

California State University, Fullerton  
Department of Counseling  
Student Handbook  
2018-2019

Revised 07/2018

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 updated online. The handbook is available online at: <http://hhd.fullerton.edu/counsel/CurrentStudents/Handbooks/StudentHandbook.pdf>
- Signing the Declaration, the last page of the handbook, to verify that the handbook has been read. Students are required to turn this in at new student orientation. This signed form will be held by the department in your student file.
- Signing the Informed Consent, the second to last page of the handbook, to verify students have informed consent about confidentiality and its limits when self-disclosing on assignments and in class. Students are required to turn this in at new student orientation. This signed form will be held by the department in your student file.
- Prior to enrolling in COUN 530A or COUN 530B 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://hhd.fullerton.edu/counsel/CurrentStudents/Handbooks/ClinicalHandbook/default.htm>
- Students are responsible for logging into their portal at least two times per 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 with 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. 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 their educational goals. You will be meeting with the New Student Advisor during the first semester and will continue to receive advisement throughout the program. Please refrain from asking Department Office staff any academically-related concerns, and instead, contact your advisor.

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 hope that each student will engage in therapy prior to graduation to understand the experience of clients.

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

### Student Learning Outcomes

**The list of student learning outcomes represents a portion of what faculty want to ensure that students learn during the program. These are consistent with our accrediting agency (CACREP) and are assessed periodically in order to meet both university and CACREP assessment requirements.**

#### **A. Professional Counseling Orientation and Ethical Practice**

*Students understand their professional identity as a counselor. A student:*

1. Demonstrates knowledge of the history and philosophy of the counseling profession and its specialty areas.
2. Demonstrates knowledge of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
3. Demonstrates knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
4. Demonstrates knowledge of technology's impact on the counseling profession.
5. Demonstrates knowledge of self-care strategies appropriate to the counselor role.

#### **B. Diversity Awareness and Sensitivity**

*Students are aware of the impact of diversity on the counseling process and are sensitive to differences. A student:*

1. Identifies major cultural constructs (e.g., race/ethnicity, social class, sexual/affectional orientation, range of gender identities, religion/spirituality, oppression/privilege, dis/ability, and identity development) and how they intersect with the mental health of clients.
2. Explores and articulates the sources of counselors' own personal value systems (e.g., race/ethnicity, social class, sexual/affectional orientation, range of gender identities,

religion/spirituality, oppression/privilege, dis/ability, and identity development) and acknowledges that these values may create biases that affect counseling.

3. Identifies stereotypes, how they derive from the traditional values and norms of various cultural groups, and can result in systemic oppression.
4. Identifies ways in which counselors can promote social justice and advocacy on behalf of clients.

### **C. Clinical Skills**

*Students demonstrate effective counseling skills with clients. A student:*

1. Demonstrates effective counseling skills with individuals (adults & children), couples, families, and/ or groups.
2. Evaluates clients' progress toward treatment goals during practicum experiences.
3. Displays an awareness of and appreciation for the intersection of sociocultural influences (race/ethnicity, gender, socioeconomic status, sexual orientation, disability status, spiritual/religious affiliation) and individual differences on the counseling process.
4. Recognizes counter-transference that may be interfering with the client's process, minimizes counter-transference through personal work, and understands how counter-transference can be used in therapy.
5. Identifies ethical and legal issues, understands professional ethical codes of conduct, and appropriately applies an ethical decision-making process to clinical cases.
6. Demonstrates writing that is professional, ethical, and respectful with regard to clients.

### **D. Conceptualization and Treatment Planning**

*Students can conceptualization cases and write effective treatment plans for clients.*

*A student:*

1. Utilizes knowledge of major counseling theories in the context of individual (adult and child), couple, family, and/or group counseling, to formulate case conceptualizations and treatment plans.
2. Appropriately applies the diagnostic categories of the DSM-5.
3. Recognizes the impact of issues and formulates treatment plans for clients with severe mental illness and/or co-occurring disorders (if present).
4. Recognizes how work/school/occupational statuses intersect with other life roles and mental health; formulates treatment plans that include attention to employment, work/school environment, skills development, and/or life-work planning, as necessary.
5. Utilizes knowledge of how bio/psycho/sociocultural/spiritual factors intersect with and affect human development and functioning across the lifespan; and accordingly makes appropriate adjustments to case conceptualization and treatment plans.
6. Collects and integrates multiple aspects of the counseling process (e.g., theoretical knowledge, evidence-based practices, clinical information, and client perspectives), in order to form clinical hypotheses of clients and their issues.

## **E. Research and Professional Writing**

*Students are able to understand and conduct research; they can write papers well using APA style, proper grammar, and organization. A student:*

1. Utilizes a formal system of inquiry that integrates the work of researchers and counselors, and applies it in a research project.
2. Critically analyzes research methodology and can critique the professional literature.
3. Demonstrates knowledge regarding a specific clinical issue relevant to clinical mental health counseling.
4. Demonstrates writing that includes correct grammar, punctuation, and sentence structure.
5. Demonstrates writing that is structurally and mechanically correct according to APA style.
6. Demonstrates original writing that correctly references sources.
7. Demonstrates awareness of the intended audience and purpose for which the writing is done.
8. Demonstrates writing that meets the stated objectives in a concise, organized, and logical manner.

## **About the Department**

The Office of the Department of Counseling is located on the main CSUF campus in Education Classroom (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 clinical mental health counseling, which leads to eligibility for state licensure as a Licensed Marriage and Family Therapist (LMFT) and Licensed Professional Clinical Counselor (LPCC).

