

*California State University, Fullerton*

*Department of  
Counseling  
STUDENT  
HANDBOOK  
2007-2008*

Revised 07/07

This *Student Handbook* was developed for the purpose of informing students of the policies and procedures that pertain to both the Department of Health and Human Development (HHD) at California State University, Fullerton (CSUF) and the profession of counseling. The handbook serves as a detailed guide for counseling students throughout their course of study.

All students are responsible for:

Thoroughly reading this handbook.

Being knowledgeable of its contents throughout their course of study.

Periodically checking for revisions to the handbook. Modifications to the student handbook will be posted outside the Department Office, EC 405. The handbook is available online at:

**<http://hdcs.fullerton.edu/Counsel/counseling.htm>**

Signing the Declaration, the last page of the handbook, to verify that the handbook has been read.

Students are required to turn this in during the second week of the semester to your COUN 500 instructor. **This signed form will be held by the department in your student file.**

Prior to enrolling in COUN 530 Practicum, students are required to obtain and familiarize themselves with the current edition of the *Clinical Training Handbook*. This handbook is revised every semester and details important dates and information pertinent to each semester.

The handbook is available online at: **<http://hdcs.fullerton.edu/Counsel/counseling.htm>**

Students are responsible for logging into their portal each week. Announcements by the department for important dates and events will be found on the portal. This is our primary mode of communication to the student body.

## WELCOME

The faculty of the Department of Counseling at California State University, Fullerton would like to congratulate you on your acceptance to our Master of Science in Counseling program. As you know, students admitted to our program have gone through a competitive selection process. Our goal is to train highly competent scholars and practitioners who will exert a positive influence on our community. We look forward to working with you as you train to become a professional counselor.

Our faculty wishes to provide you information, resources, support, and encouragement, while challenging you to discover new and exciting perspectives as you develop your counseling knowledge, skills, and experiences. In an effort to assist you with departmental, program, and curriculum requirements, we have designed this *Student Handbook* which contains the basic information needed to function in our Department. It is planned as an easily accessible guide and source of information.

Advising is an important component of the Department of Counseling. There is no substitute for individual, personal contact and relationship with an advisor or other Department faculty. Every student is automatically assigned an advisor. The role of the faculty advisor is to provide information to the student about the educational opportunities within the Department, to discuss the implications of options available, to help in decision-making, and generally, on the basis of experience, to help the student develop and achieve his or her educational goals. The relationship between student and advisor is largely a voluntary bond. It is, however, the student's responsibility to contact the advisor and schedule an appointment. (Please refrain from asking Department Office staff any academically-related concerns, and instead, contact your advisor.) [It is recommended that you meet with your advisor during the first semester, and no less frequently than once per year, preferably once per semester to make sure you are on the right track.](#)

Your training in our program will almost inevitably cause you to look closely at yourself, your family, your values, and your commitment to the profession of counseling. You will be asked to participate in exercises intended to train you in counseling processes that effect client change. Students often find themselves experiencing the unspoken expectation that, because personal issues are raised in the classroom, instructors will or ought to assist in working through or resolving them. It is important to convey to you that the classes in which you will enroll are academic training classes, not counseling, and that your instructors and advisors, while sensitive to issues that may emerge, should not be expected to act in the capacity of counselors or therapists with you, either in or out of the classroom. Your acceptance of admission into our program requires that you assume responsibility for taking care of personal issues in an appropriate forum outside the Department of Counseling. We strongly recommend that students who find themselves experiencing levels of discomfort or distress while undergoing training seek either individual, couple, or group counseling with professionals who have no connection with our Department. Likewise, participation in individual, couple, or group counseling outside of the Department is highly recommended as an avenue of personal and professional development and growth.

We all look forward to playing an integral role in your development as a professional counselor, and hope you will enjoy your learning experience with us!

The Faculty of the Department of Counseling  
California State University, Fullerton

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## **Mission Statement**

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

## **Counseling Program Objectives**

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

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

## **About the Department**

The Office of the Department of Counseling is located on the main CSUF campus in EC 405. The Department Suite is comprised of a main office for administrative support staff.

The Department of Counseling offers a Masters in Science in Counseling, emphasizing community counseling, which leads to state licensure as a marriage and Family Therapist (MFT). Our program is approved by the California State Board of Behavioral Sciences (BBS) to meet the educational requirements for licensure. We prepare students to work in schools, non-profit agencies, government services, hospitals, businesses, and private practice. Our program maintains strong links to community non-profit agencies throughout Orange County and the surrounding area. Our students also can use the degree as preparation for pursuing a Ph.D. or Psy.D. in counseling or clinical psychology. In addition, our program offers:

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation until March 31, 2009, to the following program in the Department of Counseling at California State University, Fullerton: Community Counseling (M.S.). For more information on CACREP, please visit their web site, [www.cacrep.org](http://www.cacrep.org).

