLINICAL SITE SUPERVISOR

- a. Shall sign and abide by the "Supervision Agreement" as described in the California Code of Regulations (CCR); The supervisor is responsible to the BBS for the trainee's legal practice as a trainee;
- b. Shall be responsible for assuring that all clinical experience gained by the trainee is within the parameters of professional clinical counseling and marriage and family therapy;
- c. Will have been licensed for at least two years in California as a marriage and family therapist, professional clinical counselor, clinical social worker, psychologist or physician who is certified in psychiatry by the American Board of Psychiatry and Neurology;
- d. Will have completed appropriate supervision training within 60-days of the commencement of supervision.
- e. Will have completed and remained current with the appropriate "supervisor" continuing education requirements required by the BBS;
- f. Shall review and sign the "Weekly Summary of Hours of Experience" log on a weekly basis;
- g. Shall complete the "Experience Verification Form" upon termination of trainee's supervision, the totals of which should match the totals of the collected Weekly Summary of Hours of Experience;
- h. Shall describe in writing on Section II of this document the methods by which supervision will be provided;
- i. Shall complete all the required trainee evaluation forms (biweekly in COUN 530A/B Practicum and at mid-semester and finals week for 530A/B and 584A/B) by their prescribed time.
- j. Shall provide the trainee with direct supervisor contact as follows: one (1) hour of individual/triadic and two (2) hours of group supervision (with no more than eight (8) trainees) for ten (10) direct client contact hours or less. Trainees who exceed ten (10) hours of direct clinical counseling shall receive at least one additional hour of direct supervisor contact for that setting.

IMPORTANT: Although client contact hours may be averaged across each semester, supervision may not. In other words, the BBS requires that trainees *must* have either one hour of individual/triadic or two hours of group each week that they see clients. No hours of *any* kind will count if supervision has not occurred during the week they were claimed. The Department of Counseling at CSUF requires that both individual/triadic and group supervision be provided every week (even when this exceeds the 5:1 minimum ratio), while students are accruing their required CACREP hours toward graduation. Once student completes CACREP required hours, BBS minimums for supervision may apply.

- k. Shall abide by the ethical standards promulgated by the professional association to which the supervisor belongs (e.g., CALPCC, CAMFT, ACA, AAMFT, NASW, APA, AMA etc.);

- l. Shall provide the agency with a current copy of their current license and resume and notify the qualifying degree program and the trainee immediately of any action that may affect their license;
- m. Shall be familiar with the laws and regulations that govern the practice of Professional Clinical Counselor or Marriage and Family Therapy in the State of California, and in particular, those that directly affect the PCC or MFT trainee;
- n. Shall provide the trainee with a policy and procedure for crisis intervention and other client/clinical emergencies, in particular those that are mandated by law (e.g., child abuse, danger to self, others, etc.);
- o. Shall, if providing supervision on a voluntary basis attach the original written agreement between you (the supervisor), and the trainee's employer as required by the BBS;
- p. Shall participate in a final evaluation meeting with the faculty member and trainee.

_____ Initials of Clinical Site Supervisor

THE TRAINEE

- a. Shall have each supervisor complete and sign the "Supervision Agreement" before gaining supervised experience. Trainees are to retain this original, signed document in order to send this form to the BBS when required. All trainees, however, must file a copy of this form with the CSUF Clinical Training Director. The trainee must verify that the supervisors' license is current (see note);

Note: A supervisor's license can be verified by searching on <https://search.dca.ca.gov/>.

- b. Shall maintain a weekly log of all hours of experience gained toward licensure;
- c. Shall be responsible for learning those policies of the supervised practicum setting which govern the conduct of regular employees and trainees, and for complying with such policies;
- d. Shall be responsible for participating in the periodic evaluation at midterm and at the end of each semester of their supervised practicum experience and delivering it to the qualifying degree program;
- e. Shall participate in a final evaluation meet conjointly with the faculty member and supervisor at the end of each semester.
- f. Shall be responsible for notifying the qualifying degree program in a timely manner of any professional or personal difficulties which may affect the performance of their professional duties and responsibilities;
- g. Shall abide by the ethical standards of the Board of Behavioral Sciences and the professional association of which the student is a member (e.g., CALPCC, ACA, CAMFT) and the CSUF Department of Counseling ethical/legal guidelines (see the Clinical Training Handbook).
- h. Shall have completed all prerequisite courses for COUN 530 Beginning Practicum, before providing supervised psychotherapeutic services to clients. If the student has not completed all prerequisite courses, they shall obtain written permission from the Clinical Training Director and the Site Supervisor acknowledging this fact. This letter must be filed with the Clinical Training Director;
- i. Shall be aware that the qualifying degree program requires that they obtain individual professional liability insurance coverage while working in a clinical placement. Student rate malpractice coverage can be obtained through professional associations (e.g., ACA, CALPCC, CAMFT);

- j. Shall gain a total number of 280 direct client contact (DCC) hours as required for nine units of practicum. These hours shall be supervised during the week they were gained and supervision must average to a 5:1 ratio each week with no less than one hour of direct supervisory contact for individual/triadic supervision **and** two hours of direct supervisory contact for group supervision;
- k. Shall be aware that **practicum is a COURSE**, and to receive a grade of "Credit" for this course, the following criteria must be met:
1. the student must attend the practicum classes and gain hours at an approved clinical placement *concurrently*; that is, at the same time;
 2. the student must have earned the required number of hours (item i above);
 3. the supervisor's evaluations and progress reports must be favorable;
 4. the practicum instructor's evaluation must be favorable;
 5. no other data exists that questions the student's suitability for the counseling/psychotherapy profession and for the license of professional clinical counselors and license of marriage and family therapists.

_____ Initials of the Trainee

SECTION II METHODS OF SUPERVISION

From the BBS: The term "supervision" means responsibility for, and control of, the quality of mental health and related services provided by the supervisee. Consultation or peer discussion shall not be considered supervision and shall not qualify as supervised experience. Supervision includes, but is not limited to, all of the following:

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

Instructions to Supervisor: Section II of this agreement will serve to inform the trainee about the methods you will use to monitor the quality of their performance with clients. (Note: Supervision *must* include direct observation or audio or video recording).

Check all that apply:

_____ Direct Observation

_____ Video Recording

_____ Audio Recording

_____ Evaluate Trainee's Process and
Progress Notes

_____ Role Play

_____ Student Verbal Report

_____ Other (Describe) _____

SECTION III ADDITIONS

a. TERMINATION

The expectation of all parties is that this agreement will be honored mutually. Termination of this agreement *with cause* shall be in accordance with the academic policies of the qualifying degree program or the employment or volunteer policies of the supervised practicum setting. Any party may terminate this agreement *without cause* by giving all other parties 30 days' notice of the intention to terminate. Termination of the trainee's or supervisor's employment under terms of this agreement must take into account the clinical necessity of an appropriate termination or transfer of psychotherapeutic clients. In any case, it is assumed that if there is an early termination of this agreement on the part of the trainee, the supervised fieldwork setting or the supervisor, such a decision must include prior consultation with the qualifying degree program.

b. CHANGES IN THE AGREEMENT

This agreement must be amended in writing and signed by each party.

c. INDEMNIFICATION

The qualifying degree program requires that each student trainee procure individual professional liability malpractice insurance coverage before working with clients in a supervised practicum setting. The supervised practicum setting assumes all risk and liability for the student's performance of services while at the supervised practicum setting.

SECTION IV ADDITIONAL TERMS AND COMMENTS

(This space is to be used for additional notes on the student's clinical training experience.)

SECTION V TERM OF THE AGREEMENT

Note to Trainee: Please enter the participation dates as discussed with and approved by your supervisor prior to signing this form.

Note to Agency: **Important: Clinical Supervisor,** please review with the trainee their time commitment to your agency and confirm the dates below by initialing the start and expected end date of this agreement.

FROM _____
(Date this agreement is valid) (Initials)

TO _____
(Date trainee expected to leave agency) (Initials)

SECTION VI SIGNATURES

By signing this form, you are indicating that you have read, understood, and agreed to the terms specified.

I. Program Supervisor:_____
Name (please print)_____
Title_____
Signature**II. Primary Clinical Site Supervisor:****Initials of other supervisors:** __________
Name (please print)_____
Title_____
Signature_____
Date**Note:** Write license number for each license held:

License(s) held: #

_____ LMFT

_____ Psychologist*

_____ LPCC

_____ Psychiatrist (M.D.)

_____ LCSW

III. Trainee:_____
Name (please print)_____
CWID#_____
Signature_____
Date**IV. For qualifying degree program: CSUF Clinical Training Director**_____
Name (please print)_____
Signature_____
Date

*Please note that Licensed Educational Psychologists (LEPs) may only supervise PCC/MFT Trainees for education-related issues in a school setting for a max of 1,200 Direct Client Contact hours.

SUPERVISION AGREEMENT

Between the Supervisor and Supervisee

Required for NEW supervisory relationships entered into on or after January 1, 2022

Any licensed mental health professional who provides supervision (whether as a primary supervisor or other supervisor) to any person gaining hours of experience toward LMFT, LCSW or LPCC licensure is required by law, along with the supervisee, to complete all parts of this agreement within 60 days of the commencement of supervision. The supervisee shall retain the signed form and provide the original agreement when applying for licensure.

Note: This agreement does not contain an exhaustive list of all legal requirements pertaining to supervision. Full legal text is available in the [Statutes and Regulations](#). Legal citations are provided in the accompanying [Supervision Agreement – Index of Legal Citations](#).