### **LMFT Licensure:**

Our program is approved by the California State Board of Behavioral Sciences (BBS) to meet the educational requirements for Licensed Marriage and Family Therapists (LMFT). By completing this degree, you have met the curricular requirements for your degree.

### **LPCC Licensure:**

Our program is approved by the California State Board of Behavioral Sciences (BBS) to meet the educational requirements for Licensed Professional Clinical Counselors (LPCC). By completing this degree, you have met the curricular requirements for your degree.

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 counselor education, or in counseling or clinical psychology.

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, 2023, to the following program in the Department of Counseling at California State University, Fullerton: Clinical Mental Health Counseling (M.S.). For more information on CACREP, please visit their web site, [www.cacrep.org](http://www.cacrep.org).

The University is also accredited by Western Association of Schools and Colleges (WASC).

## **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 counselors and marriage and family therapists 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.

## **Animo: Latinx Counseling Emphasis**

This is a new, and only, emphasis within the M.S. Department of Counseling designed to address the various professional, curricular/training, and community needs related to providing mental health services to Latinx and Spanish-speaking clients. The Animo: Latinx Counseling Emphasis will provide trainees course curriculum that: meets requirements to pursue licensure as Professional Clinical Counselors and Marriage and Family therapists in California; is grounded in nationally-approved competencies (Council for Accreditation for Counseling and Related-Educational Programs, CACREP, and the American Counseling Association, ACA) and; focuses on developing self-awareness as a bilingual and bicultural counselor, knowledge of Latinx-cultures and therapeutic-Spanish, and familiarity with interventions appropriate to Latinx and Spanish-speaking clients. The Animo: Latinx Counseling Emphasis will consist of 5 core courses (COUN 511B, COUN 522B, COUN 527B, COUN 530B, and COUN 584B) and an exit requirement of intermediate-level *therapeutic* spoken Spanish skills. Students will share a cohort style enrollment for the 5 courses taught by professors who are bicultural and bilingual in English/Spanish. The number of units required for graduation will remain the same as for non-emphasis students: 63-units.

***Please note: Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or taxpayer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission***

*that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from Ginamarie Scherzi, EC-429, (657) 278-3042.*

## DEPARTMENT FACULTY AND STAFF

The faculty embody a broad range of cultural identities and worldviews. 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. We 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 scholarly work.

### *Leah Brew, Ph.D., Professor and Department Chair*

Leah’s specialties are in the areas of accreditation, the mind-body connection, stress-reduction, supervision, licensure for professional counselors in California, ethics, and issues of diversity, including social justice and advocacy. In addition, she offers training programs in the community on supervision, diversity training, and on dealing with conflict. In addition, she sees clients in the community and is specializing in trauma work and anxiety using EMDR.

Dr. Brew can be contacted in EC 422, office phone (657) 278- 2708, e-mail: [lbrew@fullerton.edu](mailto:lbrew@fullerton.edu)

### *Joseph M. Cervantes, Ph.D., Professor*

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 (657) 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, parenting, mindfulness, and counseling college students. Sapna is the advisor for the Graduate Counseling Student Association.

Dr. Chopra can be contacted in EC 446, office phone (657) 278- 5622, e-mail:

[sapnachopra@fullerton.edu](mailto:sapnachopra@fullerton.edu)

### *Matt Englar-Carlson, Ph.D., Professor & Post-Practicum Advisor*

Matt’s interests include the psychology of men and masculinity, multicultural issues and qualitative research. His research and scholarship examines masculinity and its influence on counseling and the well-being of men and boys.

Dr. Englar-Carlson can be contacted in EC 426, office phone (657) 278- 5062, e-mail:

[mattec@fullerton.edu](mailto:mattec@fullerton.edu)

### *Olga L. Mejía, Ph.D., Associate Professor and Director of the Ánimo Latinx Counseling Emphasis*

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. Mejía can be contacted in EC 432, office phone (657)278-7263, e-mail: [omejia@fullerton.edu](mailto:omejia@fullerton.edu)

*Eric W. Price, Ph.D., Assistant Professor and Faculty Advisor for Kappa Omega*

Eric's interests include strengths, resiliency, and support within the LGBTQIA community, bereavement, and counseling military veterans. He has worked in community and university settings and specializes working with college students.

Dr. Price can be contacted in EC 444, office phone (657)278-8154, e-mail: [eprice@fullerton.edu](mailto:eprice@fullerton.edu).

*Mary M. Read, Ph.D., Lecturer and 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 484, office phone (657) 278- 2167, e-mail: [mread@fullerton.edu](mailto:mread@fullerton.edu)

*Ginamarie Scherzi, M.S., Lecturer, Admissions Coordinator and Prospective Graduate Student Advisor*

Ginamarie's interests include the benefits of a collaborative treatment approach to address issues of substance abuse, mental illness and homelessness, social justice issues and trauma. She has worked in community mental health settings and Orange County Collaborative Courts. Her clinical experience includes individual, group and family therapy.

Ms. Scherzi can be contacted in EC 429, office phone (657) 278-3042, email

[gscherzi@fullerton.edu](mailto:gscherzi@fullerton.edu).

*David S. Shepard, Ph.D., Professor, Chair of Admissions Committee and Graduate Advisor*

David's interests include the relationship of counseling theory to clinical practice, supervision, couples counseling, and men's issues. As a clinician in private practice, he works with individual adults and couples in the areas of relationship issues, making challenging life-decisions, and personal growth.