**Emphasis on Counselor Training** - Our emphasis is on the training of clinicians who can serve the needs of individuals, couples, families, and groups in their community. We train students to provide counseling to adults, children, adolescents, couples, and families. Our students learn to diagnose and design treatment plans, provide short-term and long-term counseling, conduct group therapy, work with addictions, provide crisis intervention, provide career counseling, and maintain a professional identity as a counselor and marriage and family therapist in the community.

**Our Philosophy**-Our orientation is relational and systemic. We believe individuals, families, and communities have their own inner wisdom, desire to grow, and capacity for solving life's challenges. We also believe that counselors can best help people by understanding the relationship of emotional distress to family dynamics and to the social and cultural contexts that shape our lives. The program strongly emphasizes a multicultural perspective. We are a culturally diverse faculty that specializes in working with students from different backgrounds. We prepare culturally competent counselors who will be sensitive to the diverse cultural heritages, lifestyles and special needs of individuals and families living in our community.

## **DEPARTMENT FACULTY AND STAFF**

The faculty is gender balanced and ethnically diverse. We represent a wide range of theoretical orientations in counseling, yet are united in our commitment to quality training, cultural diversity, and social relevance. Our faculty take a personal interest in student learning and are committed to staying on the "cutting edge" of counseling theory and practice. They emphasize the practical, "real world" skills students need to secure jobs after graduation and to feel prepared to serve as community leaders. Most of our faculty are also licensed clinicians, with years of experience. Several have international reputations based on their research efforts.

### **Leah Brew, Ph.D., Associate Professor and Off Campus Director**

Leah's specialties are in the areas of accreditation, the mind-body connection, stress-reduction, supervision, and issues of diversity, including social justice. In addition, she offers training programs in the community on supervision, diversity training, and on dealing with conflict. Leah is the advisor for the honor society, Kappa Omega. Dr. Brew can be contacted in EC 444, office phone (714) 278- 2708, e-mail: [lbrew@fullerton.edu](mailto:lbrew@fullerton.edu)

**Joseph M. Cervantes, Ph.D., Professor and Graduate Advisor**

Jose is a Diplomate in Clinical Psychology and a licensed psychologist. He is a child, adolescent, and family therapist who has taught and supervised clinical work in a variety of universities, hospitals, and medical schools. His research interests include developing effective and therapeutic models with culturally diverse populations, understanding the role of spirituality in clinical practice, and community consultation.

Dr. Cervantes can be contacted in EC 428, office phone (714) 278- 3669, e-mail: [jcervantes@fullerton.edu](mailto:jcervantes@fullerton.edu)

**Sapna Batra Chopra, Ph.D., Lecturer**

Sapna's interests include issues related to cultural diversity, multicultural counseling, trauma, eating disorders, and counseling college students. Sapna is the advisor for the Graduate Counseling Student Association.

Dr. Chopra can be contacted in EC 660, office phone (714) 278- 5622, e-mail: [sapnachopra@fullerton.edu](mailto:sapnachopra@fullerton.edu)

**Matt Englar-Carlson, Ph.D., Associate Professor**

Matt's interests include child and school counseling, multicultural issues, and social constructivist theories of psychotherapy. His current research and scholarship examines masculinity and its influence on counseling and the well-being of men.

Dr. Englar-Carlson can be contacted in EC 442, office phone (714) 278- 5062, e-mail: [mattec@fullerton.edu](mailto:mattec@fullerton.edu)

**Jeffrey A. Kottler, Ph.D., Professor & Department Chair**

Jeffrey is a specialist in group work, counseling theory, and working with diverse and multicultural populations. He is the author of 65 books in counseling, psychology, and education, including some of the best-selling texts in the field. He has taught counseling around the world, including Singapore, Hong Kong, Australia, Iceland, Peru, and Nepal. He has worked as a counselor and educator in community agencies, hospitals, universities, schools, and private practice.

Dr. Kottler can be contacted in EC 430, office phone (714) 278- 7537, e-mail: [jkottler@fullerton.edu](mailto:jkottler@fullerton.edu)

**Olga L. Mejía, Ph.D., Assistant Professor**

Olga's interests include immigration and psychology, acculturation, attachment, women's issues, and educational achievement of Latinos. She has worked in community and college mental health settings, and her clinical experience includes individual, group, and family therapy, in both English and Spanish.

Dr. Mejia can be contacted in EC 658, office phone (714)278-7263, e-mail: [omejia@fullerton.edu](mailto:omejia@fullerton.edu)

**Thuy Nguyen, Ph.D., Lecturer**

Thuy's interests include counseling skills, practicum, and group therapy, and she would like to expand her teaching experience in play therapy and expressive arts. Her research interests include supervision, accreditation, and group dynamics.