Supervisee's Name: Last	First	Middle
Date Supervisory Relationship Established:		
SUPERVISEE'S CURRENT STATUS <i>(as of the date this agreement is signed)</i> :		
<input type="checkbox"/> MFT Trainee <input type="checkbox"/> AMFT <input type="checkbox"/> ASW <input type="checkbox"/> APCC <input type="checkbox"/> Associate Applicant: Date applied: _____ BBS File No. (if known): _____ <input type="checkbox"/> Registered Associate Number: _____ Date Issued: _____		

PART I – TO BE COMPLETED BY SUPERVISOR

A. SUPERVISOR QUALIFICATIONS

Supervisor's Name: Last	First	Middle
License Type: <input type="checkbox"/> LMFT <input type="checkbox"/> LCSW <input type="checkbox"/> LPCC <input type="checkbox"/> LEP <input type="checkbox"/> Licensed Clinical Psychologist <input type="checkbox"/> Physician Board-Certified in Psychiatry by the American Board of Psychiatry and Neurology		
California License Number:	Date Issued:	Expiration Date:
If licensed for less than two (2) years in California, provide your equivalent out-of-state license information:		
State:	License Type:	License Number:
		Date Issued:

Supervisor's Name: Last	First	Middle
Supervisee's Name: Last	First	Middle

A. SUPERVISOR QUALIFICATIONS (continued)

Have you been issued any of the following "approved supervisor" designations? Yes ☐ No ☐

*If YES, ☐ Mark the box next to the type of certification held; ☐ List the date issued and
☐ SKIP questions 5 and 6 below.*

- ☐ American Association for Marriage and Family Therapy (AAMFT): Date Issued: _____
- ☐ American Board of Examiners in Clinical Social Work (ABECSW): Date Issued: _____
- ☐ California Association of Marriage and Family Therapists (CAMFT): Date Issued: _____
- ☐ Center for Credentialing and Education (CCE): Date Issued: _____

	Supervisor Initials
1. I have and shall maintain a current and active California license that is in good standing and not under suspension or probation.	
2. I will immediately notify the supervisee of any disciplinary action taken against my license or any lapse in licensure that affects my ability or right to practice or supervise as specified in law.	
3. I have held an active license for at least two (2) of the past five (5) years immediately prior to commencing supervision.	
4. I have either practiced psychotherapy (or psychological counseling if an LEP) or provided direct clinical supervision of qualifying supervisees who perform psychotherapy for at least two (2) years within the five (5) year period immediately prior to commencing supervision.	
5. I have completed the initial supervisor training/coursework that was required at the time I began supervising (or will complete it within 60 days of commencing supervision).*	
6. I have completed (or if not yet required, will complete) six (6) hours of continuing professional development (CPD) in supervision during each subsequent license renewal period.*	
7. I have had sufficient experience, training, and education in the area of clinical supervision to competently supervise individuals gaining experience toward licensure.	

** Supervisors who are a Clinical Psychologist or Physician or who hold an approved supervisor certification are not required to comply with 5 and 6.*

Supervisor's Name: Last	First	Middle
Supervisee's Name: Last	First	Middle

A. SUPERVISOR QUALIFICATIONS (continued)

	Supervisor Initials
8. I have had sufficient experience, training, and education in the profession for which the supervisee is pursuing licensure, to competently practice that profession in California.	
9. I know and understand the laws and regulations pertaining to supervision and the experience required for licensure.	
10. I will keep myself informed about developments in the profession for which the supervisee is pursuing licensure and in California law governing its practice.	
11. I shall be competent in the areas of clinical practice and techniques being supervised.	
12. I have not ever provided therapeutic services to the supervisee, I am not a spouse, domestic partner or relative of the supervisee, and I do not currently have, nor previously had a personal, professional, or business relationship with the supervisee that undermines the authority or effectiveness of supervision.	
13. I have submitted or will submit a <i>Supervisor Self-Assessment</i> report to the Board.	

B. EMPLOYMENT AND WORK SETTING REQUIREMENTS

	Supervisor Initials
<p>14. I shall not provide supervision unless the supervisee works in a setting that meets all of the following:</p> <ul style="list-style-type: none"> • Lawfully and regularly provides mental health counseling or psychotherapy; • Provides oversight to ensure that the supervisee's work at the setting meets the experience and supervision requirements and is within the scope of practice for the profession; and • If the supervisee has not yet been issued an associate registration, the setting shall not be a private practice or professional corporation. 	
<p>15. I understand that my supervisee may not do any of the following:</p> <ul style="list-style-type: none"> • Receive any remuneration from patients or clients and only be paid by the employer; • Have a proprietary interest in the employers' business; or • Lease or rent space, pay for furnishings, equipment, or supplies, or in any other way pay for the obligations of the supervisee's employer. 	

Supervisor's Name: Last	First	Middle
Supervisee's Name: Last	First	Middle

B. EMPLOYMENT AND WORK SETTING REQUIREMENTS (continued)

	Supervisor Initials
16. I shall ensure that the supervisee is employed as a W-2 employee or a volunteer, and not as an independent contractor.	
17. I understand that my supervisee may only perform mental health and related services at the places where their employer permits business to be conducted.	
18. If I am not employed by the same employer as my supervisee, or if I serve as a voluntary supervisor, a written agreement shall be executed between myself and the organization as specified in law and provided to the supervisee.	
19. If the registered associate will be working in a private practice or professional corporation, I understand that I as the supervisor must (1) be employed or contracted by the associate's employer or be an owner of the practice, and (2) either provide psychotherapeutic services to clients for the associate's employer or have a written contract with the associate's employer that provides me with the same access to the associate's clinical records as is provided to employees of the associate's employer.	
20. If my supervisee has been placed by a temporary staffing agency, I shall ensure compliance with the laws pertaining to temporary staffing agency placements.	

C. SUPERVISION REQUIREMENTS

	Supervisor Initials
21. I shall ensure my supervisee's compliance with the laws and regulations governing practice.	
22. I understand that "Supervision" means responsibility for, and control of, the quality of mental health and related services provided by the supervisee.	
23. I understand that consultation or peer discussion shall not be considered supervision and shall not qualify as supervised experience	
24. If supervising in a nonexempt setting, I shall not serve as an individual or triadic supervisor for more than six supervisees at any time.	
25. I agree to provide the amount and type of direct supervisor contact as required by law.	

Supervisor's Name: Last	First	Middle
Supervisee's Name: Last	First	Middle

C. SUPERVISION REQUIREMENTS (continued)

	Supervisor Initials
26. When conducting group supervision, I shall ensure that the amount and degree of supervision is appropriate to each supervisee's needs.	
27. I shall sign the supervisee's experience log on a weekly basis, and shall verify the supervisee's completed experience hours at the completion of supervision.	
28. I shall provide written procedures to the supervisee for contacting the supervisor and an alternative on-call supervisor to assist in handling crises and emergencies.	
29. If I am an LEP, I agree to only supervise the provision of educationally related mental health services that are consistent with my scope of practice as an LEP.	

D. OTHER SUPERVISOR REQUIREMENTS

	Supervisor Initials
30. I shall obtain from the supervisee the name, address and telephone number of the supervisee's most recent supervisor and employer.	
31. Upon written request of the Board, I shall provide to the Board any documentation which verifies my compliance with supervisor requirements.	
32. I shall self-monitor for and address supervision dynamics such as, but not limited to, countertransference-, intrapsychic-, interpersonal-, or trauma-related issues that may affect supervision.	
33. I shall give at least (1) one week's prior written notice to a supervisee of my intent not to sign for any further hours of experience for such person. If I have not provided such notice, I shall sign for hours of experience obtained in good faith where required supervision was provided.	

I declare under penalty of perjury under the laws of the State of California that I have read and understand the foregoing information and that I meet all criteria stated herein.

Supervisor's Signature	Date signed
------------------------	-------------

Supervisor's Name: Last	First	Middle
Supervisee's Name: Last	First	Middle

PART II - TO BE COMPLETED BY SUPERVISEE

	Supervisee Initials
1. I understand that I must meet all requirements of the licensing law for the profession I am pursuing in order to engage in practice with clients.	
2. I shall only provide services at the place(s) where my employer allows business to be conducted.	
3. I understand that I must possess an active Associate registration to provide clinical services in a private practice or professional corporation.	
4. I understand that I must possess an active Associate registration to earn postdegree experience in any setting unless the law provides an exception (<i>see Index for specific exceptions</i>).	
5. I understand that my supervisor must maintain a current and active California license in good standing while supervising, and that any hours gained during the time my supervisor's license is lapsed will not count toward licensure.	
6. I understand that I must be employed as either a W-2 employee or a volunteer, and not as an independent contractor, and must provide my W-2 or letter verifying volunteer status with my <i>Application for Licensure</i> .	
7. I understand that my supervisor must sign my experience log on a weekly basis, and must also sign for my completed experience hours at the completion of supervision in order for my experience to count toward licensure.	
8. I understand that all hours of experience must be completed within the six (6)-year period immediately preceding submission of my <i>Application for Licensure</i> (with the exception of 500 supervised practicum hours for LMFT applicants).	
9. I understand that I may NOT do any of the following: <ul style="list-style-type: none"> • Receive any remuneration from patients or clients and only be paid by my employer; • Have a proprietary interest in my employers' business; or • Lease or rent space, pay for furnishings, equipment, or supplies, or in any other way pay for the obligations of my employer. 	

I declare under penalty of perjury under the laws of the State of California that I have read and understand the foregoing information.