Dr. Shepard can be contacted in EC 430, office phone (657) 278- 3327, e-mail:

[dshepard@fullerton.edu](mailto:dshepard@fullerton.edu)

*Rebekah Smart, Ph.D., Professor*

Rebekah's interests are in women's issues, cultural issues, and feminist theory, as well eating disorders. A broader focus, however, is the manner in which gender and culture issues intersect. This includes exploring how ideas about "masculinity" and "femininity" affect the well-being of people of all genders, and across cultures and sexual orientations.

Dr. Smart can be contacted in EC 424, office phone (657) 278-7341, email: [rsmart@fullerton.edu](mailto:rsmart@fullerton.edu)

*Regular Adjunct Faculty:*

Gerald Corey, Cheryl Crippen, Alison Englar-Carlson, Michelle Gottlieb, David Hart, Alina Hernandez, Julie Lee, Laura Luna, Nancy Nguyen, Thuy Nguyen, Maryam Sayyedi and Maria Antonieta Toriz.

## **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. Creates and builds the schedule each semester.
14. Allocates funds in a manner consistent with the goals of the department.
15. Mentors faculty with respect to their research, teaching, service, personal and professional development.
16. 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.

### **Admissions Committee Chair**

The Chair of the Admissions Committee is the coordinator for the Counseling Program. The Chair:

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, reporting on training issues and concerns at department meetings, meeting regularly with the department chair and college dean as appropriate, and representing California State University, Fullerton and the counseling program at the regional Consortium meetings which consists of community agency 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, legal and ethical guidelines as well as monitoring and ensuring CACREP compliance.
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 the policies of the ethical codes governing the counseling profession, specifically the codes of The American Counseling Association (ACA), The California Association of Marriage and Family Therapists (CAMFT) and the California Board of Behavioral Science's Laws and Regulations (BBS). Students should take note that the ACA Code of Ethics states that "Counselors are aware of – and avoid imposing— their own values, attitudes, beliefs, and behaviors." This ethical standard means that students have an obligation to facilitate the strengthening of relationships and psychological well-being of all clients, regardless of sexual/affectional orientation or gender identity, cultural values, or spiritual/religious values. When student values conflict with those of their clients, students are expected to work with faculty members and agency supervisors on learning how to avoid imposing those values on their clients while helping them achieve their goals. Ethical behavior also includes adhering to department and university policies; maintaining academic and personal integrity; and demonstrating 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)*, the *California Association of Marriage and Family Therapists (CAMFT)*, 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:

[https://www.counseling.org/docs/default-source/ethics/2014-code-of-ethics.pdf?sfvrsn=2d58522c\\_4](https://www.counseling.org/docs/default-source/ethics/2014-code-of-ethics.pdf?sfvrsn=2d58522c_4)

### Grade Appeals

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

changes of grades except for changes of Incomplete Authorized and Unauthorized Incomplete symbols.

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

### **Academic Appeals**

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

### **STUDENT RETENTION POLICY**

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

## **Classification**

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

### *Advancement to Practicum*

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

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

**Advancement to Final Project** is required in the fall or spring semester prior to taking COUN 597 Final Project. During this advisement, students will be reminded to complete a Grad Check, will have their Advisement Log reviewed to ensure they will be ready to take Final Project the following fall or spring, and will complete a selection form on what section of Final Project they would prefer to enroll.

## **Probation**

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

## **Disqualification**

A student will be disqualified from the program at any time if (a) the student receives more than two grades below (B-) (2.7) or (b) the faculty has determined that a student has failed to demonstrate a level of professional competence, or personal or professional fitness commensurate with the standards of the counseling discipline, and that this failure requires removal from the program, rather than placement on administrative- academic probation. Students will be evaluated throughout the program using two forms: (1) Clinical Skills, and (2) Professional Dispositions. Professional Dispositions are discussed in the section, *Dispositions and their Assessment* on pages 16 and 17 of this Handbook. See pages 37-42 to review the forms used in the evaluative process.

See the "Graduate Regulations" section of the University Catalog for additional details on disqualification. Students must receive an evaluation of Credit in COUN 530A or 530B/584A or 584B/590/591. Students must receive a (B) or better in COUN 526. Failure to earn the minimum grades for these classes may involve remediation or disqualification from the program. Any decision involving remediation or disqualification follows the procedure specified below:

## **Conference with the Department Remediation Committee**

Students whose behavior at any given time suggests a lack of professional competence, or personal or professional fitness for the profession of counseling, may be asked to meet with the Department Remediation Committee, which consists of three faculty members. The Remediation Committee will subsequently recommend to the faculty either a remediation plan for the student

in order to help the student become fit to practice or will recommend disqualification in cases where the student may not be fit to practice. The full faculty may accept or modify the remediation plan. If the Remediation Committee recommends disqualification, the faculty may instruct the Committee to notify The Office of Graduate Studies that the Department has chosen to disqualify the student. Alternately, the faculty may request the Committee propose a remedy rather than disqualification. If the latter, the Remediation Committee will develop a remediation plan and submit it to the faculty for its acceptance or modification.

### **Remediation Plans and Disqualification**

A Remediation Plan usually consists of (a) one or more benchmarks the student must meet, that demonstrate the student has remedied the problematic behavior; (b) a timeline for meeting the benchmarks; (c) the support and guidance of the Remediation Committee for the student throughout the specified period for completing the benchmark(s); (d), if appropriate, the recommendation that the student seek psychotherapy, medical intervention, a medical leave of absence, or remediation in academic and/or clinical skills training, as needed; (e) if appropriate, the recommendation that the student postpone or withdraw from practicum; (f) if appropriate, other steps that may be needed to support the student; (g) the recommendation that the student voluntarily drops out of the program; and (h) the recommendation to the full faculty that the student be immediately disqualified, pending approval of such action by The Office of Graduate Studies. The philosophy of the Counseling Department is that remediation requires consequences proportionate to the problematic behavior(s), achievable benchmarks, and the continued support and guidance of the Remediation Committee or other faculty members.