Dr. Nguyen can be contacted in EC 452, office phone (714) 278- 3751, e-mail: [tnguyen@fullerton.edu](mailto:tnguyen@fullerton.edu)

**Mary M. Read, Ph.D., Lecturer & Director of Clinical Training**

Mary's varied interests center on a theme of empowerment, including feminist theory, diversity issues, gerontology, and supervision. Her research interests include women's health issues, identity and diversity, aging with dignity, and social justice concerns. Mary is the advisor for the Alumni Association.

Dr. Read can be contacted in EC 672, office phone (714) 278- 2167, e-mail: mread@fullerton.edu

**David S. Shepard, Ph.D., Associate Professor & Director of Admissions**

David's interests include the relationship of counseling theory to clinical practice, supervision, couples counseling, and men's issues. As a psychologist in private practice, he works primarily with adults and couples in the areas of relationship issues, depression and coping with chronic illness.

Dr. Shepard can be contacted in EC 432, office phone (714) 278- 3327, e-mail: dshepard@fullerton.edu

**Adjunct faculty:** Gerald Corey, Alison Englar-Carlson, Ive Eicken, Janet Frazier, Shrinidhi Iyengar, Maryam Sayyedi, Debra Stout, and Hanh Truong

**Department Chair**

The Department Chair is responsible for administering the Counseling Program. Specifically, the Chair:

1. Participates in the recruitment, employment, and orientation of new faculty; including demonstrating a commitment to the affirmative action goals of the university.
2. Encourages and facilitates professional development through activities such as suggesting funding sources, discussing research ideas, and urging attendance at professional meetings and workshops.
3. Provides appropriate opportunities for faculty to participate in department affairs.
4. Evaluates faculty on a regular and continuing basis in the areas of teaching, research, and service with appropriate recommendations for improvement, particularly for untenured faculty.
5. Creates a forum through which faculty can express ideas freely, thus promoting productive discussions among the departmental faculty members.
6. Makes informed documented recommendations concerning faculty retention, promotion, tenure, and annual salary increments, the outcomes of which will be intended to serve the best interest of the department as a whole.
7. Encourages university and community service activities appropriate for faculty participation.
8. Represents the department both within the university's administrative and governance structures and externally with professional and community groups.
9. Disseminates information of interest to students.
10. Responds to student grievances and requests.
11. Coordinates the preparation of the department budget.
12. Administers the department budget. Adheres to the budget management procedures established by the Business Office.
13. Allocates funds in a manner consistent with the goals of the department.
14. Mentors faculty with respect to their research, teaching, service, personal and professional development.
15. Helps create and foster a department culture that is respectful of individual and cultural differences, as well as develops and maintains a working environment that is respectful, caring, ethical, and supportive.

### **Director of Admissions**

The Director of Admissions is the coordinator for the Counseling Program. The Director:

1. Coordinates the entire admissions process, including marketing and recruitment.
2. Develops, with consultation from all faculty members, the selection criteria.
3. Reviews all applications.
4. Chairs the admissions committee's work in reviewing applications.
5. Conducts interviews and making final decisions.
6. Supervises the Prospective Student Advisor (whose role is to meet with interested candidates and assemble files).
7. Responds to phone calls and emails from interested students and conducts phone interviews with international applicants.
8. Advises denied students on how to strengthen their applications if they wish to re-apply and deals with appeals from denied students.
9. Coordinates Department admissions issues with the University Office of Admissions and Records.

### **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, to report on training issues and concerns at department meetings, meet regularly with department chair and dean as appropriate, and to represent California State University, Fullerton and the counseling program at the Consortium meetings which consists of clinical directors and university training directors.

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

1. Makes initial contact with potential agencies and conduct site visits to ascertain the appropriateness of the particular site for practicum opportunities.
2. Evaluates the appropriateness of current agencies after feedback from students and supervising faculty, and review of student evaluations of agencies.
3. Works with existing agencies to meet the requirements as set forth by the Department of Counseling and the Board of Behavioral Sciences (BBS).
4. Engages with practica placements 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 training programs.
5. Facilitates the Practicum Orientation each semester for students to assist them in preparation for practicum.
6. Facilitates the Internship Preparation Workshop for students during their last semester in the program to prepare them for the internship process.
7. Ensures that students and agencies are in compliance with BBS rules, regulations, as well as legal and ethical guidelines.
8. Reviews all student evaluations of agencies, and agency evaluations of students, and makes recommendations as appropriate.
9. Conducts exit interviews and evaluations with each graduating student.
10. Develops new practica field placements.

## **STUDENT EXPECTATIONS**

### **Ethical Student Behavior**

Students are required to adhere to policies of the various ethical codes governing the counseling profession, as well as policies regarding attendance at CSUF. This includes demonstrating academic and personal integrity, ethical behavior, honesty, and caring towards others.