Supervisee's Signature	Date signed
------------------------	-------------

Supervisor's Name: Last	First	Middle
Supervisee's Name: Last	First	Middle

PART III – TO BE COMPLETED BY SUPERVISOR AND SUPERVISEE

Supervisory Plan

Within 60 days of commencing supervision, the supervisor and supervisee are required by law to collaboratively develop a supervisory plan that describes the goals and objectives of supervision. *If you are not the supervisee's primary supervisor, you may either develop a separate plan or use the same plan as the primary supervisor. Attach additional pages if needed.*

DESCRIBE THE GOALS AND OBJECTIVES OF SUPERVISION BELOW:

Supervisor's Name: Last	First	Middle
Supervisee's Name: Last	First	Middle

PART III - Supervisory Plan (continued)

By signing below, I acknowledge that this Supervisory Plan was developed collaboratively with the supervisee. I also understand that I am required to do all of the following:

1. Complete an assessment of the ongoing strengths and limitations of the supervisee at least once a year and at the completion or termination of supervision, and provide a copy to the supervisee.
2. Ensure that the extent, kind, and quality of counseling performed is consistent with the education, training, and experience of the supervisee.
3. Monitor and evaluate assessment, diagnosis, and treatment decisions of the supervisee and provide regular feedback.
4. Monitor and evaluate the ability of the supervisee to provide services at the site(s) where the supervisee will be practicing and to the particular clientele being served.
5. Monitoring and addressing clinical dynamics, including, but not limited to, countertransference, intrapsychic-, interpersonal-, or trauma-related issues that may affect the supervisory or practitioner-patient relationship.
6. Review progress notes, process notes, and other treatment records.
7. Directly observe therapy, or review audio or video recordings of therapy, in an amount I deem appropriate, with the client's written consent.

Supervisor's Signature	Date signed
------------------------	-------------

By signing below, I acknowledge that this Supervisory Plan was developed collaboratively with my supervisor.

Supervisee's Signature	Date signed
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Board of Behavioral Sciences
 1625 North Market Blvd., Suite S200, Sacramento, CA 95834
 Telephone: (916) 574-7830
www.bbs.ca.gov



MARRIAGE AND FAMILY THERAPIST TRAINEE / ASSOCIATE

WEEKLY SUMMARY OF EXPERIENCE HOURS

Name of Trainee/Associate: Last		First		Middle			
Supervisor Name				Date enrolled in graduate degree program			
Name of Work Setting (use a separate log for each)			Address of Work Setting				
Indicate your status when the hours below are logged: <input type="checkbox"/> Trainee <input type="checkbox"/> Post-Degree / Associate Application Pending - BBS File No (if known): _____ <input type="checkbox"/> Registered Associate - AMFT Number: _____							
YEAR _____	A. Direct Counseling with Individuals, Groups, Couples or Families*	A1. Diagnosis and Treatment of Couples, Families, Children**	B. Non-Clinical Experience***	B1. Supervision, Individual or Triadic**	B2. Supervision, Group**	C. Total Hours Per Week (A + B = C)****	Supervisor Signature
Week of:							
Week of:							
Week of:							
Week of:							
Week of:							
Total Hours							

* Includes telehealth counseling.

** Line A1 is a sub-category of "A" and Lines B1 and B2 are subcategories of "B." When totaling weekly hours do NOT include the subcategories - use the formula found in box "C."

*** Non-Clinical Experience includes: Supervision, psychological testing, writing clinical reports, writing progress or process notes, client-centered advocacy, and workshops, seminars, training sessions or conferences.

**** A + B + C = Maximum 40 hours / week



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LICENSED MARRIAGE AND FAMILY THERAPIST IN-STATE EXPERIENCE VERIFICATION

This form is to be completed by the applicant's California supervisor and submitted by the applicant with their *Application for Licensure*. All information on this form is subject to verification.

- Use separate forms for pre-degree and post-degree experience.
- Use separate forms for each supervisor and each employment setting.
- Ensure that the form is complete and correct prior to signing.
- Provide an original signature and have the supervisor initial any changes.
- Do not submit *Weekly Summary* forms unless specifically requested

The hours reported on this form were earned (mark one):

☐ Pre-Degree

☐ Post-Degree

APPLICANT NAME:

Last	First	Middle	Associate Number AMF
------	-------	--------	-------------------------

SUPERVISOR INFORMATION:

Supervisor's Last Name	First	Middle
Business Phone	Email Address (OPTIONAL)	
License Type	License Number	Date First Licensed*

- Physicians: Were you certified in Psychiatry by the American Board of Psychiatry and Neurology during the entire period of supervision? ☐ N/A ☐ No ☐ Yes: Date Certified: _____

Certification Number: _____

- LPCCs: Did you meet the qualifications to treat couples and families during the entire period of supervision, as specified in California law? ☐ N/A ☐ No ☐ Yes

If YES, date qualifications were met: _____

**If licensed in California for less than two years on the first date of experience claimed, attach out-of-state license information*

APPLICANT'S EMPLOYER INFORMATION:

Name of Applicant's Employer		Business Phone	
Address	Number and Street	City	State Zip Code

Applicant: Last	First	Middle
-----------------	-------	--------

EMPLOYER INFORMATION (continued):

1. Was this experience gained in a setting that lawfully and regularly provides mental health counseling or psychotherapy? ☐ Yes ☐ No
2. Was this experience gained in a private practice setting? ☐ Yes ☐ No
3. Was this experience gained in a setting that provided oversight to ensure that the applicant's work meets the experience and supervision requirements and is within the scope of practice? ☐ Yes ☐ No
4. For hours gained as an Associate ONLY: Was the applicant receiving pay? ☐ Yes ☐ No
If YES, attach a copy of the applicant's W-2 statement for each year experience is claimed. If a W-2 has not yet been issued for this year, attach a copy of the current paystub. If applicant volunteered, submit a letter from the employer verifying volunteer status. ☐ N/A (pre-degree experience)

EXPERIENCE INFORMATION:

1. Dates of experience being claimed:	From: _____ mm/dd/yyyy	To: _____ mm/dd/yyyy
2. How many weeks of supervised experience are being claimed? _____ Weeks		
3. Hours of Experience:	Logged Hours	
a. Total Direct Counseling Experience (Minimum 1,750 hours)		
• Of the above hours, how many were gained diagnosing and treating Couples, Families and Children? (Minimum 500 of the 1,750 hours)		
b. Total Non-Clinical Experience (Maximum 1,250 hours)		
• Of the above hours, how many were Face-to-Face Supervision?	Hours Per Week	Logged Hours
Individual or Triadic		
Group (group contained no more than 8 persons)		
<p>NOTE: Knowingly providing false information or omitting pertinent information may be grounds for denial of the application. The Board may take disciplinary action on a licensee who helps an applicant obtain a license by fraud, deceit or misrepresentation.</p> <p>Supervisor Signature: _____ Date: _____</p>		



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SAMPLE WRITTEN OVERSIGHT AGREEMENT FOR SUPERVISION

***Required when the supervisor is not employed by
 the supervisee's employer or is a volunteer***

Date:

Supervisee name:

Supervisor name:

Employer name:

SAMPLE

This letter serves as an oversight agreement between (Employer name) and (Supervisor name). (Employer name) agrees to allow (Supervisor name), who (pick one: "is not employed by" or "is a volunteer for" (Employer name) to provide clinical supervision to (Associate or Trainee name).

(Supervisor name) agrees to take supervisory responsibility for the services provided by (Associate or Trainee name). (Supervisor name) shall ensure that the extent, kind and quality of services performed is consistent with (Associate or Trainee name)'s training, education, and experience and is appropriate in extent, kind and quality.

(Employer name) is aware of the licensing requirements that must be met by (Associate or Trainee name) and agrees not to interfere with (Supervisor name)'s legal and ethical obligations to ensure compliance with those requirements; and agrees to provide (Supervisor name) access to clinical records of the clients counseled by (Associate or Trainee name).

 Supervisor Printed Name

 Supervisor Signature

 Date

 Employer's Authorized Representative Printed Name and Title

 Employer's Authorized Representative Signature

 Date

NOTE:

This is a SAMPLE letter. It should be written on the letterhead of the employer and must be signed and dated PRIOR to gaining hours of experience.
 The supervisee shall submit this letter with the application for licensure.

Beginning Practicum Summary Log/Semester Accounting Form Page | 1

CALIFORNIA STATE UNIVERSITY, FULLERTON
DEPARTMENT OF COUNSELING

Course: 530 A ☐ B ☐ **Semester:** Spring ☐ Fall ☐ **Year:** _____

CWID # _____

Student's Name _____

Community Agency Site _____

Site Supervisor _____

University Practicum Instructor _____

Direct Client Contact (DCC) Hours- MINIMUM/ MAXIMUM 40 hrs.
(Must complete at least, but no more than, 40 hrs. for 530 semester)

I. Direct Client Contact (DCC) Hours-

1. Individual Adult Hours: _____

2. Individual Child Hours: _____

3. Conjoint Couple Hours: _____

4. Conjoint Family Hours: _____

5. Group Therapy Hours: _____

Types of Groups: _____

TOTAL Direct Client Contact (DCC) HOURS IN CATEGORY I: _____

Non-DCC Hours- MINIMUM/ MAXIMUM 60 hrs for Categories II & III Combined
(Must complete at least, but no more than, 60 hrs. for 530 semester)

II. Non-DCC - Supervision Hours:

1. Individual Supervision Hours: _____

2. Group Supervision Hours: _____

TOTAL HOURS IN CATEGORY II: _____

III. Non-DCC - Other:

1. Writing Case Notes & Reports/Recordkeeping: _____

2. Staff Meetings/Interdisciplinary Team Meetings: _____

3. Intake/Case Conference Meetings: _____

****On-line Form Effective Spring 2021****

Beginning Practicum Summary Log/Semester Accounting Form Page | 2

4. Community Outreach Activities: _____

III. Non-DCC – Other (Continued):

5. Staff Development/Staff Training: _____

6. Reading & Multimedia Use for Professional Development: _____

7. Professional Conferences/Continuing Education Seminars: _____

8. Consuming and/or Conducting Research: _____

9. Agency Service: _____

10. Other (please specify on reverse): _____

TOTAL HOURS IN CATEGORY III: _____

IV. TOTAL NUMBER OF PRACTICUM HOURS:

Category	Hours	Max hrs. COUN 530
I. DCC		40 min/max DCC
II. Non-DCC - Supervision		60 min/max Non-DCC
III. Non-DCC - Other		Combined II & III
DATE: _____ Course Total	Student's Signature: _____	100 min/max Total Hrs.