The Counseling Department also may recommend that the student be placed on administrative-academic probation by The Office of Graduate Studies. When this decision is made, the Department's Graduate Program Advisor collaborates with Graduate Studies to develop an appropriate plan, based on the philosophy of the Department regarding remediation, the recommendations of the Remediation Committee, the recommendations of Graduate Studies, and consistency with university policies and guidelines. In such cases, the student will receive a formal notification from Graduate Studies specifying the benchmarks and timeline for their completion. A student who meets the benchmarks within the timeline will be removed from probationary status, in accordance with Graduate Studies policies. Students who fail to meet the benchmarks, or fail to do so within the specified timeline, will be disqualified from the University.

If the Remediation Committee recommends immediate disqualification rather than remediation and administrative-academic probation, and if the faculty accepts the recommendation, the Office of Graduate Studies will be notified. The Office of Graduate Studies may formally disqualify the student, as guided by University policies on disqualification. Graduate Studies may choose instead to refer the matter back to the Remediation Committee, with the recommendation that a remediation plan is developed. If Graduate Studies formally disqualifies a student, the student is entitled to an appeals process, as outlined in the **CSUF Student Handbook UP300.030**.

### **Dispositions and their Assessment**

As a CACREP-accredited counselor education program, the Department is required to periodically assess every student's *disposition* as a potential counselor. The Department defines a counselor's disposition as having four components: (a) Effective and professional communication and collaboration; (b) Emotional maturity, self-awareness, and counselor presence; (c) Dependability, reliability, and ethical behavior; (d) Respect for diversity and openness to other worldviews.

The purpose of assessing student dispositions is that the Department can ensure that all students who graduate from the program have demonstrated a fitness for the profession of counseling. By

identifying students who are demonstrating difficulties demonstrating such fitness, whether in single or multiple areas, the Department has an opportunity to address these issues, ideally before the student sees clients in Practicum classes. Serious concerns, and/or patterns of continuing concerns, can also contribute to Departmental decision-making regarding placing students on administrative-academic probation or disqualification from the program.

All students' dispositions will be assessed by their instructors at the end of COUN 511A or 511B, 530A or 530B, and 584A or 584B. These are *specific* points when every student's disposition is assessed. Additionally, instructors may assess a student's disposition *in any course* throughout the program. It should be stressed that the assessment includes instructor observations regarding the following: clinical performance; performance in non-clinical coursework; actions and interactions in the classroom; and actions and interactions with instructors and agency supervisors.

Instructors use a rubric for noting concerns, areas where improvement is needed, and areas where there are no concerns. Please review this rubric on pages 37-42 of this Handbook. The rubric will also be included in the syllabi of COUN 511A or 511B, 530A or 530B, and 584A or 584B.

### **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, racial or ethnic origin, religion, sexual orientation, gender identification, 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 Disability Support Services office (657)278-3112 immediately, so we may all work together in a coordinated fashion.

### **Academic Dishonesty**

Academic dishonesty and plagiarism are not tolerated in our program. Students should understand that (a) faculty will routinely be using Turnitin.com; (b) all acts of plagiarism/cheating will be reported to the Office of Student Conduct and the university will have its own record of the student's conduct; and (c) cheating/plagiarism will likely result in an F on the assignment or in the course, which will effectively end the student's graduate academic career.

University policy recommends that students will receive an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; an F on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; and an F in the course where the dishonesty was premeditated or planned. Students should consult the CSUF Catalog for university regulations regarding the challenging of an instructor's response to academic dishonesty.

[http://www.fullerton.edu/senate/publications\\_policies\\_resolutions/ups/UPS%20300/UPS%20300.021.pdf](http://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20300/UPS%20300.021.pdf)

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

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

For example, on a movie review analysis, do not look on-line for reviews of the movie to help you analyze the movie.

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

### **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  
COUN/HUSR 380, PSYC 331, 431 or 408, 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 or equivalent
4. Human Development or Developmental Psychology  
CAS 312, 315 or 325A and 325B; PSYC 361; or equivalent

### **Core Curriculum (63 Units)**

COUN 500 The Counseling Profession  
COUN 502 Career & Lifestyle Development  
COUN 511A or 511B Pre-Practicum (basic counseling skills)  
COUN 518 Human Development & Functioning  
COUN 520 Modes of Individual Counseling  
COUN 521 Research in Counseling.  
COUN 522A or 522B Techniques of Brief Treatment & Assessment  
COUN 523 Counseling & Culture  
COUN 524 Child and Adolescent Counseling  
COUN 525 Psychopharmacology for Counselors  
COUN 526 Professional, Ethical, & Legal Issues in Counseling

COUN 527A or 527B Systems of Family Counseling  
COUN 528 Groups: Process and Practice  
COUN 530A or 530B Practicum  
COUN 535 Addictions Counseling  
COUN 538 Crisis Intervention and Trauma Treatment  
COUN 560 Appraisal in Counseling COUN 562 Couples Counseling  
COUN 584A or 584B Advanced Practicum  
COUN 590 Advanced Counseling Techniques  
COUN 591 Advanced Practicum II  
COUN 597 Research 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, couples, and families and the focus will be on 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 The California Board of Behavioral Sciences 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 530A or 530B, 584A or 584B, and 590. If students are unable to complete their hours in the year of practicum courses, they will register for COUN 591 Advanced Practicum II to complete those hours.