### **Professional Ethical Standards**

Any training relationship in which students take client/counselor roles is considered a client/counselor relationship and, therefore, subject to all ethical and legal regulations governing such relationships. Students are required to become familiar with the Ethical Standards of the *American Counseling Association (ACA)* and the *California State Board of Behavioral Sciences (BBS)* during their first semester of enrollment in the counseling program. Students are required to obtain a copy of the ACA Ethical Standards during their first semester in the program.

Violation of these professional ethics can result in litigation, suspension, or expulsion from the Department of Counseling. These important standards are available online at:

[http://aca.convio.net/site/PageServer?pagename=resources\\_ethics](http://aca.convio.net/site/PageServer?pagename=resources_ethics)

### **Grade Appeals**

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

1. In general, all course grades are final when filed by the instructor in the end-of-term course grade report. Each student is notified by mail of the grades earned during the term, and these grades become a part of the official record.
2. A change of grade may occur only in cases of clerical error, administrative error, or where the instructor reevaluates the original course assignments of a student and discovers an error in the original evaluation. A clerical error is an error made by the instructor or an assistant in calculating or recording the grade. A change of grade shall not occur as a consequence of the acceptance of additional work or reexamination beyond the specified course requirements.
3. A request for a change of grade shall be initiated by the student affected and shall be directed to the instructor within 60 calendar days of the first day of classes of the regular semester following the award of the original grade. If the instructor determines that there is a valid basis for the change, a Change of Grade form shall be used to notify the Office of Admissions and Records. These forms are available in department offices and are not to be handled by students. If the instructor determines that there is not a valid basis for the change and denies the student's request, the instructor's decision is final. The student may file a petition with the Academic Appeals Board on the basis of unfair or prejudicial treatment by the instructor. See "Academic Appeals" in the "Student Affairs" section of the University catalog.
4. The Change of Grade form completed and signed by the instructor, noting the basis for the change, shall not be accepted by the registrar unless approved separately by the department chair and college dean.
5. If a request for change of grade is initiated after 60 calendar days into the following semester, it will be approved only in extraordinary circumstances. An explanation of such circumstances must accompany the request and must be approved separately by the instructor, department chair, and the dean before acceptance by the registrar.

The policy on Academic Appeals is listed here and can found on page 536 of the graduate catalog (Appendix I):

### **Academic Appeals**

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

### **Student Retention Policy**

Students are routinely evaluated throughout the counseling program on the criteria of knowledge, personal characteristics, interpersonal skills, and counseling skills to determine if progress is adequate, if remedial work is needed, or if the student should be withdrawn from the program. Faculty specifically evaluates students both orally, and in writing, at the end of each semester of COUN 530 Practicum and COUN 584 Advanced Practicum by using the form “COUN 530/584 Practicum Instructor Final Evaluation of Student”, which can be found in the Clinical Training Handbook. In addition, faculty conducts ongoing evaluations throughout the semester, both orally and in writing. At any faculty meeting, a faculty member may bring up a student about whom the faculty member has concerns. In addition, the faculty reviews all students in the program, at a special faculty meeting, held once each semester. Any students who are demonstrating academic or personal problems that interfere with their performance are discussed, with specific recommendations made to assist this student. In some cases, students may be asked to seek remedial help, counseling, or pursue other courses of action designed to be helpful. Students may also be placed on either Academic Probation or Administrative Probation based on their behavior in class, professional conduct, grade performance, or other behavior that is deemed unprofessional.

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

### **Conference with a Faculty Committee**

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

### **Consequences**

The range of responses open to the faculty when confronted with a student who, in the faculty's opinion, lacks appropriateness at a given time for the field of counseling is qualified by legal, university, professional, and ethical standards. That range, however, 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 drop out of the counseling program and/or seek another profession; (c) probation for academic deficiency or a lack of personal/professional fitness; (d) a decision not to advance a student to classified status and/or to candidacy; or (e) a decision to seek declassification of a classified student within the Counseling program.

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

The policy for classification and advancement to candidacy can be found on page 196 of the Graduate catalog and is described below:

Admission to the department as a conditionally classified student does not guarantee advancement to classified standing. Each student undergoes a comprehensive evaluation in the semester prior to his or her beginning Practicum (Counseling 530). This evaluation determines advancement to classified standing and to candidacy. Advancement requires a 3.0 GPA and the faculty's on-going assessment of the student's aptitude and suitability for the counseling profession, progress in skill development, interpersonal and cultural sensitivity, readiness to see clients, and ethical and professional conduct. A student who receives more than two grades below "B minus" (2.7) is automatically disqualified from the program. Students may also be placed on administrative academic probation for reasons other than cumulative and/or study plan grade-point average and may be disqualified under certain conditions.

### **Endorsement Policy**

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

### **Minority Recruitment Policy**

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

### **Disability Accommodation Policy**

In compliance with and in the spirit of the Americans with Disabilities Act (ADA), it is the student's responsibility to request any needed accommodations from the instructor within the first week of class. Please also make contact with the campus Disabled Student Services office (714/278-3117) immediately, so we may all work together in a coordinated fashion.