Supervisor's Signature: _____ Credential/License#: _____

****On-line Form Effective Spring 2021****

Advanced Practicum Summary Log/Semester Accounting Form Page | 1

CALIFORNIA STATE UNIVERSITY, FULLERTON
DEPARTMENT OF COUNSELING

Course: 584____ 590____ 591____ Semester: Spring____ Fall____ Sum____ Year:____

CWID # _____

Student's Name _____

Community Agency Site _____

Site Supervisor _____

University Practicum Instructor _____

I. Direct Client Contact (DCC) Hours-

MINIMUM 240 DCC combined Advanced Practicum hrs. (584/590/591)

MINIMUM 280 combined total hrs., including Beginning Practicum required for graduation

1. Individual Adult Hours: _____

2. Individual Child Hours: _____

3. Conjoint Couple Hours: _____

4. Conjoint Family Hours: _____

5. Group Hours: _____

Types of Groups _____

TOTAL SEMESTER HOURS IN CATEGORY I: _____

Non-DCC Hours - Categories II & III Combined - MINIMUM 360 DCC combined Advanced Practicum hrs. (584/590/591)

MINIMUM 420 combined total hrs., including Beginning Practicum required for graduation

Non-DCC - Supervision Hours:

1. Individual Supervision Hours: _____

2. Group Supervision Hours: _____

TOTAL SEMESTER HOURS IN CATEGORY II: _____

****On-line Form Effective Spring 2021****

Advanced Practicum Summary Log/Semester Accounting Form Page | 2

III. Non-DCC – Other Hours:

1. Writing Case Notes & Reports/Recordkeeping: _____
2. Staff Meetings/Interdisciplinary Team Meetings: _____
3. Intake/Case Conference Meetings: _____
4. Community Outreach Activities: _____
5. Staff Development/Staff Training: _____
6. Reading & Multimedia Use for Professional Development: _____
7. Professional Conferences/Continuing Education Seminars: _____
8. Consuming and/or Conducting Research: _____
9. Agency Service: _____
10. Other (please specify on reverse): _____

TOTAL SEMESTER HOURS IN CATEGORY III: _____

TOTAL NUMBER OF PRACTICUM HOURS:

Category	COUN 530*	COUN 584**	COUN 590**	COUN 591**	Cumulative TOTALS (Sum of all semesters)	Minimum Requirements for Graduation
I. DCC						280 hrs.
II. Non-DCC Supervision						420 hrs. Combined (II & III)
III. Non- DCC/Other						
Course Total						700 hrs. 280 DCC + 420 Non-DCC

***Min/Max 100 hrs. for COUN 530: 40 hrs. DCC + 60 hrs. Non-DCC (Categories II & III)**

****Minimum 240 hrs. DCC/360 hrs. Non-DCC for COUN 584/590/591**

DATE: _____ Student's Signature: _____

Supervisor's Signature: _____ Credential/License#: _____

CALIFORNIA STATE UNIVERSITY, FULLERTON
DEPARTMENT OF COUNSELING

NOTE: On-line form as of Spring 2021

Site Supervisor Mid-Semester Evaluation of Student

Class: 530 _____ 584 _____ 590 _____ 591 _____ Spring _____ Fall _____ Sum _____

Name of Student: _____

Name of Agency: _____

Individual Supervisor: _____ Date: _____

The Supervisor and Trainee/Student have discussed this evaluation: Yes _____ No _____

This form is to be completed by individual supervisors and discussed with trainees/students during mid-semester. This form is to be submitted to the Practicum Instructor when completed. This form provides an overall assessment of the trainee/student's performance during this evaluation period.

I. RELATIONSHIP AND INTERVENTIONS WITH CLIENTS

Concern	No Concern	
_____	_____	Demonstrates empathic understanding of clients
_____	_____	Demonstrates non-judgmental acceptance of clients
_____	_____	Creates a trusting environment for clients
_____	_____	Is authentic and genuine in therapeutic encounters
_____	_____	Demonstrates awareness & acceptance of human diversity
_____	_____	Recognizes impact of own feelings & behavior on clients
_____	_____	Conveys a sense of warmth and caring
_____	_____	Maintains focus during sessions
_____	_____	Facilitates client's expression of affect
_____	_____	Avoids over-identifying with clients
_____	_____	Acknowledges therapeutic errors without undue anxiety
_____	_____	Opens and terminates sessions appropriately
_____	_____	Makes interventions in a timely and appropriate manner

Site Supervisor Mid-Semester Evaluation of Student

Concern	No Concern	Integrates counseling techniques with his/her own style
_____	_____	Can make process comments

		Reflects on effectiveness of interventions
_____	_____	

		Conducts himself/herself ethically
_____	_____	

II. PROFESSIONALISM

Concern	No Concern	Recognizes limitations and areas of weakness
_____	_____	Respects confidentiality of the counseling relationship

		Aware of need for written consent for release of info
_____	_____	Is timely with written documentation (e.g., case notes)

		Represents professional qualifications accurately
_____	_____	Open to feedback

		Avoids establishing dual relationships with clients
_____	_____	Seeks out supervision for assistance

		Efficient in use of time; organized
_____	_____	

		Is punctual and is not excessively absent
_____	_____	Gets along well with colleagues and supervisors

		Presents case material in a cogent, coherent manner
_____	_____	

_____	_____	

_____	_____	

_____	_____	

_____	_____	

_____	_____	

_____	_____	

_____	_____	

_____	_____	

_____	_____	

_____	_____	

_____	_____	

_____	_____	

_____	_____	

_____	_____	

_____	_____	

Additional Comments: _____

Supervisor's Signature _____ Date _____

Student's Signature _____ Date _____

CALIFORNIA STATE UNIVERSITY, FULLERTON
DEPARTMENT OF COUNSELING

Counseling 584, 590 & 591: Advanced Practicum
Practicum Presentations Evaluation Rubric

Course: 584 ☐ 590 ☐ 591 ☐ **Semester:** Spring ☐ Fall ☐ Sum ☐ **Year:** _____

Student's Name: _____

CWID #: _____

The following scale will be used in providing feedback on your presentations:

- 1 unacceptable performance
- 2 needs improvement in performance
- 3 appropriate performance (**expected level**)
- 4 good demonstrated performance
- 5 outstanding clinical performance
- N/A not applicable or insufficient evidence to make a rating

Note that all skills demonstrated must reach the level of 3 (expected level) or higher by the end of the semester. Also, not all clinical skills are required for each presentation as students may not have a chance to demonstrate all skills—these are just possibilities—do not feel that you need to show all of these skills in your presentation.

Professionalism						
<i>Student demonstrates appropriate utilization of or ability in:</i>						
Preparation/timeliness	1	2	3	4	5	N/A
Openness to supervisor and peer feedback	1	2	3	4	5	N/A
Consultation with supervisor and/or colleagues	1	2	3	4	5	N/A
Strengths/growth areas for counselor	1	2	3	4	5	N/A
Identity as a clinical mental health counselor and marriage and family therapist	1	2	3	4	5	N/A
Relevant legal/ethical issues	1	2	3	4	5	N/A
Boundary issues between counselor and client	1	2	3	4	5	N/A
Timely and professional clinical records	1	2	3	4	5	N/A
Advocacy for client when appropriate	1	2	3	4	5	N/A

<i>Clinical Skills</i>						
<i>Student demonstrates appropriate utilization of or ability in:</i>						
Active listening skills, verbal/non-verbal	1	2	3	4	5	N/A
Developing/maintaining therapeutic relationship	1	2	3	4	5	N/A
Counselor presence/engagement	1	2	3	4	5	N/A
Silence	1	2	3	4	5	N/A
Timing of interventions	1	2	3	4	5	N/A
Open-ended questions	1	2	3	4	5	N/A
Being non-judgmental	1	2	3	4	5	N/A
Exploring affect	1	2	3	4	5	N/A
Exploring cognitions	1	2	3	4	5	N/A
Exploring behavior	1	2	3	4	5	N/A
Awareness of crisis issues	1	2	3	4	5	N/A
Action regarding crises	1	2	3	4	5	N/A
Balancing process and content comments	1	2	3	4	5	N/A
Immediacy	1	2	3	4	5	N/A
Interpersonal process between client and counselor	1	2	3	4	5	N/A
Awareness of self/countertransference/bias	1	2	3	4	5	N/A
Self-awareness/countertransference in session	1	2	3	4	5	N/A
Self-disclosure	1	2	3	4	5	N/A
Empathically and appropriately challenging client	1	2	3	4	5	N/A
<i>Conceptualization and Treatment Planning</i>						
<i>Student demonstrates appropriate utilization of or ability in:</i>						
Strengths/growth areas of clients	1	2	3	4	5	N/A
Assessment/DSM diagnosis	1	2	3	4	5	N/A
Developing case conceptualizations through use of theory that accounts for human development perspective	1	2	3	4	5	N/A
Developing treatment planning responsive to assessment, conceptualization, and cultural factors [including Severe Mental Illness (SMI) and/or co-occurring disorders]	1	2	3	4	5	N/A
Evidence-based practices in clinical work	1	2	3	4	5	N/A
Linking interventions to case conceptualization and treatment goals	1	2	3	4	5	N/A
Anticipating and preparing clients for termination	1	2	3	4	5	N/A
Preparing self for termination	1	2	3	4	5	N/A
Providing appropriate referrals when needed	1	2	3	4	5	N/A

<i>Diversity Awareness and Sensitivity</i>						
<i>Student demonstrates appropriate utilization of or ability in:</i>						
Awareness of diversity relative to self	1	2	3	4	5	N/A
Awareness of diversity relative to client	1	2	3	4	5	N/A
Awareness of diversity relative to system/context/environment	1	2	3	4	5	N/A
Knowledge of diverse groups	1	2	3	4	5	N/A
Culturally responsive interventions	1	2	3	4	5	N/A

Comments:

CALIFORNIA STATE UNIVERSITY, FULLERTON
DEPARTMENT OF COUNSELING

NOTE: Effective Fall 2020 this document became an on-line document

**Professor Evaluation of Counselor Student/Trainee
Dispositions & Professionalism**

Semester: Spring ☐ Fall ☐ Summer ☐ Year: _____

Student's Name: _____

Professor's Name: _____

Course: _____

Directions for faculty:

- Professors from any class are welcome to fill out the form for any student about whom they have concerns or want to note strengths and growth areas.
- 511, 530, and 584 professors must fill Table 1 (global evaluation) and include professor and student signatures at the bottom (even if there are no concerns).
- If there are any “needs improvement” or “concerns,” also complete the relevant section of Table 2. Provide comments about any concerns at the end of the form.