Direct client contact hours are gained 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 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. In Beginning Practicum 530A or 530B, hours may be counted from the day classes begin. Once begun, hours may be counted throughout the practicum year, provided enrollment in practicum courses is continuous. Note: No more than 40 DCC hours and 60 non-DCC hours may be counted during Beginning Practicum 530A or 530B.

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 530A or 530B, students are responsible for:

1. Scheduling a meeting with the Graduate Advisor for an Advancement to Practicum interview.
2. Obtaining the most recent Clinical Training 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. Students are required to attend the fall or spring semester before they intend to begin practicum (e.g., attend in Fall before starting practicum in Spring).

The Advancement to Practicum Interview is a meeting initiated by the student to discuss with

the Graduate Advisor whether or not the student is prepared for practicum academically, psychologically (emotionally/intellectually), and physically (adequate physical health). 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 in the first month of the (Fall or Spring) semester prior to taking practicum since the faculty meeting to discuss student readiness for advancement to practicum is held mid-semester. After the student meets with the advisor, the student's file will be reviewed and the faculty will discuss the readiness of each student seeking to begin practicum. 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 toward the end of the semester informing her/him of their new "advanced to practicum" status. Students who advance to practicum and are enrolled in practicum are 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 practicum status, they are eligible to begin counting training hours toward the 3,000 licensure hours for the LMFT provided they are enrolled in a practicum class. Note that LPCCs cannot count any licensure hours until after graduation, although they must also complete a practicum year. Finally, practicum 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 licenses for professional counselors are the Marriage and Family Therapy (LMFT) License and the Licensed Professional Clinical Counselor (LPCC). 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.

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

appointment.

### ***Required Advisement***

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

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

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

## **COMMUNICATION PROCEDURES**

### **Departmental Announcements**

Announcements will be placed on the student portal, so students are responsible for checking the portal at least two times per week. The portal is updated regularly and is the primary vehicle to inform students of important information, upcoming meetings and events. Students are also responsible for making sure the University has their correct personal information. If the student's name, phone number, e-mail address or regular mailing address changes, students must inform the University separately as soon as possible.

### **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, which is open from Monday through Friday, 8am-5pm.

### **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 their responsibilities during the semester.

## **Professional Associations and Groups**

### **National Professional Associations**

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

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

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

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

Association for Assessment in Counseling (AAC)

Association for Adult Development and Aging  
(AADA) American College Counseling Association  
(ACCA)

Association for Counselors and Educators in Government (ACEG)

Association for Counseling and Supervision (ACES)

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

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

Counselors for Social Justice

Association for Multicultural Counseling and Development

(AMCD) American Mental Health Counselors Association

(AMHCA) American Rehabilitation Counseling Association  
(ARCA)

American School Counselor Association (ASCA)

Association for Spiritual, Ethical, and Religious Values in Counseling

(ASERVIC) Association for Specialists in Group Work (ASGW)

International Association of 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 \$102.00, 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 \$35.00, 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 \$44.00, 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 and licensure. The California Board of Behavioral Sciences uses NBCC's National Clinical Mental Health Counselor Exam (NCMHCE) for LPCC licensure

### **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 \$63.00, 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 Counseling Association (CCA)**

The California Counseling Association, 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 \$35.00 that includes membership in one of the Divisions and a subscription to a monthly publication, the *Compass*. CCA has the following divisions: Contact CCA at:

California Counseling Association  
P.O. Box 5700  
Oakland, CA 94605

Phone: 510-500-4477  
Toll Free: 866-460-0945  
Fax: 510-868-0940

Or online at: <http://www.cacounseling.org/>

### **California Association for Licensed Professional Clinical Counselors (CALPCC)**

CALPCC is a membership organization designed to protect and support Licensed Professional Clinical Counselors (LPCCs) in California. Students can join for \$30.00 and receive benefits such as monthly updates on changes to relevant laws for LPCCs, legislative and community advocacy, networking opportunities, and the ability to have questions answered by email.

Find CALPCC at: [www.calpcc.org](http://www.calpcc.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 \$95.00, 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. Contact them at: [www.csi-net.org](http://www.csi-net.org)

### **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. 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.

<http://hhd.fullerton.edu/counsel/StudentOrg/GCSA/index.htm>

## **LICENSURE AND CREDENTIALING**

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

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

1. In order to qualify for an Associate registration, an applicant must possess a qualifying doctoral or master's degree with specific coursework requirements as specified in California Business and Professions (B&P) Code Section 4980.40. Associate registrations are valid for one year and Associates may maintain their registration status for a total of six years.
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.
3. 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 clinical examination.
  4. 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.
  5. 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: <http://www.bbs.ca.gov/>

### **Licensed Professional Clinical Counselors (LPCC)**

The California Board of Behavioral Sciences (BBS) has the following requirements to register as a Associate Professional Clinical Counseling (APCC) and licensure as a Licensed Professional Clinical Counselor in California for students who start their programs after August 1, 2012:

1. A 60-semester-unit master's or doctoral degree from an accredited or approved institution, which is counseling or psychotherapy in content, which includes 6 semester units of supervised practicum or field work study, and contains at least 3 semester units of coursework in 10 of the 13 core content areas.
2. In addition to the 13 core content areas, fifteen semester units of advanced coursework to develop knowledge of specific treatment issues or special populations must be included within the degree.
3. Instruction in the following areas must be part of the degree:
  - a. Human sexuality and the study of the physiological, psychological and social cultural variables associated with sexual behavior, gender identity and psychosexual dysfunction
  - b. Spousal or partner abuse assessment, intervention strategies and same-gender abuse dynamics
  - c. Child abuse assessment and reporting (seven hours required)
  - d. Aging and long-term care, including biological, social, cognitive and psychological aspects of aging
  - e. Methods of service delivery in recovery-oriented practice environments and integrate an understanding of various cultures and the social and psychological implications of socioeconomic position.
4. Supervision: A minimum of 3,000 post-degree hours of supervised experience, by a LPCC, LMFT, LCSW, licensed psychologist or licensed physician and surgeon, who is certified in psychiatry by the American Board of Psychiatry and Neurology, over a period of not less than two years, including not less than 1,750 hours of direct counseling with individuals or groups in a clinical mental health counseling setting and 150 hours in a hospital or community mental health setting.
5. Examination: Passing score on the California Law and Ethics Exam, which is taken within the first year after graduation, and a passing score on the National Clinical Mental Health Counselor Examination (NCMHCE), which is taken at the completion of the supervised hours is required.

BBS Website: <http://www.bbs.ca.gov/>

### **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) and/or the National Clinical Mental Health Counselor Exam (NCMHCE) are used by all 50 states, the District of Columbia, and Guam to license counselors on a State level.

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)

## Student Evaluation Forms

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CALIFORNIA STATE UNIVERSITY, FULLERTON  
DEPARTMENT OF COUNSELING

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### Professor Evaluation of Counselor Student/Trainee

#### Dispositions & Professionalism

Semester: Spring  Fall  Summer  Year: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Professor's Name: \_\_\_\_\_

#### 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.
- 530 and 584 professors must fill out the entire form.
- 511 professors must fill out Table 1. If there are any “needs improvement” or “concerns,” please also complete the relevant section of Table 2. Provide comments about any concerns at the end of the form.
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**Table 1: GLOBAL EVALUATION: (circle the appropriate item):**

#### Dispositions & Professionalism A – D

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

**Table 2: Dispositions & Professionalism**

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

<b>B. Emotional Maturity, Self-Awareness, and Counselor Presence</b>				
Student presents appropriately for the situation (e.g., appropriate attire when seeing clients).	Concern	Needs Improvement	No Concern	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).	Concern	Needs Improvement	No Concern	N/A
Student manages learning and performance anxieties appropriately.	Concern	Needs Improvement	No Concern	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).	Concern	Needs Improvement	No Concern	N/A
Student provides constructive feedback and responds appropriately and flexibly to feedback.	Concern	Needs Improvement	No Concern	N/A
Student demonstrates appropriate boundaries	Concern	Needs	No	N/A

(e.g., in class, with professors, with clients).		Improvement	Concern	
Student has a good counselor presence (e.g., empathic, confident, good non-verbals, a therapeutic vocal style).	Concern	Needs Improvement	No Concern	N/A
Other:	Concern	Needs Improvement	No Concern	N/A
<b>C. Dependability, Reliability, and Ethical Behavior</b>				
Student appears to devote sufficient time and energy to the requirements of the program and manages their schedule and obligations appropriately.	Concern	Needs Improvement	No Concern	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).	Concern	Needs Improvement	No Concern	N/A
Student is on time for class and appointments (also supervision and training if in practicum).	Concern	Needs Improvement	No Concern	N/A
Student completes papers and assignments on time (also case notes and site paperwork).	Concern	Needs Improvement	No Concern	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.	Concern	Needs Improvement	No Concern	N/A
Student abstains from using electronic devices during class time, with the exception of approved note-taking.	Concern	Needs Improvement	No Concern	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).	Concern	Needs Improvement	No Concern	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).	Concern	Needs Improvement	No Concern	N/A

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

**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):**

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CALIFORNIA STATE UNIVERSITY, FULLERTON  
DEPARTMENT OF COUNSELING

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**Professor Evaluation of Counseling Student**

**Clinical Skills in Coun 511**

Year: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Professor's Name: \_\_\_\_\_

**How to use this evaluation form:**

- Begin with page 2 and rate the student on each item and then come back to this page to provide a global evaluation and any comments.

**GLOBAL EVALUATION: The students is generally able to use the 511 skills appropriately for this level of training (circle the appropriate item):**

- Yes, meets or exceeds expectations
- Yes, meets minimal expectations
- No, does not meet minimal expectations (see comments and remediation plan)

**NARRATIVE COMMENTS and remediation plan (if necessary):**

**Provide a rating from 0 to 2.** Do not provide a higher rating; the 3-6 ratings are only used in practicum. 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.*

**Students use the following skills commensurate with their level of training:**

Skills	<p style="text-align: center;"><b>Concern Below expectations</b></p> <p style="text-align: center;"><b>0</b></p> <p>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;"><b>No Concern 511 Meets expectations</b></p> <p style="text-align: center;"><b>1 – 2</b></p> <p>The student uses skills <i>appropriately</i> for beginning level with practice “clients”</p>	<p style="text-align: center;"><b>No Concern 530 Meets expectations</b></p> <p style="text-align: center;"><b>3 - 4</b></p> <p>The student uses skills <i>competently</i> in therapy with real clients</p>	<p style="text-align: center;"><b>No Concern 584 Meets expectations</b></p> <p style="text-align: center;"><b>5 - 6</b></p> <p>The student uses skills <i>effectively and confidently</i> in therapy with a higher level of awareness of the work</p>
Feeling reflections				
Content reflections				
Questions (e.g. frequency, open vs. closed)				
Silence (e.g. client is processing vs. counselor stuck)				
Verbal and non-verbal body language (e.g. eye contact, posture, gesturing, proxemics, head nodding)				
Avoidance of providing praise (external evaluation of client or behavior)				
Empathy (feelings combined with reasons for feeling or meaning)				
Ability to sit with painful emotions				
Probing (going deeper into meaning of words, client behavior, feelings, beliefs, themes or values)				