### **Plagiarism and Cheating**

Definitions:

*Plagiarism* — to take ideas, thoughts, writings from another and pass them off as one's own.

*Cheating* — to defraud, deceive; to take an examination dishonestly, as by having improper access to answers. Includes the submission of the same paper in more than one course.

In compliance with Title 5 of the California Administrative Code (Section 41301), the Department of Counseling has the following policies with regard to plagiarism and cheating:

The instructor may give the student an automatic "F" for the course. The instructor may refer the student to a special faculty committee for further action. This committee is authorized to impose additional penalties. This may include a one-semester or one-year suspension or an outright dismissal from the program. The student will have the opportunity to have a fair hearing and present any pertinent evidence to the committee. All faculty members of the Department of

Counseling uphold the strongest of ethical standards related to training qualified counselors, and will readily enforce all appropriate and necessary consequences for cheating and plagiarism.

### **Program Prerequisite Curricular Experiences**

The Department of Counseling requires students to complete four pre-requisites. At least two of the four must be taken prior to beginning the program: remaining prerequisites must be completed during the student's first semester.

Courses meeting the prerequisite requirements are offered at CSUF in several undergraduate departments. Equivalent courses offered at other universities and community colleges may also meet the requirements.

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

### **Core Curriculum**

COUN 500 The Counseling Profession  
COUN 511 Pre-Practicum (basic counseling skills)  
COUN 518 Human Development & Functioning  
COUN 502 Career Counseling  
COUN 522 Techniques of Brief Treatment & Assessment  
COUN 520 Modes of Individual Counseling  
COUN 527 Systems of Family Counseling  
COUN 526 Professional Ethics and Legal Issues in Counseling  
COUN 523 Counseling & Culture  
COUN 524 Child and Adolescent Counseling  
COUN 528 Groups: Process and Practice  
COUN 535 Addictions  
COUN 525 Psychopharmacology  
COUN 560 Psychological Testing  
COUN 562 Couples Counseling  
COUN 530 Beginning Practicum  
COUN 521 Science of Human Inquiry  
COUN 590 Advanced Techniques and Case Conceptualization  
COUN 584 Advanced Practicum  
COUN 597 Final Project

### **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 individuals, children, adults, and families and the focus will be in relationship problems/issues specifically.

### **Minimum Practicum Experience Defined**

Students must devote approximately 15-20 hours per week for Three (3) consecutive semesters of supervised practicum. Please refer to **Section II, Summary of BBS MFT Licensure Regulations** for minimum/maximum experience requirements.

The Department of Counseling requires that students have a total of 700 Practicum hours during their practicum year with a minimum of 280 direct client contact hours during the course of 530, 584, and 590.

Direct service is provided through counseling services to clients in the following categories: individual children and/or adults, couples, families, and group. Groups should be facilitated by two student trainees as co-leaders whenever possible.

Students will gather all 280 hours of their direct client contact hours during the semesters in which they are enrolled in practicum courses. Hours may be counted from two weeks before the semester begins until the day grades are due. Students are responsible to keep their practicum instructors informed regarding the number of hours being accumulated throughout the year.

During the spring or fall semester prior to taking COUN 530, students are responsible for:

1. Scheduling a meeting with their advisor for a \*pre-classification interview.
2. Obtaining the most recent Practicum Handbook which clearly stipulates the practicum requirements and expectations. These requirements are far more rigorous than what the BBS requires, and students are responsible for knowing the requirements of each.
3. Attending the Practicum Orientation meeting: [Students are responsible for checking their portal each week, and the practicum orientation dates will be part of these announcements.](#)

\*The Pre-classification Interview is a meeting initiated by the student to discuss with his or her advisor whether or not the student is prepared for practicum academically, psychologically (emotionally/intellectually), and physically. The student will be updating the advisement log with the advisor and making sure that all prerequisites have been met. Expectations about practicum will be discussed as well as ideas for the student's final research project (COUN 521 & 597). Students are advised to schedule this meeting prior to mid-term since the pre-classification faculty meeting is held just after mid-term. After the student meets with the advisor, the file will be reviewed, and the department will discuss the readiness of each student seeking classification. If any concerns exist, the advisor will contact the student to discuss any remediation which will be determined by the faculty members based upon individual circumstances. However, if none of the faculty members have concerns, the student will receive a formal letter around the end of the semester informing her/him of the new classification status. Classified students are then considered by the BBS to be "trainees" and will then be responsible for maintaining records toward meeting practicum requirements as well as licensure requirements. Once students reach classified status, they are eligible to begin counting training hours toward the 3000 licensure hours. Finally, classification status can be revoked if the student goes on academic or administrative probation.