Table 1: GLOBAL EVALUATION: (circle the appropriate item):

Dispositions & Professionalism A – D

A. Effective and Professional Communication and Collaboration	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
B. Emotional Maturity, Self-Awareness, and Counselor Presence	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
C. Dependability, Reliability, and Ethical Behavior	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
D. Respect for Diversity and Openness to Other World Views	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A

Table 2: Dispositions & Professionalism – A. Effective and Professional Communication and Collaboration

Student has considerate and respectful written and verbal communication with peers, staff, professors, and supervisors (in person and email).	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student works well on group projects and does their fair share.	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student appropriately addresses areas of conflict or concern, including consultation with instructor and/or supervisor.	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Other:	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A

Table 3. Dispositions & Professionalism - B. Emotional Maturity, Self-Awareness, and Counselor Presence

Student presents appropriately for the situation (e.g., appropriate attire when seeing clients).	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
If student is struggling emotionally or with a life situation, they take responsibility and appropriately inform professors and/or supervisors. They take appropriate steps to manage their course or client work and obtain any needed assistance (e.g., therapy, leave of absence, self-care).	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student manages learning and performance anxieties appropriately.	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student demonstrates self-awareness and commitment to personal growth (e.g., understands how one's words and actions impact others; identifies own strengths and areas of needed growth).	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student provides constructive feedback and responds appropriately and flexibly to feedback.	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student demonstrates appropriate boundaries (e.g., in class, with professors, with clients).	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student has a good counselor presence (e.g., empathic, confident, good non-verbals, a therapeutic vocal style).	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Other:	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A

Table 4. Dispositions & Professionalism - C. Dependability, Reliability, and Ethical Behavior

Student appears to devote sufficient time and energy to the requirements of the program and manages their schedule and obligations appropriately.	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student is prepared for class, attentive to lecture presentations, and engages in class discussions (taking into account students are diverse in their comfort level and cultural norms regarding speaking up).	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student is on time for class and appointments (also supervision and training if in practicum).	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student completes papers and assignments on time (also case notes and site paperwork).	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
On the rare occasion that the student is late or misses class, it is for an appropriate reason, and they inform the professor and follow up appropriately.	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student abstains from using electronic devices during class time, with the exception of approved note-taking.	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student adheres to legal and ethical principles (e.g., ACA Code of Ethics, CAMFT Code of Ethics, BBS laws and regulations, the Counseling Student Handbook, CSUF academic integrity).	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student demonstrates appropriate identity as a clinical mental health counselor and marriage and family therapist (e.g., scope of practice, scope of competence).	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Other:	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A

Table 5. Dispositions & Professionalism - D. Respect for Diversity and Openness to Other World Views

Student is respectful and empathic regarding the experience of others different from themselves.	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student is willing to address areas of personal bias, prejudice, or “blind spots.”	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student does not impose personal values onto others (e.g., peers, clients).	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student is committed to enhancing the well-being of others, regardless of their diverse identities and/or circumstances.	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Other:	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A

Comments (e.g., strengths, areas of improvement needed; context of the concern):


If the form and/or content of concern was discussed with the student in any way, please state how that process went:

Plan (if applicable):

Student Signature: _____ **Date:** _____
(Required for Practicum courses)

Professor Signature: _____ **Date:** _____

Professor Evaluation of Counseling Student Clinical Skills in Coun 511



Provide a rating from 0 to 2. Do not provide a higher rating; If you would like to elaborate on how advanced the student is here in 511, do so in the narrative comments option. If there are any concerns, explain them in the narrative as well. If you did not have an opportunity to evaluate a skill you can leave it blank.

Note: If students have a “0” rating on a crucial skill or on many skills, provide a global rating of “No, does not meet minimal expectations” and clarify in the comments with a remediation plan.

<p style="text-align: center;">Concern Below expectations</p> <p style="text-align: center;">0</p> <p style="text-align: center;">The student does not use skills appropriate for level of training and does not show adequate improvement by the end of the course</p>	<p style="text-align: center;">No Concern 511 Meets expectations</p> <p style="text-align: center;">1 – 2</p> <p style="text-align: center;">The student uses skills <i>appropriately</i> for beginning level with practice “clients”</p>
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Category	Clinical Skills	Score (0-2)
CS1	Feeling reflections	
CS2	Content reflections	
CS3	Questions (e.g. frequency, open vs. closed)	
CS4	Silence (e.g. client is processing vs. counselor stuck)	
CS5	Verbal and non-verbal body language (e.g. eye contact, posture, gesturing, proxemics, head nodding)	
CS6	Avoidance of providing praise (external evaluation of client or behavior)	
CS7	Empathy (feelings combined with reasons for feeling or meaning)	
CS8	Ability to sit with painful emotions	
CS9	Probing (going deeper into meaning of words, client behavior, feelings, beliefs, themes or values)	
CS10	Empathic confrontation (e.g., reflection of discrepancy in lieu of harsh confrontations)	
CS11	Avoiding supportive statements that minimize client feelings	
CS12	Therapeutic voice (e.g. tone, volume, rate of speech)	
CS13	Identification of themes (reflection of a main point, theme, or general concern of client)	
CS14	Countertransference awareness	

For 530, the rating options are 0 – 4. If you would like to elaborate on how advanced the student is here in 530, do so in the narrative comments option. If there are any concerns, explain them in the narrative as well. If you did not have an opportunity to evaluate a skill you can leave it blank.

Note: If students have a “0 - 2” rating on a crucial skill or on many skills, provide a global rating of “No, does not meet minimal expectations” and clarify in the comments with a remediation plan.

Concern Well below expectations 0	Concern Below expectations 1 – 2	530 Meets expectations 3 - 4
The student does not use skills appropriate for level of training and does not show adequate improvement by the end of the course	The student uses skills appropriately for 511 beginning level with practice “clients” but is struggling with applying them to real clients	The student uses skills <i>competently</i> in therapy with real clients

Category	Description – Clinical Skills	Score (0-4)
CS1	Feeling reflections	
CS2	Content reflections	
CS3	Questions (e.g. frequency, open vs. closed)	
CS4	Silence (e.g. client is processing vs. counselor stuck)	
CS5	Verbal and non-verbal body language (e.g. eye contact, posture, gesturing, proxemics, head nodding)	
CS6	Avoidance of providing praise (external evaluation of client or behavior)	
CS7	Empathy (feelings combined with reasons for feeling or meaning)	
CS8	Ability to sit with painful emotions	
CS9	Probing (going deeper into meaning of words, client behavior, feelings, beliefs, themes or values)	
CS10	Empathic confrontation (e.g., reflection of discrepancy in lieu of harsh confrontations)	
CS11	Avoiding supportive statements that minimize client feelings	
CS12	Therapeutic voice (e.g. tone, volume, rate of speech)	
CS13	Identification of themes (reflection of a main point, theme, or general concern of client)	
CS14	Countertransference Awareness	

Concern Well below expectations 0 The student does not use skills appropriate for level of training and does not show adequate improvement by the end of the course	Concern Below expectations 1 – 2 The student uses skills appropriately for 511 beginning level with practice “clients” but is struggling with applying them to real clients	530 Meets expectations 3 - 4 The student uses skills <i>competently</i> in therapy with real clients
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Category	Description – Case Conceptualization and Treatment Planning	Score (0-4)
CSCCTP1	Assesses strengths/growth areas of clients	
CSCCTP2	Assesses using DSM	
CSCCTP3	Develops case conceptualizations through use of theory and biopsychosociocultural considerations	
CSCCTP4	Develops treatment plans responsive to assessment, conceptualization, and cultural factors	
CSCCTP5	Uses Evidence-based practices in clinical work	
CSCCTP6	Prepares for termination and provides adequate referrals and follow-up as needed	


Category	Description – Diversity Awareness and Sensitivity	Score (0-4)
CSD1	Demonstrates awareness of diversity relative to self	
CSD2	Demonstrates awareness of diversity relative to client	
CSD3	Demonstrates awareness of diversity relative to system/context/environment	
CSD4	Demonstrates culturally responsive interventions	

Student Signature: _____

Date: _____

Professor Signature: _____

Date: _____



For 584/590/591, the rating options are 0 – 6. If you did not have an opportunity to evaluate a skill you can leave it blank.

Note: if a student has a 2 or below on any item at the end of the course, they cannot pass Counseling 584. Provide an explanation in the comments section and a remediation plan if appropriate.