Empathic confrontation (e.g., reflection of discrepancy in lieu of harsh confrontations)				
Avoiding supportive statements that minimize client feelings				
Therapeutic voice (e.g. tone, volume, rate of speech)				
Identification of themes (reflection of a main point, theme, or general concern of client)				
Countertransference awareness				

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CALIFORNIA STATE UNIVERSITY, FULLERTON  
DEPARTMENT OF COUNSELING

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**Professor Evaluation of Counselor Practicum Trainee**

**Clinical Skills; Case Conceptualization & Treatment Planning; Diversity**

**Counseling 530 Beginning Practicum**

Semester: Spring  Fall  Year: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Professor's Name: \_\_\_\_\_

**How to use this evaluation form:**

- Begin on page 2 and rate the student on each item; then come back to page 1 to provide a global evaluation and any narrative comments.

**GLOBAL EVALUATION: The students is generally able to use the 530 skills appropriately for this level of training (circle the appropriate item):**

- Yes, meets or exceeds expectations
- Yes, meets minimal expectations
- No, does not meet minimal expectations (see comments and remediation plan)

**NARRATIVE COMMENTS** and remediation plan (if necessary):

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.*

**Students use the following skills commensurate with their level of training:**

Skills	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	584 Meets expectations  5 - 6  The student uses skills <i>effectively and confidently</i> in therapy with a higher level of awareness of the work
Feeling reflections				
Content reflections				
Questions (e.g. frequency, open vs. closed)				
Silence (e.g. client is processing vs. counselor stuck)				
Verbal and non-verbal body language (e.g. eye contact, posture, gesturing, proxemics, head nodding)				
Avoidance of providing praise (external evaluation of client or behavior)				
Empathy (feelings combined with reasons for feeling or meaning)				

Ability to sit with painful emotions				
Probing (going deeper into meaning of words, client behavior, feelings, beliefs, themes or values)				
Empathic confrontation (e.g., reflection of discrepancy in lieu of harsh confrontations)				
Avoiding supportive statements that minimize client feelings				
Therapeutic voice (e.g. tone, volume, rate of speech)				
Identification of themes (reflection of a main point, theme, or general concern of client)				
Countertransference awareness				

<b>Case Conceptualization and Treatment Planning</b>	<b>Concern Well below expectations</b>	<b>Concern Below Expectations</b>	<b>530 Meets expectations</b>	<b>584 Meets expectations</b>
	<b>0</b>	<b>1 – 2</b>	<b>3 - 4</b>	<b>5 - 6</b>
	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 and/or knowledge appropriately for 511 beginning level with practice “clients” but is struggling to apply 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

Assesses strengths/growth areas of clients				
Assesses using DSM				
Develops case conceptualizations through use of theory and biopsychosociocultural considerations				
Develops treatment plans responsive to assessment, conceptualization, and cultural factors				
Uses Evidence-based practices in clinical work				
Prepares for termination and provides adequate referrals and follow-up as needed				

<b>Diversity Awareness and Sensitivity</b>	<b>Concern Below expectations</b>	<b>Concern Below expectations</b>	<b>530 Meets expectations</b>	<b>584 Meets expectations</b>
	<b>0</b>	<b>1 – 2</b>	<b>3 - 4</b>	<b>5 - 6</b>
	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 and/or knowledge appropriately for 511 beginning level with practice “clients” but is struggling to apply 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
Demonstrates awareness of diversity relative to self				
Demonstrates awareness of diversity relative to client				
Demonstrates awareness of diversity relative to system/context/environment				

Demonstrates culturally responsive interventions				
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CALIFORNIA STATE UNIVERSITY, FULLERTON  
DEPARTMENT OF COUNSELING

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**Professor Evaluation of Counselor Practicum Trainee**

**Clinical Skills; Case Conceptualization & Treatment Planning; Diversity**

**Counseling 584 Advanced Practicum  
(and Counseling 590/591)**

**Semester:** Spring  Fall  **Year:** \_\_\_\_\_

**Student's Name:** \_\_\_\_\_

**Professor's Name:** \_\_\_\_\_

**How to use this evaluation form:**

- Begin on page 2 and rate the student on each item; then come back to page 1 to provide a global evaluation and any narrative comments.

**GLOBAL EVALUATION: The students is generally able to use the 584 skills appropriately for this level of training (circle the appropriate item):**

- Yes, meets or exceeds expectations (all scores are in the 5-6 range)
- Yes, meets minimal expectations (some skills are in the 3-4 range, but most are in the 5-6 range)
- No, does not meet minimal expectations (below a 2 on any skill and/or below a 5-6 on crucial skills or many skills)

**NARRATIVE COMMENTS:**

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.*

**Students use the following skills commensurate with their level of training:**

<b>Skills</b>	<b>Concern Well below expectations</b>	<b>Concern Below expectations</b>	<b>530 Meets expectations</b>	<b>584 Meets expectations</b>
	<b>0</b>	<b>1 – 2</b>	<b>3 - 4</b>	<b>5 - 6</b>
	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
Feeling reflections				
Content reflections				
Questions (e.g. frequency, open vs. closed)				
Silence (e.g. client is processing vs. counselor stuck)				
Verbal and non-verbal body language (e.g. eye contact, posture, gesturing, proxemics, head nodding)				
Avoidance of providing praise (external evaluation of client or behavior)				
Empathy (feelings combined with reasons for feeling or meaning)				
Ability to sit with painful emotions				
Probing (going deeper into meaning of words, client behavior, feelings,				

beliefs, themes or values)				
Empathic confrontation (e.g., reflection of discrepancy in lieu of harsh confrontations)				
Avoiding supportive statements that minimize client feelings				
Therapeutic voice (e.g. tone, volume, rate of speech)				
Identification of themes (reflection of a main point, theme, or general concern of client)				
Countertransference awareness				