### **Practicing without a License**

No student may advertise or perform marriage and family therapy or psychological counseling in a private practice without the proper State license. In California, the license for professional counselors is the Marriage and Family Therapy (MFT) License. Students may, however, be gainfully employed by a government agency, school, or non-profit charitable organization and

provide counseling under the supervision of a licensee of the organization (not CSUF). Any students found in violation of this law (Section 17800.2, California Business and Profession Code) will be immediately withdrawn from the Counseling Department, and their names forwarded to the appropriate State licensing agency for prosecution.

### **Class Attendance**

Regular attendance at class is expected. Due to the experiential nature of counseling courses, attendance is absolutely critical to optimal learning. Much of the material presented is difficult to grasp only from textbooks, and necessitates learning while experiencing and practicing. Students are advised that faculty may establish attendance requirements in their courses, and are permitted to link student absences to their evaluation of students' performance in the course.

### **STUDENT ADVISING**

Each student is assigned an advisor upon admission to the program. The role of the faculty advisor is to provide information to the student about the educational opportunities within the Department to address concerns of the student and to help the student achieve his or her educational goals. The advisor also focuses on the student as a whole person and on all issues that impinge upon the student's academic success. Each faculty advisor has a unique style of advising and educating. The advisor is the person to see if students are feeling bogged down or confused by University red tape, registration procedures, course selection, choosing an option, or needing to talk confidentially with someone about educational situations. Therefore, students should address all personal and Departmental concerns to their assigned advisor. Developing a good faculty advisor-student relationship involves meeting periodically, discussing the student's evolving interests, reviewing the student's academic and experiential background, and exploring the student's short-term and long-term goals. The relationship between student and advisor is largely a voluntary bond. It is, however, the student's responsibility to contact the advisor, to schedule an appointment, and to begin planning an individual program of study.

### **Individual Advising**

Course advising is one reason for making an initial contact with one's advisor. Drop-in or appointment advising is available from each advisor. Students should contact their advisor for office hours and appointment scheduling. Office hours are usually posted on the Department Office bulletin board and outside individual faculty offices by the end of the second week of each semester.

The student and advisor are encouraged to complete an Advisement study plan together during their first consultation. This is a form that students and their advisors use to record courses to be taken and courses that are completed for their program. Periodically, the planning sheet should be reviewed and updated to ensure that course sequencing and graduation requirements are being met. Maintaining this planning sheet will make further application and petition procedures less time-consuming.

The student is also required to meet with his or her faculty advisor the semester before taking COUN 530 Practicum and the semester before taking COUN 597 Final Project. During this meeting, your advisor will determine whether you are ready to enroll in these classes. You will not be allowed to enroll in these classes without meeting with your advisor first. Failure to meet with your advisor may result in a delay in your graduation.

## **COMMUNICATION PROCEDURES**

### **Departmental Announcements**

All important Departmental announcements, including course changes and modifications to the student handbooks, will be posted outside the Department Office, EC 405. **Announcements will also be placed on the student portal, and students are responsible for checking the portal weekly.** Students are responsible for checking their portals regularly and will be informed of upcoming meetings each semester. Students are responsible for making sure the department has their correct e-mail address. If the e-mail or regular mailing address changes, students must inform the department (EC 405) as well as the university.

### **Faculty Office Hours and Mailboxes**

Office hours, phone numbers, and e-mail addresses of each full-time faculty member are posted outside their office doors. Office hours often change by semester as class schedules change. Therefore, students must be sure to check at the beginning of each semester for new hours. Faculty mailboxes are located in EC 405.

### **Emergencies**

Students are advised to contact individual course instructors regarding classes that will be missed. Students are advised to contact their course instructors and assigned advisor regarding emergencies that will affect their ability to carry out the semester.

## **PROFESSIONAL ASSOCIATIONS AND GROUPS**

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

### **National Professional Associations**

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

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

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

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

*Association for Assessment in Counseling (AAC)*

*Association for Adult Development and Aging (AADA)*

*American College Counseling Association (ACCA)*

*Association for Counselors and Educators in Government (ACEG)*

*Association for Counseling and Supervision (ACES)*

*Association for Gay, Lesbian and Bisexual Issues in Counseling (AGLBIC)*

*Counseling Association for Humanistic Education and Development (C-AHEAD)*

*Counselors for Social Justice*

*Association for Multicultural Counseling and Development (AMCD)*

*American Mental Health Counselors Association (AMHCA)*  
*American Rehabilitation Counseling Association (ARCA)*  
*American School Counselor Association (ASCA)*  
*Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)*  
*Association for Specialists in Group Work (ASGW)*  
*International Association of Addiction and Offender Counselors (IAAOC)*  
*International Association of Marriage and Family Counselors (IAMFC)*  
*National Career Development Association (NCDA)*  
*National Employment Counseling Association (NECA)*  
Student membership to ACA is \$88.00, which includes a subscription to the *Journal of Counseling and Development* (issued quarterly) and *Counseling Today* (monthly paper).  
Contact ACA at:

American Counseling Association  
5999 Stevenson Avenue  
Alexandria, Virginia 22304-3300  
toll free: 800-347-6647 fax: 703-823-0252  
Or online at:

[www.counseling.org](http://www.counseling.org)

The following are ACA divisions which may be of interest to the counseling students at CSUF. Community counseling students should refer to the above list to determine which divisions are most applicable to their interests within community counseling and contact those divisions via ACA.