Concern Well below expectations 0	Concern Below expectations 1 – 2	530 Meets expectations 3 - 4	584 Meets expectations 5 - 6
The student does not use skills appropriate for level of training and does not show adequate improvement by the end of the course	The student uses skills appropriately for 511 beginning level with practice “clients” but is struggling with applying them to real clients	The student uses skills <i>competently</i> in therapy with real clients	The student uses skills <i>effectively and confidently</i> in therapy with a higher level of awareness of the work

Category	Description – Clinical Skills	Score (0-6)
CS1	Feeling reflections	
CS2	Content reflections	
CS3	Questions (e.g. frequency, open vs. closed)	
CS4	Silence (e.g. client is processing vs. counselor stuck)	
CS5	Verbal and non-verbal body language (e.g. eye contact, posture, gesturing, proxemics, head nodding)	
CS6	Avoidance of providing praise (external evaluation of client or behavior)	
CS7	Empathy (feelings combined with reasons for feeling or meaning)	
CS8	Ability to sit with painful emotions	
CS9	Probing (going deeper into meaning of words, client behavior, feelings, beliefs, themes or values)	
CS10	Empathic confrontation (e.g., reflection of discrepancy in lieu of harsh confrontations)	
CS11	Avoiding supportive statements that minimize client feelings	
CS12	Therapeutic voice (e.g. tone, volume, rate of speech)	
CS13	Identification of themes (reflection of a main point, theme, or general concern of client)	
CS14	Countertransference Awareness	

Concern Well below expectations	Concern Below expectations	530 Meets expectations	584 Meets expectations
0	1 – 2	3 - 4	5 - 6
The student does not use skills appropriate for level of training and does not show adequate improvement by the end of the course	The student uses skills appropriately for 511 beginning level with practice “clients” but is struggling with applying them to real clients	The student uses skills <i>competently</i> in therapy with real clients	The student uses skills <i>effectively and confidently</i> in therapy with a higher level of awareness of the work

Category	Description – Case Conceptualization and Treatment Planning	Score (0-6)
CSCCTP1	Assesses strengths/growth areas of clients	
CSCCTP2	Assesses using DSM	
CSCCTP3	Develops case conceptualizations through use of theory and bio-psycho-sociocultural considerations	
CSCCTP4	Develops treatment plans responsive to assessment, conceptualization, and cultural factors	
CSCCTP5	Uses Evidence-based practices in clinical work	
CSCCTP6	Prepares for termination and provides adequate referrals and follow-up as needed	

Category	Description – Diversity Awareness and Sensitivity	Score (0-6)
CSD1	Demonstrates awareness of diversity relative to self	
CSD2	Demonstrates awareness of diversity relative to client	
CSD3	Demonstrates awareness of diversity relative to system/context/environment	
CSD4	Demonstrates culturally responsive interventions	

Student Signature: _____

Date: _____

Professor Signature: _____

Date: _____

****ONLINE FORM AS OF SPRING 2021****
CALIFORNIA STATE UNIVERSITY FULLERTON
Site Supervisor Final Evaluation of PCC/MFT Trainee

Student Name: _____ CWID: _____

Evaluation Period: ☐ Fall 20____ ☐ Spring 20____ ☐ Summer 20____ Class: 530 ☐ 584 ☐ 590 ☐ 591 ☐

Agency Name: _____ City: _____

Clinical Supervisor's Name: _____ Phone: _____

How Competency was Assessed. Check all that apply.

- A. ☐ Direct Observation B. ☐ Video
 C. ☐ Audio D. ☐ Supervisory Discussion
 E. ☐ Review of Written Reports F. ☐ Feedback from others
 G. ☐ Other (specify): _____

Competency Expectations:

Fall: Student is expected to receive a rank of 3 or higher for each competency and an overall rank of 3 or higher.

Spring: Student is expected to receive a rank of 3 or higher for each competency and an overall rank of 3 or higher.

Summer: Student is expected to receive a rank of 3 or higher for each competency and an overall rank of 3 or higher.

Performance Levels:

Check all boxes that apply within each Competency area and rank student 1 thru 6 based on where the majority of the boxes are checked for that competency.

- 1: Fails to meet standard, needs improvement
 2: Meets minimum standard, needs improvement
 3: Meets minimum standard, would benefit from further training

4: Meets standard, appropriate to current level of training and experience

5: Meets standard, exceeds in some competencies

6: Exceeds performance standard in most competencies

COMPETENCY 1: Clinical Evaluation

Needs much guidance in <input type="checkbox"/> identifying presenting problems, <input type="checkbox"/> identifying client strengths, and <input type="checkbox"/> identifying possible substance abuse, and <input type="checkbox"/> in connecting presenting problem to DSM diagnoses.	<input type="checkbox"/> Can identify treatment unit, presenting problems, and patterns of behavior with guidance. <input type="checkbox"/> Does not always identify risks and self-destructive behaviors. <input type="checkbox"/> Sometimes misses client strengths and needs to be reminded to identify such strengths. <input type="checkbox"/> Does not always assess for substance abuse. <input type="checkbox"/> Needs help connecting DSM criteria to presenting problems. <input type="checkbox"/> Has little understanding of prognostic indicators.	<input type="checkbox"/> Generally good at identifying unit of treatment, presenting problems, and patterns of behavior. <input type="checkbox"/> Identifies risks and self-destructive behaviors and implements prevention techniques and identifies appropriate intervention resources. <input type="checkbox"/> Routinely assesses client strengths and coping skills, and possible substance use. <input type="checkbox"/> Generally sufficient in using the DSM but sometimes needs help in identifying appropriate diagnoses. <input type="checkbox"/> Beginning to understand prognostic indicators.	<input type="checkbox"/> Consistently good at identifying unit of treatment, presenting problems, and patterns of behavior. <input type="checkbox"/> Identifies risks and self-destructive behaviors and implements prevention techniques and identifies appropriate intervention resources. <input type="checkbox"/> Routinely assesses client strengths and coping skills, and possible substance use. <input type="checkbox"/> Connects presenting problem with DSM diagnosis and identifies possible comorbid disorders. <input type="checkbox"/> Can identify elements relevant to making proper prognosis.
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard

Comments - required if student ranks 1 or 2 - optional for scores 3 and above:

COMPETENCY 2: Crisis Management

<input type="checkbox"/> Is inadequate in identifying indicators of abuse, danger to self, or danger to others. <input type="checkbox"/> Sometimes disputes supervisor's identifications of such indicators. <input type="checkbox"/> Inadequate in issues dealing with trauma. <input type="checkbox"/> Completely relies upon supervisor to develop and implement a plan to reduce the potential for danger and to report these incidents.	<input type="checkbox"/> Sometimes misses indicators of abuse, danger to self, or danger to others, but understands these signs after discussion with supervisor. <input type="checkbox"/> Mostly relies upon supervisor to develop and implement a plan to reduce the potential for danger. <input type="checkbox"/> Is uncertain in identifying and treating trauma. <input type="checkbox"/> Feels less confident in reporting such crises and defers to supervisor to complete reporting requirements.	<input type="checkbox"/> Generally good at observing and assessing for indicators of abuse, danger to self, or danger to others with support from supervisor. <input type="checkbox"/> Helps in the development and implementation of a plan to reduce the potential for danger. <input type="checkbox"/> Generally good at identifying and treating trauma with assistance from supervisor. <input type="checkbox"/> Manages reporting requirements with assistance from supervisor.	<input type="checkbox"/> Consistently observes and assesses for indications of abuse, danger to self, or danger to others. <input type="checkbox"/> Develops/implements a plan to reduce the potential for danger with appropriate input from supervisor. <input type="checkbox"/> Excellent at identifying and treating trauma. <input type="checkbox"/> Manages reporting requirements appropriately.
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard

Comments required if student ranks 1 or 2:

****ONLINE FORM AS OF SPRING 2021****

CALIFORNIA STATE UNIVERSITY FULLERTON
Site Supervisor Final Evaluation of PCC/MFT Trainee

COMPETENCY 3: Treatment Planning			
<input type="checkbox"/> Inadequate knowledge of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Difficulty in identifying stages of treatment and imposes treatment goals. <input type="checkbox"/> Does not understand the differences between short- and long-term treatment goals. <input type="checkbox"/> Does not recognize the need for referral and is not aware of appropriate referrals.	<input type="checkbox"/> Often needs help demonstrating knowledge of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Needs help in identifying stages of treatment and developing mutually agreed upon, appropriate short- and long-term goals. <input type="checkbox"/> Often needs help recognizing the need for referral for appropriate services and resources.	<input type="checkbox"/> Generally good demonstration of awareness of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Acceptable identification of stages of treatment and mutually agreed upon, appropriate short- and long-term treatment goals. <input type="checkbox"/> Sometimes needs guidance on recognizing the need for referral for appropriate services and resources.	<input type="checkbox"/> Consistent demonstration of awareness of principles of systems theory and/or a clinically appropriate theory. <input type="checkbox"/> Identifies stages of treatment and sets mutually agreed upon, appropriate short- and long-term goals for treatment. <input type="checkbox"/> Recognizes the need for referral and identifies appropriate services and resources.
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 4: Rapport Building			
<input type="checkbox"/> Inadequate in developing empathy and sometimes is not aware of empathy's importance. <input type="checkbox"/> Does not create a safe environment. <input type="checkbox"/> Is unaware of how one's own biases affect treatment outcomes.	<input type="checkbox"/> Often does not develop empathy. <input type="checkbox"/> Needs help in creating a safe environment and understanding the problem from the client's perspective. <input type="checkbox"/> Difficulties developing trust with clients; often imposes one's own biases. <input type="checkbox"/> Is not always aware of one's emotions and imposes treatment without much regard to therapeutic working alliance. <input type="checkbox"/> Is not aware of impact of self on clients.	<input type="checkbox"/> Generally good at developing empathy. <input type="checkbox"/> Is adequate in creating a safe environment and attempts to understand the problem from the client's perspective. <input type="checkbox"/> Is adequate in developing trust with clients but sometimes needs to keep biases in check. <input type="checkbox"/> Is developing the ability to control one's emotions. <input type="checkbox"/> Sometimes proceeds to treatment before trust is fully developed. <input type="checkbox"/> Is appropriately aware of impact of self on clients.	<input type="checkbox"/> Consistent demonstration of empathy. <input type="checkbox"/> Creates a safe environment by understanding the problem from the client's perspective. <input type="checkbox"/> Consistently in control of one's emotions and assesses for trust. <input type="checkbox"/> Is aware and uses impact of self on clients in treatment.
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 5: Treatment			
<input type="checkbox"/> Unable to apply any therapeutic principles.	<input type="checkbox"/> Poor knowledge of theoretically appropriate, evidence based treatment, and client-specific clinical interventions. <input type="checkbox"/> Needs help in evaluating client's coping skills to determine timing of interventions. <input type="checkbox"/> Needs guidance in modifying the treatment process based upon therapeutic progress. <input type="checkbox"/> Needs assistance in understanding transference and countertransference issues. <input type="checkbox"/> Poor at case management-related issues. <input type="checkbox"/> Needs help in identifying appropriate termination and transition from treatment.	<input type="checkbox"/> Generally good knowledge of theoretically appropriate, evidence based treatment, and client-specific clinical interventions. <input type="checkbox"/> Is adequate at explaining treatments to clients. <input type="checkbox"/> Good in evaluating client's coping skills to determine timing of interventions. <input type="checkbox"/> Good in modifying the treatment process by monitoring therapeutic progress. <input type="checkbox"/> Is gaining awareness of transference and countertransference issues. <input type="checkbox"/> Adequate at case management-related issues. <input type="checkbox"/> Good in developing a plan for termination with client to provide a transition from treatment.	<input type="checkbox"/> Demonstrates consistent knowledge of theoretically appropriate, evidence based treatment, and client-specific clinical interventions. <input type="checkbox"/> Very good skills in explaining treatments in ways clients can understand. <input type="checkbox"/> Consistent in evaluating client's coping skills to determine timing of interventions. <input type="checkbox"/> Consistent in modifying the treatment process by monitoring therapeutic progress. <input type="checkbox"/> Has good awareness of transference and countertransference issues. <input type="checkbox"/> Good at case management-related issues. <input type="checkbox"/> Consistent in developing a plan for termination with client to provide a transition from treatment.
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard

****ONLINE FORM AS OF SPRING 2021****

CALIFORNIA STATE UNIVERSITY FULLERTON

Site Supervisor Final Evaluation of PCC/MFT Trainee

Comments required if student ranks 1 or 2:			
COMPETENCY 6: Human Diversity			
<input type="checkbox"/> Unable to understand the importance of issues of diversity.	<input type="checkbox"/> Needs help in identifying issues of diversity which impact the therapeutic environment. <input type="checkbox"/> Sometimes is unable to disentangle one's own values from client's values, which sometimes interferes with treatment strategies.	<input type="checkbox"/> Generally good at identifying issues of diversity which impact the therapeutic environment. <input type="checkbox"/> Is able to provide an unbiased therapeutic environment when client's values or beliefs are different from one's own views. <input type="checkbox"/> Can apply treatment strategies consistent with client's values, beliefs, and/or worldviews.	<input type="checkbox"/> Consistent at identifying issues of diversity which impact the therapeutic environment, including issues of gender, sexual orientation, culture, ethnicity, age, disability, and religious/faith beliefs on the therapeutic process. <input type="checkbox"/> Consistent at providing an unbiased therapeutic environment when client's values, beliefs, and/or worldviews are different from one's own views.
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 7: Law			
<input type="checkbox"/> Poor understanding of legal issues relevant to this clinical setting.	<input type="checkbox"/> Needs help in recognizing legal issues, managing mandated reporting requirements, and obtaining client's (or legal guardian's) authorization for release to disclose or obtain confidential information. <input type="checkbox"/> Does not always understand the reasoning behind the need for legal requirements. <input type="checkbox"/> Needs to be reminded of issues surrounding security of therapy records. <input type="checkbox"/> Is not very knowledgeable of laws relevant to practice.	<input type="checkbox"/> Adequately knowledgeable of legal issues relevant to this clinical setting. <input type="checkbox"/> Adheres to legal statutes, and generally understands and appropriately manages mandated reporting requirements with some assistance from supervisor. <input type="checkbox"/> Obtains client's (or legal guardian's) authorization for release to disclose or obtain confidential information. <input type="checkbox"/> Maintains security of clinical records. <input type="checkbox"/> Is developing knowledge of and follows law in clinical practice.	<input type="checkbox"/> Consistent knowledge of legal issues relevant to this clinical setting. <input type="checkbox"/> Adheres to legal statutes, and understands and appropriately manages mandated reporting requirements. <input type="checkbox"/> Obtains and understands the need for client's (or legal guardian's) authorization for release to disclose or obtain confidential information. <input type="checkbox"/> Maintains security of client therapy records. <input type="checkbox"/> Aware of and follows law in clinical practice.
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 8: Ethics			
<input type="checkbox"/> Poor understanding of ethical issues relevant to this clinical setting.	<input type="checkbox"/> Needs help in recognizing ethical issues arising in this clinical setting. <input type="checkbox"/> Needs reminders to inform clients of parameters of confidentiality and conditions of mandated reporting. <input type="checkbox"/> Is not aware of one's scope of practice and attempts to treat all problems. <input type="checkbox"/> Needs reminders of appropriate therapeutic boundaries. <input type="checkbox"/> Has difficulty in identifying personal reactions/countertransference issues that could interfere with the therapeutic process and sometimes denies or disputes these issues when pointed out by supervisor.	<input type="checkbox"/> Generally good knowledge of ethical issues arising in this clinical setting. <input type="checkbox"/> Is able to inform clients of parameters of confidentiality and conditions of mandated reporting. <input type="checkbox"/> Maintains appropriate therapeutic boundaries. <input type="checkbox"/> Is not always aware of one's scope of practice. <input type="checkbox"/> Sometimes needs help in identifying personal reactions/countertransference issues that could interfere with the therapeutic process, but can easily correct oversights in this area. <input type="checkbox"/> Together with supervisor, identifies personal limitations that require outside consultation.	<input type="checkbox"/> Demonstrates excellent knowledge of ethical issues arising in this clinical setting. <input type="checkbox"/> Consistently informs clients of parameters of confidentiality and conditions of mandated reporting. <input type="checkbox"/> Maintains appropriate therapeutic boundaries. <input type="checkbox"/> Consistent at staying within scope of practice. <input type="checkbox"/> Consistent ability to identify personal reactions/countertransference issues that could interfere with the therapeutic process, and identifies personal limitations that require outside consultation.

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1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 9: Personal Qualities			
<input type="checkbox"/> Has demonstrated lapses in integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Has demonstrated lapses in oral and written communication skills.	<input type="checkbox"/> Needs improvement in demonstrating integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Needs improvement in oral and written communication skills.	<input type="checkbox"/> Generally acceptable demonstration of integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Generally acceptable oral and written communication skills.	<input type="checkbox"/> Consistent demonstration of integrity, initiative, motivation, attitude, self-awareness. <input type="checkbox"/> Consistently demonstrated good oral and written communication skills.
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 10: Professional Documentation			
<input type="checkbox"/> Does not adhere to deadlines and professional documentation standards	<input type="checkbox"/> Does not always maintain timely and orderly paperwork and sometimes skirts agency policies.	<input type="checkbox"/> Maintains timely and orderly paperwork and adheres to agency policies.	<input type="checkbox"/> Consistent maintenance of timely and orderly paperwork, and adherence to agency policies.
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 11: Professionalism			
<input type="checkbox"/> Does not demonstrate professionalism in the work setting.	<input type="checkbox"/> Appearance and attire is frequently inappropriate for agency setting. <input type="checkbox"/> Is inconsistent in punctuality and in meeting responsibilities to agency and to relationships with professional colleagues. <input type="checkbox"/> Is not very aware of the need for self care.	<input type="checkbox"/> Appearance appropriate to agency setting. <input type="checkbox"/> Acceptable demonstration of punctuality and in meeting responsibilities to agency and to relationships with professional colleagues. <input type="checkbox"/> Is developing the understanding of the importance of self care.	<input type="checkbox"/> Consistently demonstrates proper appearance appropriate to agency setting. <input type="checkbox"/> Consistently demonstrates punctuality and responsibilities to agency and to relationships with professional colleagues. <input type="checkbox"/> Has the ability to understand the need for self care as it relates to effective clinical practice.
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard
Comments required if student ranks 1 or 2:			
COMPETENCY 12: Supervision			
<input type="checkbox"/> Resistant to supervision and does not make improvements after repeated input from supervisor.	<input type="checkbox"/> Needs to make better use of supervision. <input type="checkbox"/> Does not always come prepared to discuss cases or issues of concern. <input type="checkbox"/> Has difficulty in presenting full case conceptualizations. <input type="checkbox"/> Is somewhat resistant to supervisory input, and sometimes openly argues with supervisor's observations and/or suggestions.	<input type="checkbox"/> Does not always seek supervision when needed, preferring to wait until regularly scheduled supervisory sessions. <input type="checkbox"/> Comes prepared to supervision sessions, but sometimes needs prompting by supervisor to share concerns. <input type="checkbox"/> Is generally good at presenting full case conceptualizations but sometimes leaves relevant details out of presentation. <input type="checkbox"/> Is generally	<input type="checkbox"/> Seeks supervision when needed, comes prepared for supervision sessions, and openly shares concerns and ideas with supervisor. <input type="checkbox"/> Can present full case conceptualizations. <input type="checkbox"/> Consistently demonstrates openness to feedback and uses supervisory suggestions to make improvements when needed.