<b>Case Conceptualization and Treatment Planning</b>	<b>Concern Well below expectations</b>	<b>Concern Below Expectations</b>	<b>530 Meets expectations</b>	<b>584 Meets expectations</b>
	<b>0</b>	<b>1 – 2</b>	<b>3 - 4</b>	<b>5 - 6</b>
	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 and/or knowledge appropriately for 511 beginning level with practice “clients” but is struggling to apply 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
Assesses strengths/growth areas of clients				
Assesses using DSM				
Develops case conceptualizations through use of theory				

and biopsychosociocultural considerations				
Develops treatment plans responsive to assessment, conceptualization, and cultural factors				
Uses Evidence-based practices in clinical work				
Prepares for termination and provides adequate referrals and follow-up as needed				

<b>Diversity Awareness and Sensitivity</b>	<b>Concern Below expectations</b>  <b>0</b>  The student does not use skills appropriate for level of training and does not show adequate improvement by the end of the course	<b>Concern Below expectations</b>  <b>1 – 2</b>  The student uses skills and/or knowledge appropriately for 511 beginning level with practice “clients” but is struggling to apply them to real clients	<b>530 Meets expectations</b>  <b>3 - 4</b>  The student uses skills <i>competently</i> in therapy with real clients	<b>584 Meets expectations</b>  <b>5 - 6</b>  The student uses skills <i>effectively and confidently</i> in therapy with a higher level of awareness of the work
Demonstrates awareness of diversity relative to self				
Demonstrates awareness of diversity relative to client				
Demonstrates awareness of diversity relative to system/context/environment				
Demonstrates culturally responsive interventions				

## DEPARTMENT OF COUNSELING INFORMED CONSENT

### *Department Philosophy Regarding Self-Disclosures*

We the faculty members in Department of Counseling program believe that you as a student learn best by applying the information learned in classes to your personal lives. As such, we will encourage you to analyze and self-disclose about yourself, your family, and your culture in papers and in class. In addition, your analysis may include exploring and discussing unresolved issues in order for you to become a healthier counselor and individual.

As professors we may suggest getting therapy as you train to be a counselor. We believe strongly that it is important for counselors to experience what they ask of their clients. It is also important to know oneself in a new kind of way in order to manage countertransference and remain healthy during the process of working clinically with others. So, we hope you will all consider, if you have not already, getting into individual or group therapy at some point. In addition, if you find yourself feeling overwhelmed by issues that arise in class, or realize that you simply need more time and attention about something going on for you, please recognize this and honor the profession you are joining. One way for students to get some help is to contact the CSUF Counseling and Psychological Services (CAPS) at 657-278-3040; they can help you with a referral that meets your needs. Alternatively, if you have insurance coverage you may contact the company directly.

You have a choice about how much information you would like to reveal both in class and in papers. Faculty members do not know what personal information may be missing from your papers. However, we encourage you to be as honest as possible within the bounds of what feels comfortable and safe for you; doing so will enable you to gain the full experience of what you are learning in each class and in the program as a whole.

### *Dual Relationships*

The issue of dual relationships must be included as part of this informed consent. You will be participating with other students in role plays such as a therapist-client role or group leader. You are also fellow students, and many of you will become friends. You will be practicing skills as both client and therapist. When in the role of a client, please remember that these are role plays and are not meant to provide you with therapy. In addition, please know that your struggles will not be held against you or in any way impact your grade in classes.

### *Confidentiality and Its Limits*

We will discuss the legal and ethical codes regarding confidentiality in several classes. It is very important to honor the confidentiality of other students' disclosures and to trust that they would honor yours. As you will see in many of your classes, this is crucial to establish a culture of safety. Faculty members will also discuss their commitment to holding your information confidential in classes where self-disclosure is encouraged. This means that personal information you reveal in papers and in class will not be shared with other faculty members, unless incidents of sexual harassment, domestic/dating violence, sexual violence, or incidents of abuse involving a minor are disclosed. Faculty members are considered "responsible employees" under CSU Executive Orders, as well as mandated reporters under California State Law. Any disclosures of interpersonal violence, child abuse and neglect or sexual harassment must be reported to the Title IX and Gender Equity Office. Furthermore, know that we will be unable to fully guarantee confidentiality, as we can only ask the other students to maintain your confidences. However, students found breaking confidentiality will be referred to the Student Conduct Administrator for appropriate disciplinary action according to applicable university guidelines. Any conflict that may arise from a breach of confidentiality should be brought to the faculty member's attention immediately in order to be resolved through appropriate measures. The ability to maintain confidentiality is not only expected out of respect for your

fellow students, but is also a representation of your professionalism and trustworthiness as a future counselor since confidentiality is a required ethical/legal component of this profession.

***Consent***

I, \_\_\_\_\_ have read and understand the above mentioned terms and conditions and agree to maintain confidentiality in all of my classes. I fully understand that breach of confidentiality will result in disciplinary action according to university guidelines. I also understand that my level of self-disclosure is voluntary and information revealed as part of a class will not be utilized in any way in establishing my grade. Finally, I understand that my professors are mandated reporters and may need to break confidentiality under the conditions listed above.

Print Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

## 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 \_\_\_\_\_