**National Career Development Association (NCDA).** The mission of NCDA is to promote career development for all people across the lifespan through public information, member services, conferences, and publications. Student membership is \$18.00, which includes a subscription to the NCDA journal, *Career Developments Quarterly* and the NCDA quarterly newsletter, *Career Developments*.

Contact NCDA via ACA at:  
5999 Stevenson Avenue  
Alexandria, Virginia 22304-3300  
Or online at:  
[www.ncda.org](http://www.ncda.org)

**International Association of Marriage and Family Counselors (IAMFC).** IAMFC members assist in developing healthy family systems through prevention, education, and therapy. Student membership is \$24.00, which includes subscriptions to: *The Family Journal: Counseling and Therapy for Couples and Families* and *The Family Digest*.

Contact IAMFC via ACA at:  
5999 Stevenson Avenue  
Alexandria, Virginia 22304-3300  
Or online at:  
[www.iamfc.org](http://www.iamfc.org)

**National Board of Certified Counselors (NBCC)**

The National Board for Certified Counselors (NBCC), an independent not-for-profit credentialing body for counselors, was incorporated in 1982 to establish and monitor a national certification system, to identify those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors.

NBCC's certification program recognizes Professional Counselors who have met predetermined national standards in their training, experience, and performance on the National Counselor

Examination (NCE) for Licensure and Certification (see Licensure and Credentialing section). NBCC was initially created after the work of a committee of the American Counseling Association (ACA). The committee created NBCC to be an independent credentialing body. NBCC and ACA have strong historical ties and work together to further the profession of counseling. However, the two organizations are completely separate entities with different goals.

- ACA concentrates on membership association activities such as conferences, professional development, publications, and government relations, and
- NBCC focuses on promoting Professional Counseling to private and government organizations through certification.

### **American Association for Marriage and Family Therapists (AAMFT)**

The American Association for Marriage and Family Therapy (AAMFT) is a professional association developed specifically for the field of marriage and family therapy. Members of allied professions and other persons who are interested in marriage and family therapy are eligible to become Affiliate Members. Student membership is \$45.00, which includes subscriptions to AAMFT's bimonthly publication, *Family Therapy Magazine* and the quarterly *Journal of Marital and Family Therapy (JMFT)*.

Contact AAMFT at:

AAMFT - Central Office  
112 South Alfred Street  
Alexandria, VA 22314  
Phone: (703) 838-9808  
Fax: (703) 838-9805

Or online at:

[www.aamft.org](http://www.aamft.org)

### **State Professional Associations**

#### **California Association for Counseling and Development (CACD)**

The California Association for Counseling and Development, a State Branch of ACA, serves its members to advance the field of counseling and development in the broad areas of mental health, career, and education. Student membership is \$60.00 that includes membership in one of the Divisions and a subscription to a monthly publication, the *Compass*.

CACD has the following divisions:

*Asian Pacific American Caucus*

*Association for Multicultural/Ethnic Counseling*

*Black Caucus*

*California Adult & Continuing Education Counselor Association*

*California Association for Adult Development & Aging*

*California Association for Counseling & Supervision*

*California Association for Measurement & Evaluation in Counseling & Development*

*California Association of Mental Health Counselors*

*California Career Development Association*

*California College Personnel Association*

*California Community College Counselor's Association*

*California Rehabilitation Counseling Association*

*California School Counselors Association*

*Hispanic Caucus*

*Women's Caucus*

Contact CACD at:

654 East Commonwealth Avenue  
Fullerton, CA 92631

Phone: 714-871-6460  
Fax: 714-871-5132  
Email: [cacd@cacd.org](mailto:cacd@cacd.org)  
Or online at:  
[www.cacd.org](http://www.cacd.org)

**American Association of Marriage and Family Therapists, California (AAMFT-CA)**  
AAMFT-CA represents licensed marriage and family therapists (MFTs) in California who uphold the training and practice standards of the national association, AAMFT.

Contact AAMFTCA at:  
P O Box 17298  
Anaheim, CA 92817-7298  
800-66-AAMFT (800-662-2638),  
Fax: 714-685-7970  
Or online at:  
[www.aamftca.org](http://www.aamftca.org)

**California Association of Marriage and Family Therapists (CAMFT)**  
CAMFT is an *independent* professional organization representing the interests of licensed marriage and family therapists in the state of California. Membership is \$35.00, which includes the bimonthly publication, *The California Therapist*.