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Site Supervisor Final Evaluation of PCC/MFT Trainee

		open to supervision and makes improvements when needed.	
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard

Comments required if student ranks 1 or 2:

COMPETENCY 13: Group Facilitation

Needs much guidance in demonstration of group leadership skills (e.g., scanning, linking, summarizing), and numerous opportunities are missed. <input type="checkbox"/> Inadequate demonstration of ethical and diversity-sensitive skills. <input type="checkbox"/> Inadequate organization and quality of materials (e.g., handouts) and content is inadequately communicated.	Adequate demonstration of a few group leadership skills (e.g., scanning, linking, summarizing), although a number of opportunities are missed. <input type="checkbox"/> Adequate demonstration of ethical and diversity-sensitive skills. <input type="checkbox"/> Adequate organization and quality of materials (e.g., handouts) and content is adequately communicated.	Good demonstration of a few group leadership skills (e.g., scanning, linking, summarizing), even though some opportunities may be missed. <input type="checkbox"/> Good demonstration of ethical and diversity-sensitive skills. <input type="checkbox"/> Good organization and quality of materials (e.g., handouts) and content is well-communicated.	Outstanding demonstration of multiple group leadership skills (e.g., scanning, linking, summarizing). <input type="checkbox"/> Outstanding demonstration of ethical and diversity-sensitive skills. <input type="checkbox"/> Outstanding organization and quality of materials (e.g., handouts) and content is well-communicated.
1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard

Comments required if student ranks 1 or 2:

OVERALL ASSESSMENT

1 <input type="checkbox"/> Fails to Meet Standard	2 <input type="checkbox"/> 3 <input type="checkbox"/> Meets Minimum Standard	4 <input type="checkbox"/> 5 <input type="checkbox"/> Meets Standard	6 <input type="checkbox"/> Exceeds Standard
--	---	---	--

Note: If student ranks 1 or 2 in Overall Assessment, supervisor needs to complete the three sections below identifying the specific competencies in need of further development and a specific plan for developing those competencies. In addition, supervisor needs to consult with student's Practicum instructor or the Director of Clinical Training.

Areas of Strength:

Areas in Need of Further Development:

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Plans for Development or Remediation:

Consultation with school requested by clinical supervisor: **No** ☐ **Yes** ☐ **Best day/time:** _____

Signatures:

<hr style="border: none; border-top: 1px solid black;"/>	<hr style="border: none; border-top: 1px solid black;"/>
Student's Signature	Date

<hr style="border: none; border-top: 1px solid black;"/>	<hr style="border: none; border-top: 1px solid black;"/>
Supervisor's Signature	Date

<hr style="border: none; border-top: 1px solid black;"/>	<hr style="border: none; border-top: 1px solid black;"/>
CSUF Instructor Signature	Date

<hr style="border: none; border-top: 1px solid black;"/>	<hr style="border: none; border-top: 1px solid black;"/>
CSUF Director of Clinical Training Signature	Date

CALIFORNIA STATE UNIVERSITY, FULLERTON
DEPARTMENT OF COUNSELING

Student Assessment of Clinical Training Site

***Effective Spring 2020 – Form is now an on-line survey**

Date: _____

Class: 530 _____ 584 _____ 590 _____ 591 _____ Spring _____ Fall _____ Sum _____

Agency Name: _____

Supervisor's Name: _____

On a scale of 1 to 5, (1 being poor and 5 excellent):

How would you rate your placement overall? (circle one)

1 2 3 4 5

How would you rate your learning experience? (circle one)

1 2 3 4 5

What would you most want to change about your placement, if anything?

Would you suggest this placement to other students in the future? Explain briefly.

What was the most valuable part of your experience at this placement?

How much contact did you have with individuals from various cultural backgrounds? How did you react?

CALIFORNIA STATE UNIVERSITY, FULLERTON
DEPARTMENT OF COUNSELING

Student Evaluation of Site Supervisor

***Effective Spring 2020 – Form is now an on-line survey**

Class: 530 _____ 584 _____ 590 _____ 591 _____ Spring _____ Fall _____ Sum _____

Supervisor's Name: _____

Agency: _____ Date: _____

Directions: Please rate your supervisor on the following supervisory responsibilities according to the following scale: 5 = Outstanding; 4 = Very good; 3 = Acceptable; 2 = Poor; 1 = Unacceptable; or X = Insufficient information or not applicable.

These ratings will be anonymous unless you choose to sign your name. The information from these ratings will be used to provide feedback to supervisors when appropriate to facilitate as effective supervision as possible.

1	Explains his/her goals for supervision	1 2 3 4 5 X
---	--	-------------

Comments: _____

2	Explains his/her criteria for evaluating my performance	1 2 3 4 5 X
---	---	-------------

Comments: _____

3	Provides freedom to develop my own counseling style	1 2 3 4 5 X
---	---	-------------

Comments: _____

4	Helps me understand the theoretical approach I am using	1 2 3 4 5 X
---	---	-------------

Comments: _____

5	Helps me integrate theory and technique as needed	1 2 3 4 5 X
---	---	-------------

Comments: _____

6	Provides suggestions for improving my therapeutic skills	1 2 3 4 5 X
---	--	-------------

Comments: _____

7	Encourages me to experiment with different techniques	1 2 3 4 5 X
---	---	-------------

Comments:

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.

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
<hr/>		

Are there any other comments you have concerning your supervision?

End of Semester Check-Out

Class: 530 ☐ 584 ☐ 590 ☐ 591 ☐ Spring ☐ Fall ☐ Year: Click or tap here to enter

text. Name of Student: Click or tap here to enter text.

Practicum Instructor: Click or tap here to enter text.

Date turned in to CTD*: Click or tap here to enter text.

(*within 2 weeks after grades are due)

Please check the following items off:

☐ Student Evaluation of Supervisor

(Anonymous survey sent to students via email by CT-verbal student acknowledgment)

☐ Student Evaluation of Agency

(Anonymous survey sent to students via email by CT-verbal student acknowledgment)

☐ Signed Supervisor Final Eval of Student

(Portal e-form as of 04/2021-instructor to track via email at designated due date)

☐ Signed Practicum Instructor Final Clinical Skills Eval

(Portal e-form as of 12/2020-students must review/sign on student portal)

☐ Signed Practicum Instructor Dispositions & Professionalism Eval

(Portal e-form as of 12/2020-students must review/sign on student portal)

☐ Signed Fieldwork Summary (Log) ____

(Electronic Form as of 05/2021-students must show completed PDF to instructor upon designated due date)

☐ Discussed disposal of confidential material

☐ Site visit completed Date of visit: Click or tap here to enter text.

NOTE: Please save the completed End of Semester Check-Out forms to the shared Dropbox folder. For ease of review/processing by the Fieldwork Coordinator, please use the following naming convention when saving your files to Dropbox: **Student Last Name, Student First Name, Name of Document (i.e. Folmer, Nicole End of Semester Check-Out).**

{Unsigned or inaccurate forms **cannot** be accepted by the Clinical Training Director and students should receive a grade of "Incomplete" for Practicum class until properly completed documentation has been received by the Practicum Instructor.}

CALIFORNIA STATE UNIVERSITY, FULLERTON
DEPARTMENT OF COUNSELING

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.

Your Name

800 N. State College Blvd., Fullerton, CA, 90803

562.315.8582 | dhart@fullerton.edu

EDUCATION

Bachelor of Arts in Psychology

California State University, Fullerton | August 2018 - May 2021

- Cumulative GPA: 3.87
- College of Social and Behavioral Sciences: Dean's List
 - ◊ Fall 2018 - Spring 2021 (all semesters)

Master of Science in Counseling

California State University, Fullerton (CSUF) | August 2021 – May 2024

- Current GPA: 3.96
-

EXPERIENCE

Office Manager

Ropak, LLC | July 2022 – Present

Bookstore Attendant

Titan Shops | December 2021 – July 2022

Research Assistant

California State University, Fullerton | February 2019 - May 2021

Group Work Lab with Jeffrey Kottler, Ph.D.

Resident Advisor

California State University, Fullerton | July 2019 - May 2021

SKILLS/TRAINING

Documentation

- Transcribe provider-patient interactions using SOAP format while following HIPPA guidelines in Urgent Care and virtual settings
- Document patients' relevant history, provider exam findings, lab results, and other relevant information
- Conduct quality assurance for SOAP notes documented for medical providers
- Facilitate efficiency of provider-patient interactions while adhering to provider preferences
- Document progress of newly hired scribes in training

Community Building

- Foster a supportive working environment for a diverse population of newly hired scribes
 - Attended "Oppression Reduction" trainings to better support underserved and marginalized populations
 - Performed routine mental health checks for 60+ dormitory residents
 - Coordinated and conducted personalized one-on-one meetings with 60+ residents
-

CLINICAL TRAINING ORIENTATION QUICK NOTES

Paperwork

Please Turn in the Following Paperwork:

4-Way Agreement	CSUF On-line Form*
Declaration	CSUF On-line Form*
Participation	CSUF On-line Form*
Transportation/Storage of Confidential Client Data	CSUF On-line Form*
BBS Supervision Agreement	Copy**
Student Malpractice Insurance Proof of Coverage	Copy**

*You are responsible to obtain signatures from agency personnel and provide your own; we will obtain CSUF signatures.

*Please download and save copies of on-line CSUF forms for your own files. This will become important when you apply for your intern number and MFT/PCC license.

**You must upload these documents to your student portal within the first two weeks of class. Students may not begin seeing clients until the BBS Supervisor Responsibility Statement is signed and malpractice insurance is active.

Website Information

American Counseling Association (ACA)
www.counseling.org

Board of Behavioral Sciences (BBS)
www.bbs.ca.gov

California Association for Marriage and Family Therapists (CAMFT)
www.camft.org

Handbook

The Clinical Training handbook is available on the Counseling Homepage
<http://hhd.fullerton.edu/counsel/>

Other Contacts

David Hart, Ph. D.
Clinical Training Director
dhart@fullerton.edu
EC-484

Shelley Mulock, M. S.
Fieldwork Coordinator
smulock@fullerton.edu
EC-479 B