Contact CAMFT at:  
7901 Raytheon Rd.  
San Diego, CA, 92111  
619-292-2638  
Or online at:  
[www.camft.org](http://www.camft.org)

### **Department-Affiliated Groups**

#### **Chi Sigma Iota**

Chi Sigma Iota is the international honor society for counselors-in-training, counselor educators, and professional counselors. Its mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling.

#### **Kappa Omega**

Kappa Omega is the CSUF chapter of CSI. CSI is the national honor society for the American Counseling Association, the only one in the field of counseling in the U.S. So students must earn a GPA of 3.5 or better in order to get invited to join. Each semester, the chapter puts on at least 3 events to help other students.

#### **Graduate Counseling Student Association (GCSA)**

GCSA was developed several years ago to create a social and networking environment for the Graduate Students in the Counseling department at California State University, Fullerton. GCSA sponsors workshops, presentations, and social events every semester.

[www.webspawner.com/users/gcsa/index.html](http://www.webspawner.com/users/gcsa/index.html)

## **LICENSURE AND CREDENTIALING**

### **California Marriage and Family Therapist License (MFT)**

The California Board of Behavioral Science (BBS) has provided the following information to help outline the requirements for registration as a Marriage and Family Therapist Intern and licensure as a Marriage and Family Therapist (MFT) in California:

1. In order to qualify for an intern registration, an applicant must possess a qualifying doctoral or master's degree with specific coursework requirements as specified in California Business and Professions (B&P) Code Section 4980.40. Intern registrations are valid for one year and interns may maintain their registration status for a total of six years (please see box below, MFT Intern).
2. The experience requirements for licensure are 3,000 hours of supervised experience gained in not less than two calendar years obtained over a period of not less than 104 weeks. All experience must be gained within the six years immediately preceding the date the application for licensure was filed, except that up to 500 hours of clinical experience gained in the supervised practicum shall be exempt from the six-year requirement. Specific experience requirements are defined in B&P Code Sections 4980.40(f), 4980.42 through 4980.45 and California Code of Regulations (CCR) Section 1833. The requirements for supervisors are defined in CCR Section 1833.1. After the experience requirements are met, applicants must take and pass a written and oral examination.
3. Applicants should not submit MFT licensing applications until they have completed the 3000 hours of supervised experience. Any applications submitted with less than 3000 hours will be returned to the applicant.
4. Once applicants are approved for the examinations, they must participate in an examination at least once a year in order to keep their file active. Once they are in the examination cycle, the law only requires that they stay registered as an intern if they are employed in a private practice. If they are employed in any other setting, they are not required by law to keep their registration current. However, some employers may require individuals to be registered as a condition of employment.

BBS Website: [www.bbs.ca.gov](http://www.bbs.ca.gov) MFT Licensure Website: [www.bbs.ca.gov/Lic-req.htm](http://www.bbs.ca.gov/Lic-req.htm)

### **National Certified Counselor Credential (NCC)**

The National Board for Certified Counselors (NBCC) developed the first National Professional Counseling credential. In 1983, the NBCC began credentialing Professional Counselors who meet predetermined professional standards in their training, experience, and performance. Currently, more than 31,000 Professional Counselors hold this National Certified Counselor (NCC) credential. These counselors live and work in the US and over 50 countries. The National Counselor Examination (NCE) is used by more than 40 states, the District of Columbia, and Guam to license counselors on a State level, and is considered the most portable credentialing examination in the counseling profession (NBCC, 2003).

Although the NCE is required by most states for licensure, the NCC credential is not required for independent practice and is not a substitute for the legislated state licenses and credentials. However, those who hold the National credential appreciate the opportunity to demonstrate that they have met national standards developed by counselors, not legislators (NBCC, 2003).

NBCC Website: [www.nbcc.org](http://www.nbcc.org) Link to NCC Credential: [www.nbcc.org/cert/ncc.htm](http://www.nbcc.org/cert/ncc.htm)

### **Professional Licensure in Other States**

California does not currently offer a general practitioner's license for professional counselors. For individuals who are interested in practicing outside the state, licensure as an LPC (Licensed Professional Counselor), or its equivalent, is available in 49 states. California is the exception.

Having a particular specialization is not necessary for this general counseling license; only the Master's Degree in Counseling is required.

Individuals earning a Master's Degree in Counseling from CSUF who plan to move to one of the above-mentioned states may qualify to become licensed in that state after accomplishing the following: (1) completing a post-graduate internship under the supervision of a licensed counselor, and (2) passing the State counseling licensure examination. In addition to serving as evidence of training and competence, a counseling license legally entitles individuals to operate a private practice if they wish. For more information on professional counseling licensure in other states, one should contact the American Counseling Association for a list of designated licensing boards for each state.

# Declaration

I hereby certify that I have read and understand the rules, guidelines, and procedures relative to the Counseling Program as set forth by the Department of Counseling of 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 of 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 student file.

Print name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_